



Leicestershire
County Council

Leicestershire Further Education SEND Standards

Guidance for Professionals



This guidance document aims to provide professionals supporting young people aged 16-25 with Special Education Need or Disabilities (SEND) in a FE or college environment, what the young person can expect as a minimum standard from their FE college in Leicestershire.

Every parent/carer should expect people who provide support for their children to make sure that support is the best it can possibly be. Likewise 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 different specialist services, and how this support may be accessed.

Introduction

Once they are over compulsory school age many young people with SEND into post 16 provision, 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 as the young person's chosen college you become involved in their plans as they prepare to leave school and transfer, so the college can be prepared to meet their needs. The college should give the young person the chance, before they enter college, to say whether they have SEND which might affect their learning. Colleges should then discuss with young people and explain how they will provide support to meet their needs.

If the young person has SEND, the college needs to use its best endeavours to give them the support they need, **subject to an individual assessment**. Support for most young people will be provided through **SEND Support** – it replaces Learning Disability Assessments (LDAs). This is sometimes referred to as the **SEND Support Stage**. The SEND support stage will involve a number of meetings to plan for the young person's post 16 plans and to review planning and their progress. Also during these meetings the college should consider any specific support the young person might need.

At age 16, and beyond, young people will often become increasingly independent and may want to exercise more control over the support they receive for their SEND. Colleges, the Local Authority and others who provide services for young people when they are over compulsory school age are expected to communicate directly with the young person, as well as involving their parent/carer, to agree how best the college can be involved in supporting the students' aspirations as they progress with their learning. Once the college has agreed with the student which arrangements can be put in place to support them the college should also arrange for this information to be shared with the young person's parent/carer.

Statutory duties placed on colleges

Following the introduction of the [Children and Families Act 2014](#) and the [Special Educational Needs and Disability Regulations 2014](#) the Special Educational Needs and Disabilities reforms (SEND reforms) came into effect from 1st September 2014. Also as part of the SEND Reforms the Government published [the 0-25 Special Educational Needs and Disability Code of Practice 2014](#) (0-25 SEND Code of Practice) which is statutory guidance which local authorities and other local service providers across Education Health and Social care, have a legal duty to follow – this includes Colleges approved under section 41 of the Children and Families Act 2014 and have the following specific statutory duties:

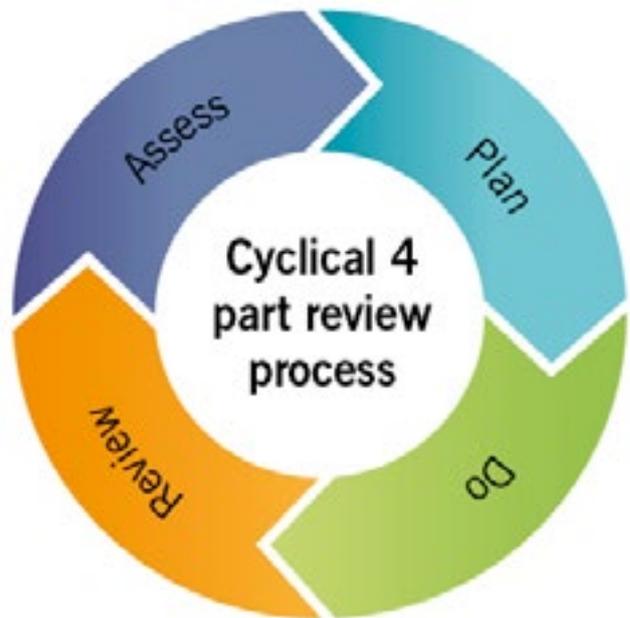
- **The duty to co-operate with the Local Authority on arrangements for children and young people with SEND.** In Leicestershire we have asked all schools and colleges to prepare and publish their own Local Offer SEN Information report. This report aims to tell parents/carers of young people aged 0-25 with SEND how the college can support these young people.
- **The duty to admit a young person if the college is named on their Education, Health and Care (EHC) Plan.**
- **The duty to comply with [the 0-25 Special Educational Needs and Disability Code of Practice 2014](#) (0-25 SEND Code of Practice).**
- **The duty to ensure the college makes their best endeavours to plan for and secure the special educational provision for the young person's needs.** Discussions and planning about moving on into post 16 education and training starts to happen at school around Year 9 (age 13-14). This is called the SEND Support Stage, when together with the young person, their parent/carers, the college, will help to consider the young person's options. In year 10 (age 15-16), the young person might be given the chance to attend a taster course at a college to help the young person choose what is best for them.

