Assessments relating to learning difficulties - Guidance to Local Education Authorities

ILLUSTRATIVE DRAFT

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1. Introduction

1.1 This guidance provides support for local education authorities when arranging for assessments relating to learning difficulties to be conducted. It provides specific support to staff working directly with young people and their managers. It will also be of interest to LSC staff concerned with funding education and training provision for young people with learning difficulties.

1.2 Sections 139A to 139C of the Learning and Skills Act 2000 (“the 2000 Act”) which were inserted into that Act by section 65 of the Education and Skills Act 2008 place statutory responsibility on local education authorities in relation to assessments relating to learning difficulties. Assessments relating to learning difficulties were previously carried out on behalf of the Secretary of State under Section 140 of the 2000 Act, which no longer applies to England. This guidance provides support for those people with responsibility for undertaking these assessments, by going through what the statutory requirements are and providing examples of good and bad practice in relation to the reports of assessments conducted under Section 140 of the 2000 Act.

1.3 ‘Section 140 assessments’ were in practice carried out by the Connexions Service on behalf of the Secretary of State. Since responsibility for Connexions Services has now transferred to local authorities, it is anticipated that they may continue to carry out assessments relating to learning difficulties in many areas. However, it is for the local authority to decide how to organise the provision of assessments in their area and some might choose someone other than the Connexions Service to carry out assessments – their educational psychologist service, for example. As such, references in this guidance to Connexions Services and their staff carrying out assessments should be read in context as applying to whoever is responsible for carrying out assessments on behalf of the local education authority in a given area.

1.4 As a result of the changes brought about by the Education and Skills Act 2008, local education authorities now have the legal responsibility to make arrangements for assessments of learning difficulties to be conducted. Should a young person who requires such an assessment not receive one, or the assessment does not comply with the provisions in the Act, then local education authorities would be open to legal challenge through judicial review.

Status of this guidance:

1.5 This statutory guidance is effective from [DN: Date to be confirmed when Royal Assent is granted]. From that date local education authorities must have regard to the guidance. They must not ignore it. That means that local education authorities decide how to exercise their functions concerning assessments relating to learning difficulties. The guidance is designed to help them to make effective decisions but it does not – and could not – tell them what to do in each individual case. The duty to have regard to this guidance will continue for its lifetime.

2. What is an assessment relating to learning difficulties?

2.1 An assessment relating to learning difficulties is an assessment of a person that results in a written report of:-

(a) His/her educational and training needs, and
(b) The provision required to meet those needs.

2.2 The assessment report should inform decisions about the type of education or training provision a person being the subject of such an assessment should receive. The intention of the assessment report is to protect the recipient of the assessment from receiving provision that is unsuitable for their needs.

3. What does the legislation say?

3.1 About the responsibility to arrange for assessments to be conducted

Section 139A of the Learning and Skills Act 2000 says:

(1) Subsection (2) applies if a local education authority in England -

(a) maintains a statement of special educational needs for a person, and

(b) believes that the person will leave school, at the end of his last year of compulsory schooling, to receive post-16 education or training or higher education.

(2) The authority must arrange for an assessment of the person to be conducted at some time during his last year of compulsory schooling.

(3) Subsection (4) applies if a local education authority in England -

(a) maintains a statement of special educational needs for a person who is over compulsory school age, and,

(b) believes that the person will leave school, during or at the end of the current school year, to receive post-16 education or training or higher education.

(4) The authority must arrange for an assessment of the person to be conducted at some time during the current school year.

(5) A local education authority in England may at any time arrange for an assessment to be conducted of a person -

(a) who is within subsection (6), and

(b) for whom the authority is responsible.

(6) A person within this subsection is one who -

(a) is in his last year of compulsory schooling, or is over compulsory school age but has not attained the age of 25,

(b) appears to the authority to have a learning difficulty within the meaning of section 13, and

(c) is receiving, or in the opinion of the authority is likely to receive, post 16 education or training of higher education.

(7) In exercising its functions under this section and authority must have regard to any guidance issued by the Secretary of State.
3.2 Section 13 (5) and (6) of the Learning and Skills Act 2000 provides that:

(5) A person has a learning difficulty if—
(a) he has a significantly greater difficulty in learning than the majority of persons of his age, or
(b) he has a disability which either prevents or hinders him from making use of facilities of a kind generally provided by institutions providing post-16 education or training.

(6) But a person is not to be taken to have a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his home.

