



Leicestershire
County Council

Leicestershire Further Education SEND Standards

A Guidance Document
for Parents and Carers



This guidance document aims to provide parents and carers of young people aged 16-25 with Special Education Needs and Disabilities (SEND), attending Post 16 or Further Education colleges in Leicestershire, with what they can expect as a minimum standard.

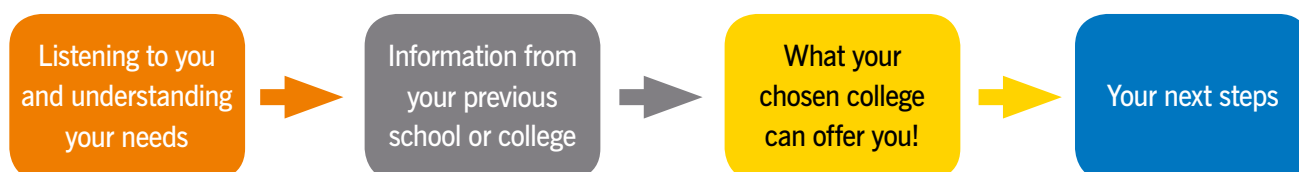
Every young person has the right to expect a good education, and the support they need to become independent adults and succeed in life. In addition to this guidance document you may wish to access the [Leicestershire Local Offer](#) which sets out clearly what support is available from specialist services, and how to access it.

Introduction

Once over compulsory school age, many young people with SEND move into further education (FE), such as FE and sixth form colleges and 16-19 academies; for simplicity, this document refers to all post-16 providers as colleges.

It is important that the young person's chosen college becomes involved in their plans as they prepare to leave school so the college can be prepared to meet their needs. This is often called 'Transition'.

Your child should be given a chance, before they start at college, to talk about their needs or disability, and how this might affect their learning. This will enable the college to explain how they might be able to provide the right levels of support.



Statutory duties placed on colleges

Whilst this is not a legal document, it is based on the various acts, regulations and guidance. The [Children and Families Act 2014](#) and the [Special Educational Needs and Disability Regulations 2014](#) were introduced and came into effect from 1st September 2014.

The Government published the [0-25 Special Educational Needs and Disability Code of Practice 2014](#) (0-25 SEND Code of Practice) which all Local Authorities and service providers across education (including colleges), health and social care, have a legal duty to follow.

As part of the Children and Families Act 2014 all colleges **MUST:**

- **Co-operate with the Local Authority on arrangements for children and young people with SEND.** In Leicestershire we have asked all schools and colleges to prepare and publish their own "Local Offer" which aims to explain how they can support young people with SEND.
- **Admit the young person, if the college is named on their Education, Health and Care (EHC) Plan.**
- **Comply with the [0-25 Special Educational Needs and Disability Code of Practice 2014](#)** (0-25 SEND Code of Practice).
- **Ensure the college does their best to plan for and secure the special educational provision that meets the young person's needs.**

Ensuring young people's positive outcomes – arrangements for assessing their needs

Every young person has individual needs requiring varying levels of support that need to be planned for - this is sometimes called a Graduated Response (See [Jargon Buster](#) Appendix 1 page 10).

The young person's chosen college should help them to achieve their best. The college will discuss and agree which course will best enable them to be more independent, find a job or whatever they choose to do next.

When they start, the college will help to set aspirational goals for the young person, in order for them to achieve the best possible outcome in their adult life – this is often called [Preparing for adulthood](#) (Chapter 7 SEND Code of Practice).

The college must do its best in order to give the young person the support they need through **an individual assessment**. This will be provided through **SEND Support** – it replaces Learning Disability Assessments (LDAs). The colleges may refer to this as **SEND Support Stage**.

If, through discussions, the college feels the young person might benefit from SEND Support, the college will ensure you and your child are kept involved throughout the planning process, updating you with progress made.