Ensuring the young person's positive outcomes

Every young person has individual needs requiring varying levels of support that needs to be planned for to respond to their needs - this is sometimes called a Graduated Response.

If as the young person's chosen college you feel they may need SEND Support, the college should also contact the young person's parent/carers to ensure that they remain involved throughout the process; and kept up to date with the 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: Young person's difficulties must be assessed so that the right support can be provided. This should include asking the parent/carers opinions and talking to other professionals who work with the young person.

Plan: The young person's college needs to agree the outcomes that the SEND support is intended to achieve – in other words, how the young person will benefit from the support they receive.

Do: The College will put the planned support into place. The teacher/lecturer or nominated support staff will remain responsible for working with the young person on a regular basis to track their progress and check that the support is being effective.

Review: The support the young person receives should be reviewed regularly. Together with the young person, their parent/carers, the teacher/lecturer or nominated support worker should decide whether the support is having a positive impact.

Key points and actions will be recorded on a document called a SEND Support Plan. In some cases your SEND Support Plan may be transferred into an EHC Plan. The chosen college named on the plan should work with the young person's existing school/college to ensure a smooth transition. This will help ensure that the chosen college fully understands the young person's needs/disability. The college should keep in regular contact with the young person's parent/carers to help meet their specific needs and put a plan in place which must be regularly reviewed (as a minimum 3 times a year or termly).

Arrangements for assessing needs

The college that the young person has chosen to be named in their support plan will pull together lots of information. This will help the college to assess the support the young person might need, and ensure that the college can put the required support into place.

If the young person has an EHC Plan the college will work with Local Authority and I review it as a minimum every 12 months.

Meeting needs and recording progress

The college will want to help the young person to achieve their best and have a course which enables them to be more independent, find a job or achieve whatever goal they choose. When the young person starts at college, the college should help to set aspirational goals so that the young person can achieve the best possible outcome in their adult life – this is often called [Preparing for adulthood](#) (Chapter 7 SEND Code of Practice).

The goals 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.

The college will ensure that the young person's opinions and feelings are listened to, and become a central part of the decision making and planning process. The college will work directly with the young person 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.

The young person will have progress meetings which will be recorded on their **student profile or Individual Learner Record (ILR)**.

Equality and inclusion

Colleges are required to support pupils with a wide range of SEND. The college will have a SEN coordinator additional learning support staff, who will oversee the young person's support needs. These staff must take note of the information that has already been provided to them on their SEND Support Plan, by the young person's school or support workers, to ensure that everything is put in place.

The college will do its best to meet the young person's needs. This could include:

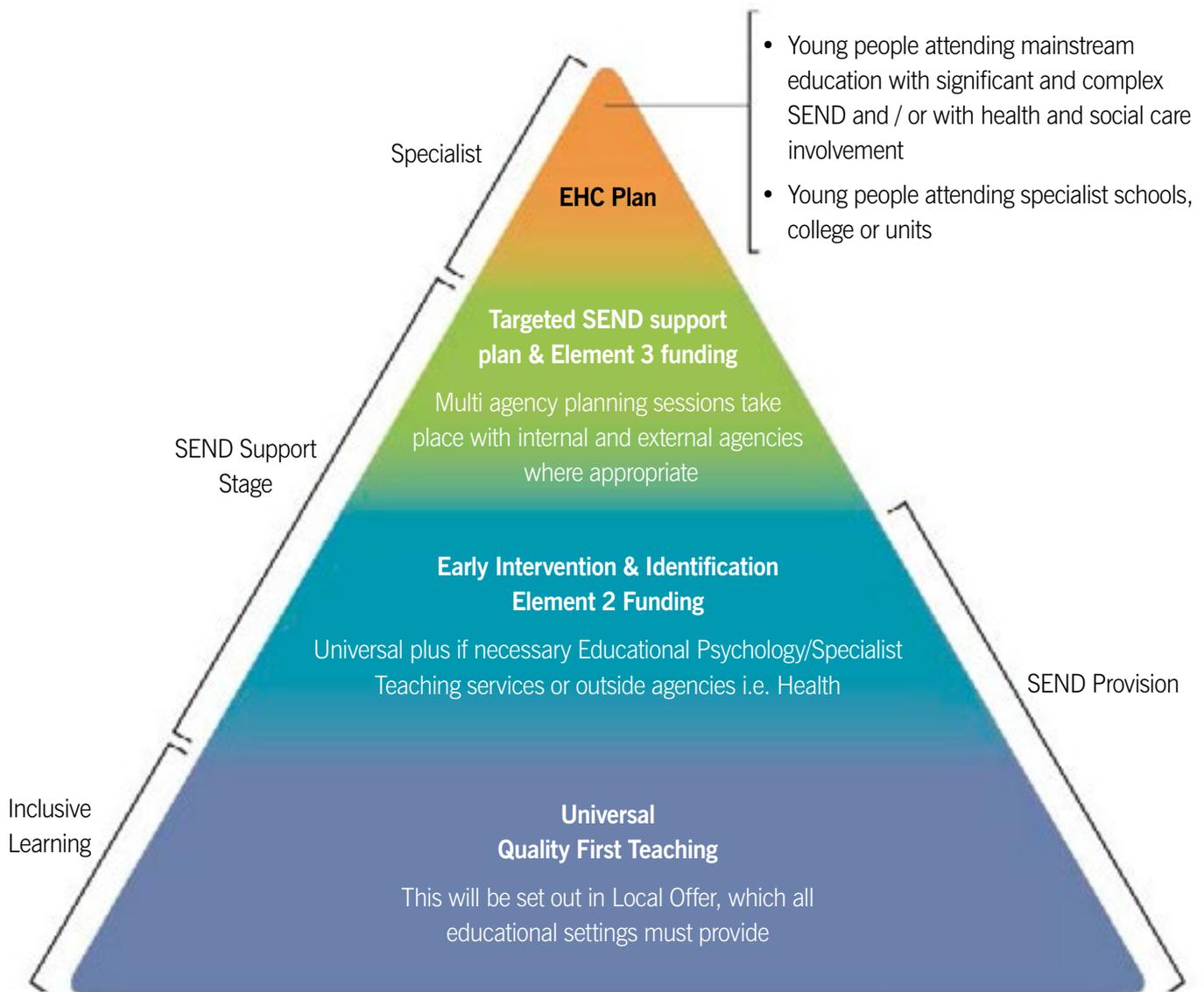
- Ensuring that personal care needs are met.
- Providing one to one or small group learning opportunities.
- Providing training to enable them to become more independent i.e. independent travel training.
- Ensuring tutors and learning support have the specialist skills and resources to support young 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).
 - Pastoral Support.

Supporting SEND in Colleges

The purpose of identification is to work out what action the college should take to support the young person and **NOT** to fit them into a category. The young person's needs may often cover more than one of the areas of need and their needs may change over time. The college must complete a detailed assessment of need and produce an individual [SEND Support Plan](#) to ensure that the young person's full range of need is identified, and not simply their primary need.

The support provided for the young person should always be based on a full understanding of their particular strengths and needs. Any interventions put in place should target the young person's areas of difficulty - in some instances this may include the use of specialist equipment or software supplied by the college.

SEND Model of Graduated Support



Four broad areas of need

Listed below are the four broad areas of needs that colleges should plan for along with some examples of support that could be provided.