3.3 Under the 2000 Act the Learning and Skills Council (LSC) is responsible for securing the provision of facilities for post-16 education and training in England (except for higher education). It is under a duty in section 13 of the 2000 Act, when discharging its functions specified in that section, to have regard to the needs of persons with learning difficulties and in particular to have regard to any report of an assessment conducted under section 139A of the Act. Section 13 says:

13 Persons with learning difficulties
(1) In discharging its functions under sections 2, 3, 5(1)(a) to (d) and (g), 8 and 11A the Council must have regard—
(a) to the needs of persons with learning difficulties, and
(b) in particular, to any report of an assessment conducted under section 139A or 140.

3.4 It is also important to note section 6(3)f of the 2000 Act

6. Financial resources: conditions
(1) If the Council itself provides financial resources it may impose conditions; and the conditions may include any provisions described below.

(2)……

(3) The conditions may require a person providing or proposing to provide education or training (the provider) to make arrangements providing for all or any of the following—
(a) for the provider to charge fees by reference to specified criteria;
(b) for the provider to make awards by reference to specified criteria;
(c) for the provider to recover amounts from persons receiving education or training or from employers (or from both);
(d) for amounts to be determined by reference to specified criteria where provision is made under paragraph (c);
(e) for specified exemptions to operate where provision is made under paragraph (c);
(f) for the provider to make provision specified in a report of an assessment conducted under section 139A or 140.
4. **Who should receive an assessment?**

**Under the Duty**

4.1 Local Education Authorities, under section 139A of the 2000 Act, are placed under a duty to arrange for an assessment to be conducted of all persons in respect of whom they maintain a statement of special educational needs and whom they expect to leave school to receive post 16 education, training or higher education. This applies whether the young person is in their final year of compulsory schooling, or whether they have stayed at school beyond this point, but now plan to move to alternative education or training. It also applies whether the young person leaves school at the end of the academic year, or in the case of young people over the age of compulsory schooling, at any point during the year.

4.2 Statements of special educational need can last until a person’s 19th birthday and, as part of the funding agreement the LSC has with local authorities, local authorities should continue to fund statements past the 19th birthday if that allows the person to finish a course or an academic year that they would have to give up otherwise.

**Under the Power**

4.3 It is a matter for local education authorities to satisfy themselves that they are lawfully exercising their statutory functions with regard to assessments relating to learning difficulties. However, it is likely that they will decide whether an assessment would be beneficial in consultation with the young person, their parents, their school and other relevant professionals.

4.4 The power to arrange for assessments to be conducted is there for the benefit of those reaching transition points from schooling into post 16 education, or training, enabling their special educational needs to be met as far as possible, so that they fulfil their potential. A local education authority should arrange for an assessment of learning difficulties to take place for:

a. any young person with a learning difficulty but without an SEN statement, in his/her last year of compulsory schooling, who is believed likely to need additional support as part of his/her future education or training and who would benefit from an assessment to identify his/her learning needs and the provision required to meet those needs.

b. any young person with a learning difficulty but without a SEN statement who is over compulsory school age but under 25 who is receiving or in the opinion of the authority is likely to receive post 16 education or training or higher education and:

   i. is likely to leave school, during or at the end of the current school year, is believed likely to need additional support as part of their future education or training and would benefit from an assessment to identify his/her learning needs and the provision required to meet those needs;

   ii. is currently in, or about to start, post 16 education or training, but has not previously received an assessment, but whose circumstances are now considered by the local education authority to indicate that an assessment of his/her learning needs and the provision required to meet them is appropriate;
iii. has previously received an assessment but whose circumstances have since changed to such an extent that a further assessment is necessary to ensure his/her learning needs are met; or

iv. was previously covered by a statement of special educational needs, but left did not receive an assessment under the local authority’s duty, because he/she did not move from school into other education or training. This might apply should a young person undertake employment for a year before wanting to return to education or training.

4.5 The key to this working effectively is that a person with a learning difficulty who is likely to benefit from an assessment should receive one.

4.6 Annex 2 provides guidance on a number of special cases where there could be doubt as to whether an assessment is needed.

5. Which area is responsible for assessing a particular young person?

An individual for whom a SEN statement is being maintained.

5.1 In these cases responsibility for the assessment rests with the area that is maintaining the statement of SEN even if this is a different area from the area where the person is receiving their education.

An individual has a learning difficulty but no statement is being maintained.

5.2 Section 139B(4) of the 2000 Act makes provision about which persons local education authorities are responsible for.

5.3 A local education authority is responsible for arranging an assessment for a person where the person is receiving education or training in its area.

5.4 If the young person is not currently receiving education or training, then arranging an assessment lies with the local authority where the young person is normally resident.