SEND Support is part of what is known as the '**graduated approach**'. Any support offered to the young person during the **SEND Support Stage** should take the form of a four-part cycle.



Assess

- The young person's difficulties at the time they make their application for enrolment to college, so that the right support can be provided.
- The college will ask the young person what they feel their needs are as well as speaking to others who help them. This could include their parents/carers, teacher or support worker from a previous school or college, or any other professionals who work with them.
- When they start at college, the young person's teacher/lecturer or nominated support person will regularly speak with them to see how they are getting on.

Plan

- The college needs to plan and agree the outcomes that the SEND support is intended to achieve - in other words, how the young person is expected to benefit from the support they provide.
- The young person is likely to be set "targets" that their college will expect them to achieve each term.
- Planning sessions with their tutor should take place at least 3 times per year.
- Planning will look at the young person's aspirations (what they want to achieve next).

Do

- Following discussions with the young person, the College will put the planned support into place.
- The young person's teacher / lecturer or nominated support person will remain responsible for working with them on a regular basis to track their progress.
- They will check that the support that has been put in place for the young person is doing what it was intended to do, and that they are achieving their expected outcomes.

Review

- The young person will have progress meetings with their teacher/lecturer or nominated support person. At these meetings the young person's progress will be recorded on their student profile or Individual Learner Record (ILR).
- The support that has been provided should be reviewed regularly - at least 3 times per year or each term.
- Together with the young person's teacher/lecturer or nominated support person, they should decide whether the support put in place is having a positive impact.
- If either you (the parent/carer), the young person themselves or their tutor are concerned, or if the young person is falling behind, they will discuss and agree what can be done to better support the young person.

Key points and actions will be recorded on a document called a SEND Support Plan. In some cases the SEND Support Plan may be transferred into an EHC Plan (See [Jargon Buster](#) Appendix 1 page 10). If you have an EHC Plan the college will work with the Local Authority to review this every 12 months.

Meeting needs and recording progress

The young person's goals or targets will be listed on either the SEND Support or EHC Plan. These may include goals such as finding employment, moving into higher education, living independently, being as healthy as possible, making friends and participating in your community and staying safe. You can find out more by looking at the [Preparing for adulthood](#) section of Leicestershire's Local Offer

The college will ensure that the young person's opinions and views are taken into account to become a central part of the decision making and planning process. The college will work with them to agree and put in place a range of support that can be taken as steps towards achieving their long term goals.

Support opportunities could include:

- College trips.
- Extra-curricular activities.
- Involvement in community enterprise or voluntary work opportunities.
- Traineeships.
- Apprenticeships.
- Supported employment/internships.

Equality and inclusion

The college will have a SEN Coordinator or additional learning support staff, who will oversee the young person's support needs.

The college will do its best to meet the young person's needs.