1. Communication and interaction – the young person will receive support in college for this area of need if they have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively

Support with this may include:

- Small group work to develop social skills and interaction with others.
- Topics chunked down into manageable tasks.
- Provide clear instructions to make sure the young person has understood, encouraging them to ask questions or try something they find difficult.
- The young person's one page profile or teaching tools shared with all their lecturers/support staff.
- Time out cards – safe place.

2. Cognition and learning – the young person will receive support in college for this area of need if they learn at a slower pace than others 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 performance such as in Literacy or Numeracy.

Support with this may include:

- Dyslexia friendly materials used in classrooms e.g. coloured overlays for pupils to use, worksheets and materials printed on coloured paper, writing frames.
- Multi- sensory methods of learning.
- Key topic language provided in advance.
- Desk top or pocket prompts e.g. spelling /writing strategies.
- Extra help from a teacher or learning support assistant.
- Access to alternative forms of recording work.

3. Social, emotional and mental health difficulties

– the young person will receive support if difficulties in managing their relationships with other people are encountered; are withdrawn; if they behave in ways that may hinder their and other student's learning, or that have an impact on their health and wellbeing

Support with this may include:

- Provide a named key person who your child can relate to or trust i.e. Counsellor, mentor or pastoral care.
- Clear boundaries shared with staff to give a consistent approach.
- Positive reward systems.
- Time out cards.

4. Sensory and/or physical needs – Young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Support with this may include:

- Providing an inclusive environment by:
 - Ensuring appropriate seating arrangements for young people with hearing impairments taking into consideration levels of any background noise.
 - Providing additional resources for visually impaired students.
 - Completing an environmental audit making appropriate adaptations to ensure a safe and accessible learning environment.
 - Opportunities for young people with sensory or physical difficulties to access extra-curricular activities or clubs.
 - Access to alternative means of recording work.
 - Access to appropriate storage for resources and equipment.
 - Access to networked computers with personalised settings such as magnification.
 - Fostering a positive attitude towards young people with sensory and physical difficulties; for example development of inclusive policies.
 - Undertaking risk assessments to ensure health and safety requirements are met.
 - Enabling the use of specialist equipment for example radio systems or offering braille literature when required.

- Providing high quality teaching and learning by:
 - Placing high expectations and aspirations of achievement for young people with sensory and physical difficulties.
 - Regular monitoring of progress towards targets.
 - Ensuring challenging but realistic targets are set for young people, to promote independent access to and independent learning.
 - Single Equality Duty- takes into consideration access to the curriculum- ensuring strategies, materials and resources and specialist equipment is available.
 - Providing adapted and modified resources i.e. enlargements or colour contrasting work sheets.
 - Consideration of young person's pace of learning.
 - Supporting young people with sensory and physical difficulties in the use of equipment to maximise their independence.
 - Provision of specific resources required to meet the young person's needs such as coloured paper and black pens.
 - Enabling access to equipment required to produce adapted resources e.g. a laminator or photocopier.
- Access to technical support and the use of standard ICT equipment
- Social and emotional support :
 - Opportunities to develop independence.
 - Targeted interventions and support focussed on social skills and communication.
 - Opportunities for young people with sensory and physical difficulties to meet with peers with similar difficulties.
 - Awareness of the signs that indicate a higher level of support in this area and referral processes for children with mental health difficulties.
 - Opportunities for the child and parent/carers to be involved in planning and reviewing support to meet their needs.
- Ensuring positive outcomes:
 - Providing aspirations and encouraging young people with sensory and physical difficulties to think about what they can achieve.
 - Ensuring young people with sensory and physical difficulties have access to careers advice.

- Ensuring both the young person and their carers are informed of all the support services available to them.
- Providing work experience opportunities and supported employment/internships.
- Providing opportunities for the development of life skills.