5.5 If the young person is not receiving education or training and is not normally resident in any area (for example, they split their time equally between the homes of two parents or carers in different local authorities) it is the area where they present themselves for assessment, or in other words where they otherwise are, that is responsible. Annex 2 identifies some special cases.

6. Who should conduct and who should contribute to the assessment?

6.1 It is for a local education authority to decide the mechanics of the assessment, but it is likely that whoever is conducting the assessment will work closely with the young person, their parents and/or carers, and other professionals involved in supporting the recipient, to ensure the assessment of their educational and training needs and the provision needed to meet them, is evidence based and valid.
6.2 An assessment of learning difficulties should always be conducted by the person who is best placed to identify - and make judgements about - the needs a young person is likely to have when they undertake further education, training or higher education. However, where other people have had a significant involvement with the person being assessed in the past, their contribution should where possible be included.

Working with the Person being assessed

6.3 The person conducting the assessment should make every effort to ensure that the person being assessed (and where appropriate their parents and/or carers) understands that the assessment is necessary to help safeguard their interests. They should explain to the person being assessed that the purpose of the assessment is to enable well informed decisions to be made about the kind of post 16 education and training or higher education they need to succeed on their chosen career path. The person undertaking the assessment should seek to gain the agreement of the person receiving the assessment to share the outcomes of the assessment with the LSC and appropriate colleges and training providers. The most straightforward way to do this is likely to be obtaining written consent to disclose the assessment report. The local education authority must be mindful of the restrictions concerning disclosure of information in reports of learning difficulty assessments without the appropriate written consent from the person being assessed. Paragraph 14.4 of this document provides further guidance on obtaining consent.

6.4 If the person being assessed has significant communication difficulties, the person conducting the assessment may need to establish their views and wishes through (as appropriate) their teachers, parents/carers, other representative, or an interpreter. Even where communications difficulties are profound the person conducting the assessment should use best efforts to involve the person being assessed to the greatest extent possible.

The involvement of parents, carers and other professionals

6.5 The assessment should build on the views and expertise of other people who have already supported the person being assessed and on the processes they have used. The following may contribute to the process:

- The Special Education Needs Coordinator (SENCO), or the teacher who leads on transition planning where this is not the SENCO. They will provide information about support provided in school and access to any Individual Education Plans. The SENCO or other appropriate teacher may also be able to share information about strategies which have previously been used successfully to help the learner overcome barriers in school.
- Statements, annual reviews and other statutory assessment processes and school reports.

6.6 Others who may be required to contribute to the assessment include:

- Parents and/or carers and/or other representatives
- Educational Psychologists
- Social workers
- Other teachers
- GPs, hospital consultants, psychiatrists
- Other professionals – e.g. youth offending case worker
• Work experience providers.

Involvement of future education and training providers

6.7 Relying on evidence from possible future providers in making the assessment could be risky if the institution is likely to be affected by the result of the assessment. That said there are real advantages in young people attending a prospective institution to receive tasters and to explore the kind of support that may be needed. Evidence from this process, rather than being the central plank of the assessment, should be seen as evidence for fine tuning an assessment that is already broadly in place.

7. Carrying out an assessment relating to learning difficulties

7.1 It is important that assessments relating to learning difficulties are not seen as a separate process from other transition planning processes that support people as they move on to further education or training. The person conducting the assessment is part of the team which supports the young person in transition and plays a key part in this whole process. The wider team will inform the assessor’s understanding of the young person, their strengths and support needs and will help in the completion of the assessment relating to learning difficulties in conjunction with other relevant agencies.

7.2 The Common Assessment Framework (CAF) is a national standard approach to conducting an assessment of the needs of a child or young person and deciding how they should be met. It has been developed for use by all people working with children and young people so that they can communicate better and work more effectively together.

7.3 Those conducting assessments may also use the CAF, assessment tools and other mechanisms to contribute to the assessment. However, the local education authority should be mindful that the CAF should be used as the overarching case management framework. When using the CAF it is not necessary to carry out an in-depth assessment of each factor outlined in the framework where this has been covered by other assessment processes. Rather the CAF should be used to identify gaps in the overall understanding of a young person’s needs and circumstances and to focus on these. It is important to recognise that young people with learning difficulties and disabilities may also face other barriers to making a successful transition and the CAF process will assist with the identification of these.

7.4 The assessment needs to be focused on the identification of those various factors which may be supporting or hindering progress in learning. It should not be viewed as a separate, one-off event but the culmination of an on-going process of assessment and reviews. The assessment relating to learning difficulties should add to and build on previous assessments and interventions, not duplicate them.