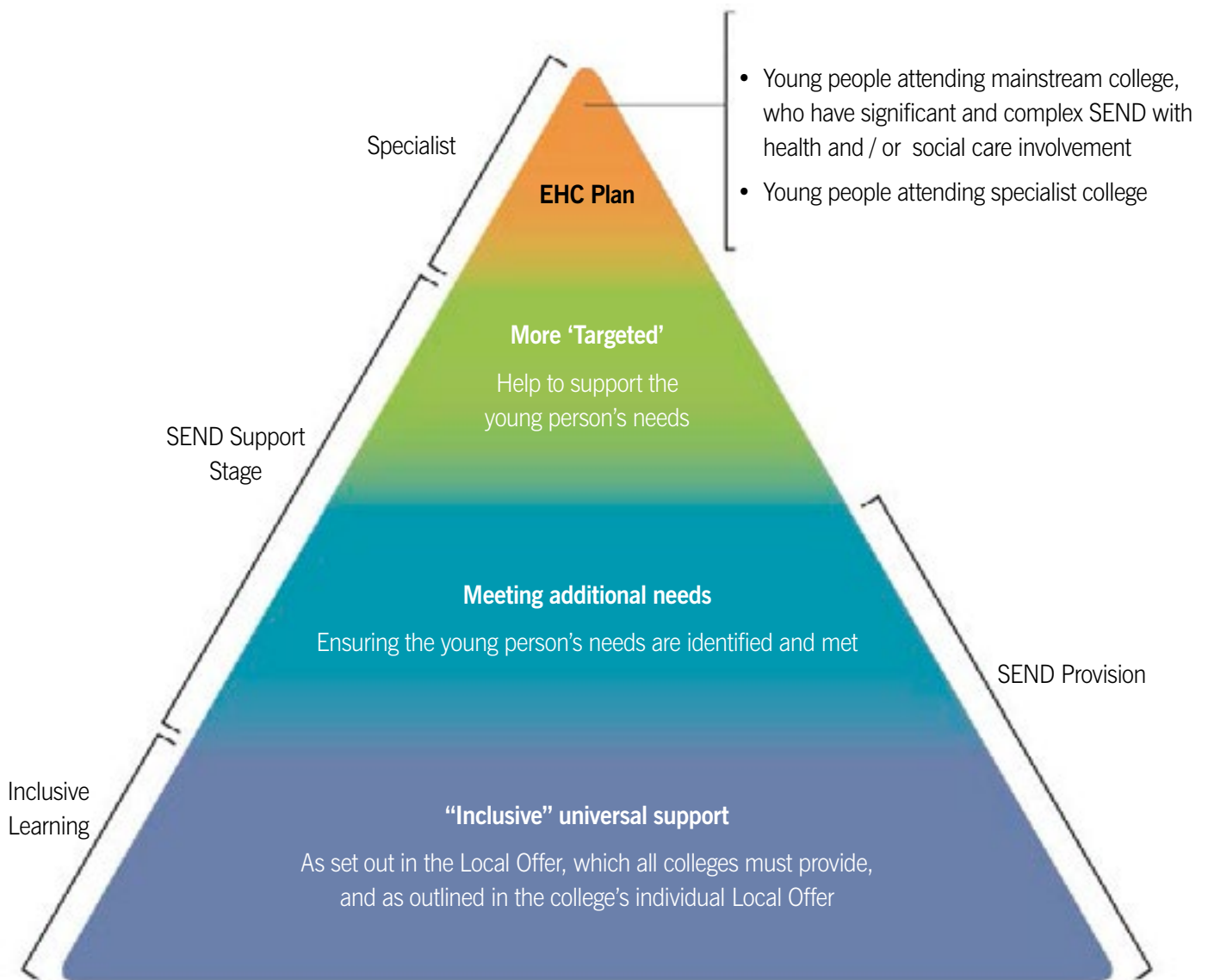
This could include:

- Ensuring that personal care needs are met.
- Providing one to one or small group learning opportunities.
- Providing training to enable more independence i.e. independent travel training.
- Ensuring tutors and learning support have the specialist skills and resources to support young people – for example:
 - Information provided in suitable formats i.e. large print, easy read, symbols, audio etc.
 - Printed information is made available on coloured paper.
- Provide access to:
 - The right type of assistive technology.
 - Desk top prompts e.g. key word lists.
 - Colour coded timetables.
 - Picture Exchange Communication System (PECS).

Supporting SEND in Colleges

The purpose of identification is to work out what action the college should take to support you and **NOT** to fit you into a category. Your needs might cover more than one of the areas of need, and they also may change over time. The college will complete a detailed assessment of need and produce your individual [SEND Support Plan](#). This is so that your full range of needs are identified, in order for the college to plan and review your SEND Support Plan, or EHC Plan if necessary.

Further Education - SEND Model of Graduated Support



Four broad areas of need

Listed below are the four broad areas of need that colleges should plan for.

