



**Havering**  
LONDON BOROUGH

# **CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE**

# **REPORT**

**29/03/2012**

**Subject Heading:**

**Post-16 Provision for Learners with  
Learning Difficulties and/or Disabilities  
(LLDD)**

**CMT Lead:**

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**Policy context:**

**Education & Skills**

## **SUMMARY**

This report outlines the key areas of service and support being provided with particular focus on post-16 education Learners with Learning Difficulties and/or Disabilities (LLDD) and the two pilot programmes delivered in 2011/12.

**RECOMMENDATIONS**

Members are asked to note the content of the report.

**REPORT DETAIL**

**1. Background**

- 1.1 The Apprenticeships, Skills, Children and Learning Act 2009 (ASCL) places new duties on Local Authorities, namely the duty to secure enough suitable education and training to meet the reasonable needs of 16-19 years olds as well as for those aged 19-25 who are subject to a learning difficulty assessment. Responsibility for those learners with learning difficulties and/or disabilities aged 19 or over who do not have a learning difficulty assessment and are accessing mainstream provision rest with the Skills Funding Agency (SFA). Local authorities have existing duties to encourage, enable and assist participation of all young people with learning difficulties and/ or disabilities up to 25 years and also in respect of transport arrangements.
- 1.2 Since the Act was passed in November 2009, Havering Local Authority commissioned a review of Post 16 SEN Education in early 2010. The findings of the report were broadly accepted by the Local Authority, although it was identified that the changing funding landscape, including the cancelling of the Building Schools for the Future capital programme, meant that a number of the recommendations would not be achievable in the short term.
- 1.3 The review highlighted the need to develop additional provision due to the changing demand for specialist provision. There are more children with profound and complex disabilities as a result of improved medical support and care. It is expected as part of the inclusion agenda that children with moderate or less severe disabilities can and should have their needs met in mainstream schools, however certain types of special educational need are currently not being met fully within this structures e.g. profound Autistism spectrum disorders (ASD.)
- 1.4 Currently there are three special schools providing provision up to the age of sixteen. Ravensbourne is the only special school with Post 16 provision and provides provision for severe and profound learning difficulties (SLD/PLD). Both special schools without a sixth form have developed expertise in meeting the needs of children with ASD and both have an increasing

proportion of intake with these needs. The current accommodation is not entirely fit for purpose, and it is hoped that by developing a proposal further both the educational needs and accommodation needs to support these learners can be achieved. Ravensbourne School with its Further Education Unit has a limit on capacity.

- 1.5 Havering College of Further Education also provides Post 16 provision and caters for a range of learners with learning difficulties post-16, principally at Quarles Campus some of whom have complex needs although the majority have moderate learning difficulties (MLD). Barking & Dagenham College is also host to a sizeable proportion of the Havering post-16 SEN/LLDD cohort. Both FE colleges' provision takes place in mainstream settings which are currently considered unsuitable for a proportion of vulnerable learners with high support needs.
- 1.6 In addition to the above, there are a significant number of learners who are accessing special educational provision out of borough and in 2011, nine learners are currently accessing provision at Independent Specialist Placements (ISP), this ISP provision costs approximately £613k in 2011/12 funded by YPLA direct to ISP providers.
- 1.7 Overall it is anticipated that demand for out of borough provision, which will include ISP's, will increase in the coming years, initial data projections based on cohort numbers suggest that there could be a significant increase.
- 1.8 In order to meet this growing demand for post-16 provision, the Local Authority worked with a range of providers to develop two pilot programmes for 2011/12.

## **2. Post -16 Pilot Programmes**

- 2.1 The Local Authority commissioned independent review of Post -16 Special Education in Havering recommended development of special sixth forms at both Corbets Tey and Dycorts as a matter of urgency. However the report contained no detail as to funding and its completion coincided with the Government's withdrawal of funding for Havering's Building Schools for the Future Programme and the arrival of the current period of financial constraint.
- 2.2 In the absence of significant capital or revenue funding, any local development would have to tap into external funding sourced through the Young People's Learning Agency (YPLA). Currently there are three main routes for funding learners aged 16 to 25 with LDD:
  - The SEN block grant, which Local Authorities receive to discharge their statutory duties towards those with SEN in special schools (Dedicated Schools Grant (DSG) funded).