7.5 There should be a strong focus on seeking information from other professionals, so that assessment processes are not duplicated and that specialist services and resources of all relevant agencies are co-ordinated to benefit each young person.

7.6 People with a learning difficulty who are intending to enter Higher Education may also benefit from an assessment and support from social services if they require personal care – local education authorities should consider this when arranging for a learning difficulty assessment for such people.
7.7 Local education authorities should consider whether there is a need to ensure that there is effective support and liaison in place in those cases where the person is being educated outside the area where they normally reside and therefore where more than one Connexions provider could be involved.

For an individual with a statement of special educational needs

7.8 Young people with statements relating to their special educational needs, and about to move from schooling to alternative education or training will fall into the group for which the local authority has a duty to arrange an assessment.

Timing

7.9 Section 139A requires that assessments are conducted for young people at some time during their last year of schooling up to the age of 18 (for those young people who remain at school post 16).

7.10 Assessments should take account of transition planning and the outcomes of the young person’s last annual review. The assessment relating to learning difficulties will be the culmination of an ongoing process of assessment and review, geared towards the production of an action plan, which builds on and updates the Transition Plan that has been in place since year 9. Assessments should also take account of any other statutory assessment process which may apply to a young person, for example, in relation to the content of a looked after child’s personal education and pathway plans. Wherever possible, reviews should be timetabled to inform the assessment relating to learning difficulties.

7.11 Ideally, the assessment would be in place to support the application process to further education, training, or higher education. Therefore, the ideal timeline for the process for young people in Year 11 (or Years 12 or 13 for those who remain in school) would be

- Annual review in autumn term leading to the completion of assessment relating to learning difficulties,
- assessment relating to learning difficulties supports application to college.

7.12 An alternative model would be

- Annual review in spring or summer term of Year 10 informs the completion of assessment relating to learning difficulties in the autumn term of Year 11, 12 or 13;
- Assessment relating to learning difficulties supports application to college;
- College interview process is timed to feed the outcome of the application into the Year 11, 12 or 13 review.

The second model may have significant implications for caseloads, as personal advisers would not automatically attend reviews in Year 10.

7.13 However, it is important to remember that the duty is to carry out an assessment during a young person’s last year of schooling, when the local authorities believes that they will leave school to undertake alternative education or training. The duty applies
whether the young person has very clear, fixed, long-term plans (meaning an assessment in Autumn term is possible), or whether the young person makes a decision or changes their mind later in the year, or indeed in late August after receiving exams results. In the latter case, it might be that for practical reasons, the assessment is not carried out until early September, but that does not stop the duty to arrange the assessment from applying.

7.14 Practical advice on transition planning for young people with statements of special educational needs can be found in the SEN Toolkit.¹

For an individual without a statement of special educational needs

7.15 Young people with learning difficulties, but without statements relating to their special educational needs, who are planning to undertake further education, training or higher education, will fall into the group for which the local authority has a power to arrange an assessment.

Timing

7.16 For young people still who will be moving from school to alternative education or training, the timing of an assessment would be very similar to those young people with statements – the statement should take place as early in the academic year as possible – and ideally in the Autumn term – in order to support applications to college and training. However, there will always be young people who are identified at later stages who require assessments relating to learning difficulties and these should be carried out as the need becomes apparent.

7.17 Some young people who fall into group for which the local authority has a power to arrange an assessment will not necessarily still be attending school. The might have been in full time employment, and have decided to return to training, or they might be already be in education and training, but their circumstances have changed to the extent where an assessment is now deemed necessary when it has not been previously. In these instances the assessment should take place as soon as possible so as to support the young person consider their options for further learning, and chosen providers the maximum amount of time to arrange appropriate support for the young person.

Ongoing Support

7.18 It is good practice for periodic reviews (frequency of review should be according to client need) of the assessment to be arranged by the local education authority, involving relevant agencies as required, whilst the person remains in further education, training or higher education, up to their 25th birthday). This will enable the assessment process to be built upon and remain current.