1. Communication and interaction

The young person will receive support in college if they have speech, language and communication difficulties, that:

- makes it difficult for them to make sense of what is being said to them, or
- for them to be understood by others, or
- to help them understand how to communicate more effectively

2. Understanding (Cognition) and learning

The young person will receive support in college if they:

- learn at a slower pace than others of their age
- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills, or
- have a specific difficulty affecting one particular part of their learning, such as English (Literacy) or Maths (Numeracy).

3. Social, emotional and mental health difficulties

The young person will receive support in college, if they:

- have difficulty in managing their relationships with other people,
- are withdrawn, or if they behave in ways that may hinder or affect their own or other students' learning, or
- has an impact on their health and wellbeing.

4. Sensory and/or physical needs

The young person will receive support in college if they have:

- a visual and/or hearing impairment, or
- a physical need that means they must have additional ongoing support and or equipment.

College support will ensure that they provide them with:

- An inclusive learning environment.
- High quality teaching and learning opportunities.
- Social and emotional support.
- Opportunities to achieve positive outcomes.

Careers Guidance

As part of helping the young person to prepare for their future, schools and colleges have to ensure that all young people attending education provision from Year 8 until Year 13 are provided with independent careers guidance. FE colleges also have equivalent requirements to support and provide access to careers guidance, to young people from the age of 18 – 25.

High quality study programmes for Young People with SEND

All students aged 16-19, and those with an EHC Plan up to the age of 25, should be allowed to follow a coherent study programme that provides stretch and progression, and will enable them to achieve their best possible outcome in adult life.

Colleges should:

- raise career aspirations of all SEND students, and
- broaden their employment opportunities.

The college is expected to:

- Design study programmes which enable students to progress to a higher level of study than their prior attainment.
- Offer wide ranging qualifications.
- Enable them to gain basic skills such as English and maths.
- Allow them to participate in meaningful work experience and non-qualification activity.

When attending college, the young person **should not:**

- Be expected to repeat learning they have already completed successfully.

If they are not taking qualifications at college their study programme should:

- focus on high quality work experience, and
- provide non-qualification activity which prepares them well for
 - employment
 - independent living
 - being a healthy adult, and
 - participating in society.

What next?

The vast majority of young people with SEND are capable of sustainable paid employment, providing they receive the right help and support. Having carefully understood their abilities, their college will work with them to provide them with the right type of opportunities, to help them meet their potential and aspirations.

Employment

- College careers staff will discuss directly with the student which jobs they are looking for and how best to get one.

Traineeships

- Education and training programmes offering work experience.
- Focus on giving the skills and experience the student will need to get an apprenticeship or other job.
- To last a maximum of six months and include gaining key components of work preparation training i.e. English and maths (unless this is already achieved at GCSE A*-C standard) and a high quality work experience placement.
- Available to young people aged 16 to 24, including those with EHC Plans.
- Young people with an EHC plan will retain their plan when undertaking a traineeship.

Apprenticeships

- Apprenticeships are paid jobs that incorporate training, enabling the student to gain a nationally recognised qualification.
- Young people can earn money as they learn and gain practical skills in the workplace.
- Many lead to highly skilled careers.
- Young people with an EHC Plan can keep this when they are doing their apprenticeship.

Supported Internships

- Structured study programmes for young people with an EHC Plan. The EHC Plan will remain in place whilst they are undertaking the supported internship.
- Will normally be with an employer.
- Internships normally last for a year and include extended unpaid work placements of at least six months.
- Supported Internships aim to support the young person move into paid employment.
- Offers a personalised study programme which includes the chance to study for relevant qualifications, if suitable, and English and maths to an appropriate level.

Higher Education (University)

- For many young people, securing a place in higher education will be their aspiration or goal.
- The college should give the young person advice and guidance about their aspiration of going on to university, and how they should make a claim for Disabled Students Allowance (DSA) as well as
- ensure that the correct level of support is maintained or provided to help them achieve their goal.