Note: Some young people may have SEND that covers more than one of these areas of need

Careers Guidance

As part of helping young people prepare for their future, schools and colleges have a statutory duty under section 42A of the Education Act 1997 and 2010 Education Act; to ensure that all young people attending education provision from Year 8 until Year 13 provided with independent careers guidance. FE colleges also have equivalent requirements to support and provide access to careers guidance for young people 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 enabled to follow a coherent study programme which provides stretch and progression, enabling them to achieve their best possible outcome in adult life.

Colleges should raise the career aspirations of their SEND students and broaden their employment horizons. They should use a wide range of imaginative approaches, such as taster opportunities, work experience, mentoring, exploring entrepreneurial options, role models and inspiring speakers.

Colleges are expected to design study programmes which enable students to progress to a higher level of study than their prior attainment, take rigorous, substantial qualifications, study English and maths, participate in meaningful work experience and non-qualification activity. Young people attending college **should not** be repeating learning they have already completed successfully. For those not taking qualifications, their study programme should focus on high quality work experience, and on non-qualification activity which prepares them well for employment, independent living, being healthy adults and participating in society.

Pathways to employment

The vast majority of young people with SEND are capable of sustainable paid employment with the right preparation and support. These young people should be helped to develop the skills and experience, and achieve the qualifications they need, to succeed in their careers.

Colleges that offer courses which are designed to provide pathways to employment should have a clear focus on preparing students with SEND for work. This includes identifying the skills that employers value, and helping young people to develop them. College staff should match students to these opportunities carefully understanding the young person's potential, abilities and aspirations.

One of the most effective ways to prepare young people with SEND for employment is to arrange work-based learning that enables them to have first-hand experience:

Apprenticeships:

These are paid jobs that incorporate training, leading to nationally recognised qualifications. Apprentices earn as they learn and gain practical skills in the workplace. Many lead to highly skilled careers. Young people with an EHC plan can retain their plan when on an apprenticeship.

Traineeships:

Education and training programmes with work experience, focused on giving young people the skills and experience to help them compete for an apprenticeship or job.

Traineeships last a maximum of six months and include core components of work preparation training, English and maths (unless GCSE A*- C standard has already been achieved) and a high quality work experience placement. They are currently open to young people aged 16 to 24, including those with an EHC plan. Young people with an EHC plan can retain their plan on their traineeship.

Supported internships:

Structured study programmes for young people with an EHC plan, based primarily at an employer. Internships normally last for a year and include extended unpaid work placements of at least six months. Wherever possible, they support the young person to move into paid employment at the end of the programme. Students complete a personalised study programme which includes the chance to study for relevant substantial qualifications, if suitable, and English and maths to an appropriate level. Young people with an EHC plan will retain their plan when undertaking a supported internship.

Transition to Higher Education (HE)

For many young people with SEND, securing a place in higher education will be their aspiration or goal. For young people with this aspiration, advice and guidance will be provided regarding their transition to HE including how to 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 this information will be used by Leicestershire's [Special Educational Needs Assessment Service \(SENA\)](#) to write an EHC Plan; confirm the level of need and funding entitlement for the chosen college. Funding is based on a local funding formula, to ensure consistency.

If you have any concerns regarding levels of support / funding you may want to seek advice from [SENDIASS](#).

There are three types of funding support

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](#). The ESFA have provided some useful guidance surrounding [16-19 bursaries aimed at young people](#).