7.19 Continuity of support for each person is highly beneficial. However, where this is not possible, a local education authority may want to ensure early liaison takes place, before the person takes up their place in FE or training, between the person who completed the assessment relating to learning difficulties, the personal adviser who will provide ongoing support and the college/training provider. This liaison would aim to ensure that everyone,

¹ The SEN Toolkit, along with the SEN Code of Practice can be ordered from DCSF publications centre on 0845 60 222 60 – Code Reference 581/2001, Toolkit Reference 558/2001. Local education authorities should already have the Code and the Toolkit. However, they are also available on website

www.teachernet.gov.uk/sen
in particular the young person, is clear about their role and what can be expected. It would be beneficial to the process to clarify:

- How Connexions will liaise with the college/training provider to ensure that the young person is receiving the support that was identified as being needed through the assessment?
- Which personal adviser will follow up the person when they have taken up their place in college or training?
- How the person will be introduced to the new personal adviser?
- What review processes will be put in place for the learner in their new learning environment?

7.20 The process of assessment and transition planning, which leads to assessments relating to learning difficulties would enable the following to take place if the need is identified:

- Further/specialist assessment; and/or
- a specialist college placement to be considered by the Learning and Skills Council; or
- If the student has support needs which involve other agencies, it may be appropriate for another agency (in conjunction with Connexions) to take the lead in putting forward the placement request to the LSC.

8. How do other agencies contribute to the assessment?

8.1 For the purposes of an assessment, a person with a statement will almost certainly be involved with other statutory agencies as a result of their learning difficulty. This means that a significant amount of information will already be held by, for example:

- School and local education authority staff;
- Health professions;
- Social services.

8.2 In addition, the following documents may be helpful:

- Transition Plan
- Last annual review
- Individual Education Plan
- Pastoral Support Plan (if in place)
- Connexions Action Plan (if in place)
- Record of Achievement (Progress File)

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2 Annex 4 (iii) contains a flow chart on how to apply for funding to attend a Specialist College. This should be identified well before the year 11 review as a number of specialist colleges now have two year waiting lists, although the LSC does not consider placement requests more than a year in advance of the start date of the placement.
8.3 It is also likely that other assessments will have taken place. The assessment relating to learning difficulties is designed to add to and build on previous assessments and interventions – it should not duplicate them. The principle the personal adviser should try to follow is to reduce the burden of assessment and to gather and utilise existing information and assessment data wherever possible.

8.4 Even if there are other assessments in existence, it may be necessary for the person conducting the assessment to arrange for specialist assessments by those who can offer specialist support and resources, targeted at individuals with specific needs. For example, if a person with a learning difficulty wanted to arrange independent living accommodation but needed additional support in order to do so it may be appropriate to refer them to the social services Learning Disability Team in the area. They will be able to carry out an assessment of support needs and offer support and advice on new living arrangements.³

9. How do I ensure that the assessment report complies with the law?

9.1 The key to this is ensuring that the report is fit for its purpose. The assessment report should enable the LSC and education, training and other support service providers to distinguish provision that would meet the needs of the person from provision that would not. Generally this means that the functional impact on the young person’s learning ability, learning behaviour and/or behaviour in learning settings of any relevant medical condition(s) or disability(ies) needs to be explained. It is very important to be as specific as possible about this within the bounds of what is reasonable with the resources available.

9.2 Annex 3 includes a real but anonymous example of a report of an assessment conducted under section 140 of the 2000 Act (Example 1) that illustrates this well being very specific about the conditions/disabilities the young person has. It is important to note that examples included in this guidance of reports conducted under section 140 are not intended to serve as precedents but examples of good practice. Local education authorities will have to satisfy themselves that reports of assessment are compliant with section 139A of the 2000 Act.

9.3 It also means that the report should be as specific as possible about the characteristics of the provision needed to meet the needs of the person. For example, if appropriate the report should identify transport and other facilities needed to gain access to the learning provision, sensory aids, aids to assist movement or manipulation, necessary staff student ratios, level of supervision needed, necessary support from particular professionals (such as nurse, educational psychologist, clinical psychologist, counsellor, physiotherapist), characteristics of the learning climate and appropriate learning content.

9.4 It is crucial that the assessment relating to learning difficulties reflects the needs of the person being assessed and is not limited to the available provision. Indeed sometimes no provision exists that would meet the needs of a particular person. An assessment report should not avoid recommending a particular kind of provision just because it is very expensive. It is not necessary to identify a particular provider in the assessment report,³

³ Further information can be obtained from: “Funding Guidance: Placement for Learners with Learning Difficulties and/or Disabilities at Specialist Colleges” which can be found on the LSC’s website. [http://readingroom.lsc.gov.uk/lsc/National/Funding_Guidance.pdf](http://readingroom.lsc.gov.uk/lsc/National/Funding_Guidance.pdf)
only the characteristics of the provision that would meet their education and training needs.