Funding for SEND Support

The college will write the SEND Support Plan. If additional support is required the college will liaise with Leicestershire's [Special Educational Needs Assessment \(SENA\) Service](#) (Local Authority) to fund your support.

If you require an EHC Plan, the information contained in your SEND Support Plan will be used by to write it.

If you have any concerns regarding levels of support or funding you may want to seek advice from [SEND Information Advice & Support Service \(SENDIASS\)](#).

Funding entitlements

There are 3 categories of funding:

1. Funding entitlement for 16 -18 year olds attending post 16 school provision or college is provided through [Education and Skills Funding Agency \(ESFA\)](#)
2. Young people aged 19-25 who previously had a Section 139 statement will transfer to an EHC Plan and be funded through the [Education and Skills Funding Agency \(ESFA\)](#)
3. Young People aged 19 and over who attend college and have a learning difficulty or disability, but not an EHC Plan, may be entitled to [16-19 bursary fund](#) from ESFA, there is some useful guidance surrounding [16-19 bursaries aimed at young people](#).

Packages of Support across 5 days per week

College provision is normally based on 540 guided learning hours, which equates to 3 days per week over an academic year.

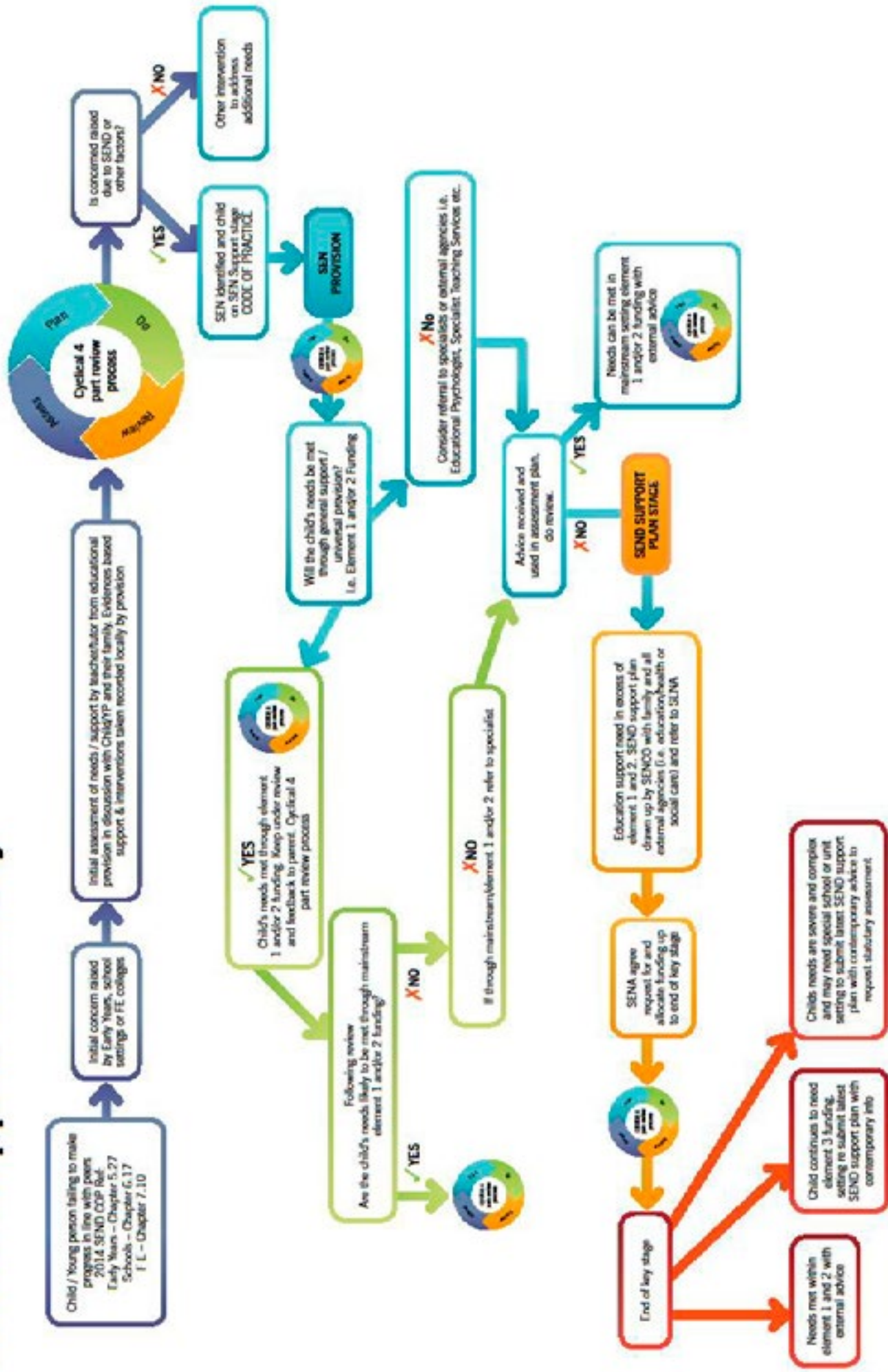
If it is agreed that the young person would benefit from, and is entitled to from 5 days education, these additional 2 days could be paid for with their Personal Budget entitlement or through Social Care funding. If they are entitled to Social Care funding the support they should receive will be included under the Social Care section of their EHC Plan. If they have any queries with regards to their entitlement to their support for these additional 2 days, they should contact their Social Care team.