- Additional Learning Support (ALS) funding allocated to colleges and independent providers for learners aged 16 to 25 in local provision.
  - Provision funded for individual learners with LDD aged 16 to 25 as part of the specialist placement budget, which includes provision at independent specialist providers where their needs cannot be met locally. This budget is managed by the YPLA.
- 2.3 While it is anticipated that these three funding streams will pass to Local Authority control in 2013-14, this does not help with the immediate pressure of securing Post-16 provision, especially as much of this funding is only accessible through further education providers and not special school sixth forms i.e. students benefiting from YPLA funding in FE colleges cannot have Statements.
- 2.4 The Young People and Adult Learning Strategy Manager has worked with the Havering College of Further and Higher Education and Havering Sixth Form College to establish pilot schemes from September 2011 in which students are on the roll of the colleges and so able to access participation funding and Additional Learner Support funding through the YPLA, but receive their education through provision at Corbets Tey and Hall Mead respectively. The provision at Corbets Tey is for those students from Corbets Tey, Dycorts and similar schools who might otherwise have gone to or remained at out of borough day special schools' sixth forms and that at Hall Mead is for higher functioning students, who may have some problems engaging in an unsupported fashion at the Sixth Form College without a supported transition.
- 2.5 The pilot programmes described in 2.4 above are only able to cater for small numbers of pupils, so further work is proposed to develop local provision to cater for future cohorts of students. A key feature of the developments proposed is that they utilise provision across the borough so linking students in with their local communities and so offering better opportunities to prepare them for adulthood

### **3. Corbets Tey Special School and Havering College of Further and Higher Education**

- 3.1 This has been the first year of the programme, to date six learners have been recruited onto the FE provision based at Corbets Tey. The current programme offers five day provision based at the school. Both Corbets Tey and Havering College of FE have been working closely on developing the curriculum and sharing expertise in delivering an Intensive Communication programme. Learners are currently following the Personal Progress Award at entry level 1.
- 3.2 Learners are making good progress on the programme and will continue into year 2 when it is envisaged that there will be further integration of learners to the college which will allow for a smoother transition. Learners

would be able to progress onto the Personal Progress Certificate at the college. Beyond this provision it is hoped that the learners will be able to progress onto local provision or employment as appropriate.

- 3.3 Corbets Tey received an OFSTED inspection in October 2011 where the school was graded 4 for overall effectiveness. Feedback from the inspection has led to closer quality assurance measures being put in place by the college. Both partners have held a meeting to discuss concerns with quality and have agreed a way forward. Joint observations and peer observations now form part of the quality framework and assurance arrangements.
- 3.4 A refined entry criteria has been established for subsequent enrolments, so that learners accessing this provision will have access to an Intensive Communication provision.
- 3.5 In accordance with YPLA funding regulations, Havering College of Further and Higher Education were able to claim approximately £64,000 for the delivery of a 720 guided learning hour programme, this included an element of Additional Learner Support (ALS) funding. Corbets Tey delivery costs amounted to £119,829 to deliver the five day provision at Corbets Tey School. Havering Local Authority has provided the additional funding of £55,829 to cover the fifth day of provision and the shortfall (DSG funded).

#### **4. Hall Mead School and Havering Sixth Form College**

- 4.1 A pilot project was developed in partnership between Hall Mead School and Havering Sixth Form college for a cohort of four learners. Where appropriate a full time 5 day timetable was developed allowing learners to access provision at both sites, with the Sixth Form College acting as a hub. Learners were enrolled at the Sixth Form College and had access to provision and support at both the college and the school.
- 4.2 In order to aid transition, a summer programme was supported by the borough at the Sixth Form College. Learners engaged on a short programme that was delivered at both sites. This proved to be very successful as learners were less apprehensive about transition and returning to education in September 2011, without this intervention it is believed that these learners would have become part of the Not in Employment, Education or Training cohort (NEET).
- 4.3 Both partners allocated appropriate staff support and management time. Learners had one to one support at the outset and this was progressively reduced as appropriate for each learner. Hall Mead has now fully withdrawn support staff from the college. Learners have had access to travel training

to promote independence and this is delivered as part of their learning programme.

- 4.3 Three out of the four learners are still engaged with the provision at the college and are making good progress. These learners hope to continue and progress onto further provision at the sixth form college. The pilot programme has allowed both the college and school to develop staff skills in order to be able to continue to support future cohorts of learners. The learner that has disengaged from the college is still accessing support and provision at the school and is working with staff to develop a website to sell his art work.
- 4.4 The London Borough of Havering has paid £31,435.52 (DSG funded) to Hall Mead school to cover delivery and support costs. Havering Sixth Form college will claim funding from the YPLA for both programme and delivery costs to meet their delivery costs.