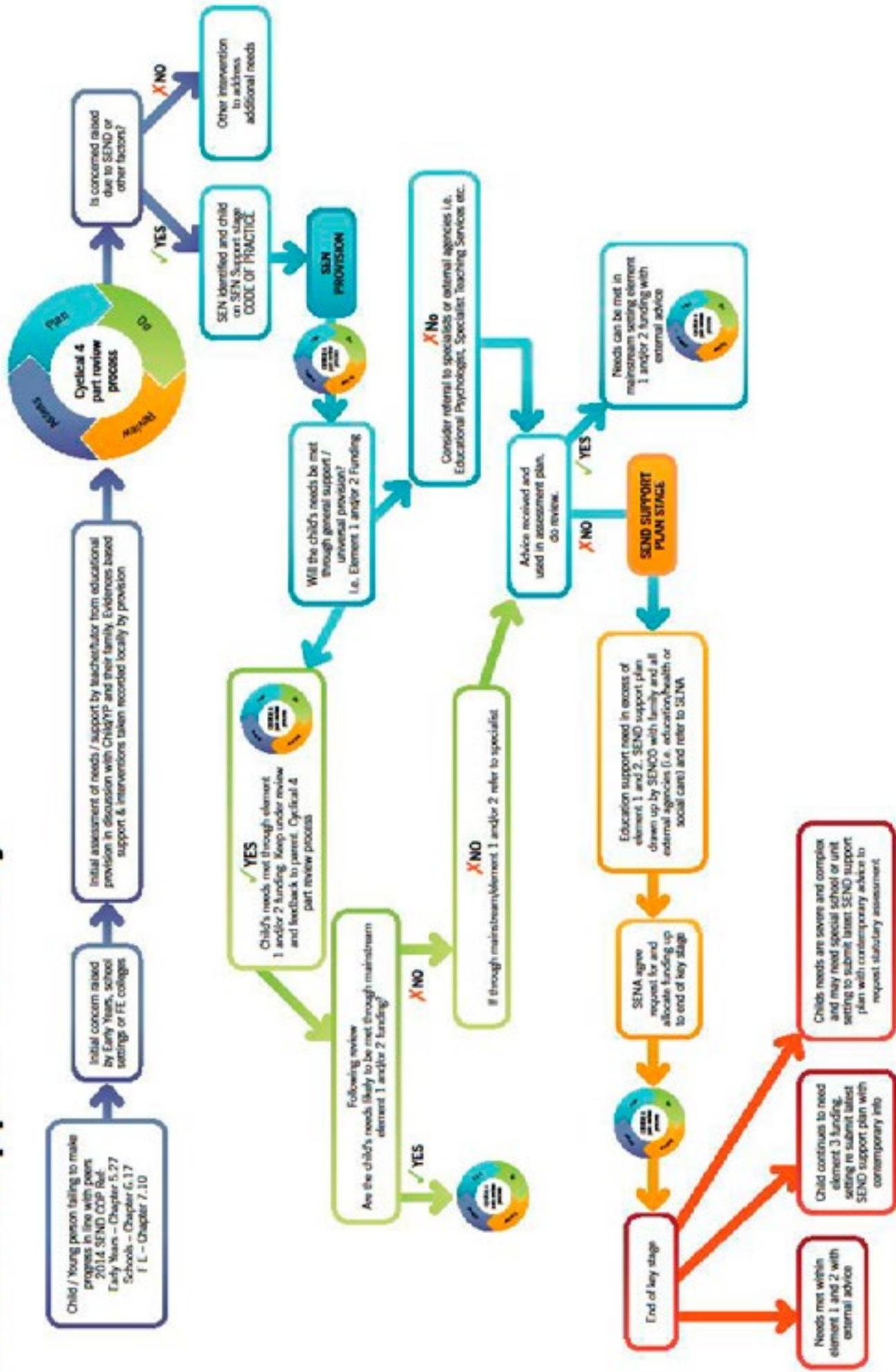
Packages of Support across 5 days per week

College provision is normally based on 540 guided learning hours, this equates to 3 days per week over an academic year. However, young people with an EHC plan may be entitled to receive a full package of provision across 5 days a week. The provision of support does not have to be at one provider and could involve amounts of time at different providers and settings to enable the young person 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.

The EHC Plan may also include health and social care related support such as physiotherapy.

SEND Support Pathway



Appendix 1

Jargon Buster

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

DSA - Disabled Students Allowance: An allowance for undergraduate or post-graduate students who have a disability or long-term health condition, mental health condition or specific learning difficulty which affects their ability to study. It can be used to pay for things such as special equipment, a note-taker or transport costs.

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.

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 Guidance - Public sector equality duty guidance for schools in England](#)
- 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](#)
- [SEND Guide for Further Education Providers](#)