If the young person is entitled to receive a full package of provision across 5 days a week, this support provision does not have to be at one provider, it could involve amounts of time with different providers or to allow them to study independently or take part in opportunities such as:

- Volunteering or participating in the community
- Work experience
- Independent travel training and/or skills for living independently in semi-supported or independent accommodation etc

In addition to this their EHC Plan may include other health and social care related support such as physiotherapy.

SEND Support Pathway



Appendix 1

Jargon Buster

Since the Special Educational Needs and Disabilities (SEND) reforms came into force in September 2014, many key terminologies have come into place and have been used throughout this document.

EHCP/EHC Plan - Education, Health and Care Plan:

If your child needs more support than is available through special educational needs (SEN) support, the EHCP sets out what the special educational needs and disabilities are and the extra help needed.

Graduated Approach: A model of action and intervention that recognises a continuum of provision in early education settings, schools and colleges to help children and young people who have special educational needs and disabilities.

SEN - Special Educational Needs: A child or young person with a learning difficulty or disability which calls for special educational provision to be made for him or her. Mainstream post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

SEND - Special Educational Needs and Disability:

Children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as a year or more, and ‘substantial’ is defined as more than minor or trivial. There is often a significant overlap between disabled children and those with SEN.

SENCO - Special Educational Needs Co-ordinator:

A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision.

SEND Support Plan: Introduced to distinguish the complexity of needs of children and young people with SEND. A SEND Support Plan is developed between professionals, the young person and their parents/carers, and will be available to children and young people with SEND but not the complex difficulties requiring an EHC Plan.

Special educational provision: Provision that is different or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEND to access the National Curriculum at school or to study at college.

Special school: A school which is specifically organised to make special educational provision for pupils with SEND. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

Useful documents

For a greater understanding around Equality Duty and Human Rights, parents/carers could refer to the following documents:

[SEND Code of Practice](#)

Equality and Human Rights Commission's website

This should be read in conjunction with chapter five of the Department for Education Guidance on the [Equality Act 2010](#). This covers the Equality Duty as it applies to providers.

There is also more generic guidance on the [Equality Duty on the Equality and Human Rights Commission's website](#)

[United Nations Convention on the Rights of Persons with Disabilities](#)

[United Nations Convention on the Rights of the Child](#)

[Special Educational Needs and Disabilities guide for parents and carers](#)