The Local Authority’s view on the reforms
From the perspective of a SEND Pathfinder LA

Michael Cotton
SEND Implementation Manager
and one of the regional champions
How will the reforms affect all Local Authorities?
The Children & Families Act 2014 says things about young people over 16 for the first time.
FE responsibilities for SEN

“Colleges have a duty to use their best endeavours to secure the special educational provision that the young person needs . . . whether or not the student has an EHC Plan . . . (from 14-25 years)”
What are young people entitled to from education...?
• To ask for an EHC assessment?  
  Yes

• To express a preference for a college?  
  Yes

• To have their wishes heard even if they are at odds with their parents?  
  Yes

• To continue in education to 25?  
  No

• To go away to college then return for a local programme?  
  No
But young people want:

Benevolent state offers:
Move from passivity and dependence to being effective contributors

- independence
- guidance and support
- meaningful experiences
- rights and entitlements
- control
- choice

‘experts by experience’
Personalisation – adapting or developing services

Self-directed support – giving choice and control

Personal budgets: education, health or social care

Direct payments
How did the reforms affect North Yorkshire?
Until 2010 we exported all post-19 learners with LDD to ISPs
Developing Local Provision

- Clear vision
- Mapping
- Developing partnerships
- Changing expectations
- Establishing local hubs
- Training and support for staff
How do you make 600 funded learning hours into a full time programme...?
Personalised Learning Pathways

• Working in partnership with:
What is a Personalised Learning Pathway?

• A person-centred programme which supports the young person to develop and progress,
• Based on how they learn and the support they require.
• Outcome-focused and delivered in partnership by a range of local providers,
• Supporting young people to remain within their local community with their families and friends
Personalised Learning Pathways

• Independent Living
• Employment
• Personal Progress
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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Provider</th>
<th>Supported at Start</th>
<th>Notes</th>
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<td>09.00 – 10.30</td>
<td>Travel to YCC Hub - 311</td>
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Total Learners 2010-11 to 2013-14
Total expenditure on ISPs and Personalised Learning 2010-11 to 2013-14

- £2,000,000
- £1,000,000
- £0
- £1,000,000
- £2,000,000
- £3,000,000
- £4,000,000
- £5,000,000

2010-11: £4,150,472
2011-12: £4,544,019
2012-13: £3,320,352
2013-14: £2,893,027
Total saving: £393,547

Change in expenditure:
- £1,223,667
- £427,325
- £1,257,445
How can we work effectively together on the reforms?
For all colleges:

- Tell your LA who is responsible for SEND
- Get involved in preparing for adulthood (from Y9)
- Be outcome-focused and person-centred in all your planning
- Co-operate over reviews and conversions
- Work with the LA and special schools to develop further appropriate curricula
• Make sure we have a link to your college in the Local Offer
• Work with other key providers to develop local specialist provision
• Be flexible in thinking and developing new provision and capacity in communities
• Work with partners to develop supported internships, traineeships & apprenticeships
additionally if you are an ISP:

Work with LAs; use your experience and expertise to help develop further personalised learning programmes which might include -
• Part-time placements and day provision
• Shorter term placements
• Stand-alone learning modules
• Training programmes in specialist areas for GFEs
• Working with LAs on better preparation & support into adulthood inc employment, independent living & community participation
• Delivery of some specialist provision within LAs
If you always do what you've always done
You'll always get what you've always got
any questions?