9.5 In cases where it is proving difficult to identify the characteristics of the provision and support needed, it would be sensible to discuss the case with the LSC in order to identify the information they regard as crucial in order to decide between the options that are or could be available. In doing this it would be important to guard against a natural tendency to limit the type of provision recommended to that which is available or available at a reasonable cost.

10. Making difficult judgements

10.1 One of the most challenging aspects of an assessment is synthesising a clear and coherent set of judgements from complex, varying and changing evidence. If an assessment involves conflicting views from more than one professional this can create difficulties for the person conducting the assessment who may be uncertain how far he/she can come to their own view. Those conducting assessments should avoid producing a report that just records the different professional opinions and does not come to an independent view. Otherwise the report may appear ambiguous and may not provide a robust evidence based assessment as to the education and training provision needed.

10.2 Assessment can be a challenging task and those undertaking assessments should have the relevant expertise and a professional responsibility to stay within the bounds of their competence. For cases where assessment issues are particularly difficult, local education authorities would want to decide what actions (such as further training or consultancy support) are needed in order to produce reports that are fit for purpose.

10.3 Annex 3 provides some real example reports that have been anonymised. Examples 3 and 4 were considered not to go far enough in specifying the impact of the learning difficulty on behaviour and in specifying the characteristics of the provision that would meet the recipient’s needs so as to be considered a report of educational and training needs and the provision required to meet those needs for the purposes of section 140 of the 2000 Act.

11. How should the assessment be recorded?

11.1 There is no set format for producing a report of an assessment although it must be in writing. It is important that the person conducting the assessment works with the LSC to agree a format which is appropriate. It is strongly advised that the assessment report is not incorporated into the Action Plan - the assessment report should always be distinguishable as a discrete document. Although for operational purposes it is generally convenient to have the report of assessment and the action plan together it is important to appreciate that the assessment report is an important document which can be subject to legal challenge with consequences for Local Authorities and the LSC. Experience has shown it is very important that there is no confusion over what is, and what is not part of the assessment.

12. Action planning to implement the assessment

12.1 It is vitally important for the person conducting the assessment to ensure that the assessment report they produce with the person being assessed is thorough, clear and
specific about the provision required to meet their needs. This will inform the continued refinement of the Action Plan. To carry out effective action planning activity the assessor will need to have up to date information about education and training provision, relevant support services and of future plans for provision in the local area and, to some extent, nationally. This will inform decisions over the options that should be agreed.

13. Use of assessments in strategic planning

13.1 Local education authorities should develop mechanisms to share reports of assessments relating to learning difficulties with the LSC with the necessary consent. It will be important that formal mechanisms are developed which ensure that these assessments have a real role in helping the LSC and colleges plan to develop provision for students with learning difficulty and to meet the needs of individual students. The outcomes of this process should be fed back to those conducting assessments so that they see the value of the work they undertake. Annex 1 provides an approach to strategic planning in respect of young people with learning difficulties.

14. Where can I get advice on sharing information about young people?

14.1 Information about a person with learning difficulties can be sensitive, complex and detailed, and the effectiveness of support offered to the person in questions will depend upon the extent to which information necessary to provide appropriate support the is recorded, used and shared with other agencies.

14.2 The SEN Code of Practice allows for the disclosure of a young person's Statement to the Connexions Service for the purpose of writing or amending a transition plan, without the young person's consent.

The purpose of this guidance is to help Connexions by:

- advising Connexions of their responsibilities under the Data Protection Act;
- advising Connexions of the appropriate use of the enabling powers (to share information for Connexions purposes) detailed in the Learning and Skills Act 2000 [DN. To be transferred to the Education and Skills Act 2008];
- providing guidance on drawing up information sharing agreements; and
- clarifying expectations regarding consent.

14.4 With few exceptions, consent will be needed to share information with other agencies. Consent will be given by the young person if they are judged to be competent to give consent and understand the implications; otherwise, it may appropriate for consent to be given on their behalf by a parent or carer but local education authorities will need to satisfy themselves as to the lawfulness of any information sharing about those being the subject of learning difficulty assessments.

14.5 The Code of Practice for Connexions PAs provides guidelines for Connexions Personal Advisers on key ethical issues and general orientation of professional practice. It is intended to be a written point of reference to ensure that practice develops within
criteria and standards that have been widely agreed across the professions contributing to Connexions. The Code of Practice for Connexions Personal Advisers (PAs) can be ordered from DCSF publications centre on 0845 60 222 60 – Code reference CXPXCODE

15. Useful resources

15.1 ‘A Guide to Special Educational Needs’ has been produced for personal advisers participating in the Connexions training programme. The publication is designed to give an overview of special educational needs and the processes that operate in relation to it, and directs personal advisers to support services that may be available from other agencies.