## **5. Next Steps**

- 5.1 To further develop the provision and strengthen learner transition Corbets Tey and the College will continue to work in partnership, and it is envisaged that a more integrated model of delivery will emerge. There are clear benefits of embedding more sessions within the college environment.
- 5.2 The college will work with Corbets Tey to further develop the offer and delivery models, which will include the introduction of college staff to learners at an earlier stage.
- 5.3 Further discussion and planning between the college and school is required to establish adequate capacity of both staff and premises in order to ensure longevity of the provision. Current arrangements limit the number of learners that can be recruited to the provision. It is envisaged that the Corbets Tey School and College make a joint application to any emerging YPLA Capital funding opportunities to develop a purpose built unit given the lack of school capital funding available to the Local Authority.
- 5.4 The college is currently reviewing the funding arrangements for the programme in terms of how it utilises Additional Learner Support funding, which is drawn down from the YPLA. The college has identified that it could potentially draw down additional funds to support learners.
- 5.5 It is not envisaged that the Hall Mead and Havering Sixth Form College pilot programme continues into 2012/13 as this was a particular demand and need for this year group. However, the lessons learnt will be feedback through the relevant groups should the need to deliver similar provision arise

in the future in particular the benefits of a Summer Term preparation for college course were recognised.

**IMPLICATIONS AND RISKS**

**Financial implications and risks:**

- 6.1 It is expected that the increasing numbers of children accessing post-16 provision will lead to the risk of additional pressures to the existing SEN budgets if other sources of funding, including YPLA cannot be accessed. Children with disabilities and their families often require a variety of early support, coordinated intervention and on occasions residential placements. There can be significant cost implications as the cost of one 52 week residential special school placement can be over £250,000 a year (figure provided by Learning & Achievement).
- 6.2 The Academies Programme initially caused the diversion of funds derived from the Dedicated Schools Grant (DSG) for SEN to the Academies in proportion to the number of pupils on their roll and the level of special needs. This potentially would reduce the capacity of the Learning Support Service to meet the needs of young people with low incidence needs as they are funded through the DSG. However, for the 2011-12 financial year the Government have withdrawn this element of academy funding and they will receive the same service as other schools for that financial year, while the Government reviews the entire funding arrangements for schools, including for SEN.
- 6.3 The overall budget for 2011-12 for children with special educational needs is £18.4 million broken down as below:

<b>Area</b>	<b>Budget £m</b>
SEN mainstream	11.82
Special Schools	4.97
Out of Borough Independent Schools	1.35
<b>Total</b>	<b>18.14</b>

All the above budgets are DSG funded.

- 6.4 Any changes to future funding levels will need to be reflected within the Councils financial systems and may necessitate budget adjustments per the financial framework. DSG and YPLA funding streams carry certain grant stipulations. Should the three funding streams listed at 2.2 above transfer to

the Council from 12/13, the implications of this will need to be considered and the budget built accordingly. Demand led growth must be managed through deployment of available resources to avoid budgetary pressure arising.

**Legal implications and risks:**

- 7.1 There are clear statutory duties underpinning services for children with learning difficulties and disabilities and the statutory duties towards these students is almost certainly going to remain regardless of the financial and grant situation. As this Report is for noting there are no direct legal implications or risks arising.

**Human Resources implications and risks:**

- 8.1 There are clear statutory duties underpinning services for children with learning difficulties and disabilities. As this Report is for noting there are no direct human resources implications or risks arising at this time in relation to the Council's existing delivery models for these services for children..

**Equalities implications and risks:**

- 9.1 Disabled children are less likely to achieve as much in a range of areas as their non-disabled peers. Improving their outcomes, allowing them to benefit from equality of opportunity and increasing their involvement in society will help them to achieve more as individuals. It will also reduce social inequality.
- 9.2 Additionally the Disability Equality Duty (2005, 2010) requires organisations across the public sector to be proactive in ensuring that disabled people are treated fairly and these pilot schemes have been actioned by the Council to meet its equality duties towards these students.
- 9.3 Havering has an active Parents' Forum, which hosted its first consultation event with senior officers across the Local Authority on the 31 March 2011. Parents are being consulted on a range of issues and are represented on the Children with Disabilities and Special Educational Needs Group and the Transition Strategic Group.

**BACKGROUND PAPERS**

None relevant.