15.2 ‘Working with Young People with Learning Difficulties and/or Disabilities’ is appropriate for some Personal Advisers as part of their professional development and complements the Understanding Connexions and the Diploma for Connexions Personal Advisers training programmes. It acts as an additional resource for Connexions to help them equip staff to work in different environments, working with different clients. The module provides information and guidance so that Personal Advisers can adapt, develop and refine their work within a setting to ensure that Connexions provides maximum benefit for young people.

15.3 The module has been produced as a resource for partnerships on CD ROM for use in developing their own training programmes/courses. The module may be delivered in a way which suits the partnership best, either through Higher Education Institutions (HEIs), training providers or in-house by Connexions trainers. The module has also been designed so that it can contribute towards an academic award and is capable of being accredited by HEIs.
Annex 1 - The Strategic Planning Context

Assessments relating to learning difficulties provide valuable information which, if gathered and shared at an early stage could help LSC, colleges (and other agencies) to inform their strategic planning. It can also be a valuable process to prevent young people from becoming NEET (not in education, employment or training).

The following is a possible approach to strategic planning for local authorities

Year 9
- Collate information about numbers of young people with Statements and their identified special educational need.
- Identify numbers of young people without statements who have been assessed as having SEN and the type and level of need. Collate this information. (There are a number of ways in which this can be done, e.g. through Partnership Agreement negotiations or meetings in schools to identify the support needs of different year groups).
- Share information with the LSC to inform strategic planning.

Year 10
- Some colleges have said that they would find it helpful to be aware of students with complex support needs who are likely to apply to college for the end of Year 11. In these cases, with the young person’s agreement, share the transition plan or outcome of CAF to inform the college’s initial planning and assessment for the learner.

Year 11
- With the necessary consent:
  - Share assessments relating to learning difficulties with colleges to support applications;
  - Share assessments relating to learning difficulties with the LSC.

N.B. The processes in Year 10 and 11 can be applied to young people in Years 12, 13 and 14 where they stay on at school beyond Year 11.

This process could help the LSC, Connexions and colleges:
- identify trends and plan to meet them
- plan for funding
- identify and meet staff training and development needs
- consider staff resources needed to support young people with learning difficulty.

Sharing Information

Assessments relating to learning difficulties are designed to support students in future FE, HE and training placements. However, the information they produce will be valuable in planning integrated provision for these young people and would be useful to Social Services,
Local Authorities and Voluntary Organisations as well as Connexions Partnerships and LSC. Because of this, it would be helpful if, with young peoples’ permission, collated information from learning difficulty assessments were to be fed into appropriate strategic multi agencies which have a responsibility to plan for young people with learning difficulty.
Annex 2 – Specific Cases

i) Specific cases where there may be doubt as to whether an assessment should be carried out.

These scenarios assume unless otherwise stated that the young person has a statement of special educational needs and is in their final year of compulsory education. Annex 5 sets out how the statistical return should be completed for the situations described in this table.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Approach to take</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The young person has a change of plan which appears to put them outside the scope of the duty. An example would be a young person who decides late in the academic year that rather than FE, they want to stay on in school following the end of compulsory education.</td>
<td>Since the young person is no longer likely to leave school at the end of compulsory schooling an assessment is not required at this point.</td>
</tr>
<tr>
<td>2. A young person has a change of plan which appears to put them within the scope of the duty. An example would be a young person who decides late in the academic year that rather than stay on in school, they wish to go on to post 16 education or training or higher education.</td>
<td>Where it is believed that the person will leave school the young person falls within the duty and therefore requires an assessment.</td>
</tr>
<tr>
<td>3. The young person becomes detained under a court order during the final year of compulsory education.</td>
<td>The duty does not apply under these circumstances. By virtue of section 562 of the Education Act 1996, the provisions of that Act conferring functions on local education authorities do not apply to young people who are detained under a court order and therefore the SEN statement automatically lapses thus removing them from the duty group. However a young person in these circumstances may have a real need for assessment and could receive assessment if the criteria in section 139A(6) are met. The assessment can take place but subject to the necessary requirements of imprisonment.</td>
</tr>
<tr>
<td>4. The young person becomes pregnant or becomes a parent.</td>
<td>The key point here is the impact on the young person’s plans. If the young person will be leaving school to pursue post 16 education or training or higher education then s139A(2) applies. If they have no statement, but do have a learning difficulty, are in their last year of schooling or later up to age 24, are receiving or likely to receive post 16 education or training or higher education and would benefit from an assessment</td>
</tr>
</tbody>
</table>
then s139A(5) applies.

5. The young person is being educated at home during the period of compulsory education and it is expected that they will go on to post 16 education and training other than at school.

An assessment is needed—see section 139A(2) read with section 139C.

6. The young person is being educated at home during the period of compulsory education and it is expected subsequently that they will go on to post 16 education in a school.

If a statement of SEN is being maintained into the post 16 period then an assessment would be unnecessary since the young person would be protected by the statement. If there is a learning difficulty but no SEN statement then an assessment may be needed.

7. The young person refuses an assessment.

Local authorities must have taken sufficient and reasonable steps to ensure that the young person or their parent or guardian understands the purpose of the assessment, what is involved and the possible consequences of not having an assessment.

8. The young person is not making himself available for an assessment.

Taking account of individual circumstances and the range of support that available to different people reasonable steps should be taken to engage the young person in the process. In particular, the support available to the young person to enable them to attend appointments, their level of understanding about the consequences of non-assessment that, their general maturity and the comparative likelihood of adverse consequences arising as a result of non-assessment should all be taken into account.

9. The parent is refusing assessment - should the person conducting the assessment accept a parent’s refusal given on behalf of a young person?

Every reasonable effort should be made to obtain the agreement or otherwise of the young person. Where a parent has a very good understanding of the needs of the young person and the implications for their prospects in post 16 education and training and if there appear to be no adverse consequences likely from the decision not to provide an assessment the parent’s refusal will be a highly relevant factor.
**i) Specific cases where there may be uncertainty over the exercise of the learning difficulty power**

<table>
<thead>
<tr>
<th>Description</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people with a learning difficulty but no statement who have stayed on at school after year 11 but plan to leave at end of year 12 or 13 for post-16 further education, training or higher education</td>
<td>They should receive an assessment.</td>
</tr>
</tbody>
</table>
| Young people with a learning difficulty under the age of 25 who have left school and gone on to further education, training or higher education | They should receive an assessment if:  
  - they are considering leaving their current provision or have already done so or  
  - a new learning difficulty has appeared which may have implications to their learning needs or  
  - further issues related to their learning difficulty have emerged since their last assessment.  
  If it is felt that the person requires a further assessment. |
| Young people who have not reached 25 years with a learning difficulty but no statement who enter employment without training, or are not engaged in education or training after leaving school or college | They should receive an assessment if in the opinion of the authority they are likely to engage in post 16 education and training. |
### iii) Specific cases where there may be doubt over which area is responsible for the assessment

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A young person is being educated outside their home area</td>
<td>The local authority in which the young person receives education or training – the 'host' local authority - is responsible for ensuring that an assessment takes place. If there is a statement of SEN being maintained then the area maintaining the statement should be responsible for the assessment. If there is no statement the area where the young person is receiving education should be responsible.</td>
</tr>
<tr>
<td>A young person normally residing in Wales but being educated in England</td>
<td>If there is a SEN statement being maintained by Wales it would be the responsibility of Careers Wales to arrange the assessment. If there is no statement then it should be the responsibility of the corresponding local education authority in England to arrange the assessment.</td>
</tr>
<tr>
<td>A young person normally residing in England but being educated in Wales</td>
<td>If there is a SEN statement being maintained by a local education authority in England it will be responsible for arranging the assessment. If there is no statement then it should be Careers Wales that is responsible for the assessment.</td>
</tr>
</tbody>
</table>
Annex 3 – Examples of Reports

Example 1 - Likely to be compliant with the Act

ASSESSMENT RELATING TO LEARNING DIFFICULTIES

SUMMARY OF ADDITIONAL SUPPORT NEEDS

<table>
<thead>
<tr>
<th>Name: XXXXXXXX</th>
<th>Date of birth: XXXXXXXXXX</th>
</tr>
</thead>
</table>

**BACKGROUND INFORMATION**

| XXXXXX started her secondary education in XXXXXXXX School in year 7 in 2001. She presented as a pupil with emotional, behavioural and social communication difficulties. Her attendance was variable and by year 10 was poor. A statement of Special Educational Needs was issued in October 2004. In September 2005, XXXXXX undertook a planned move to XXXXXXXX School where she received 20 hours of teaching assistant support, the nature of which was informed by advice from the Access and Inclusion section of the Education Department. At the end of the year, XXXXX achieved 2 grade Cs in GCSE science. |
|-------------------------|--------------------------|
| The Connexions Service completed A learning difficulty for XXXXXX during year 11. Various post-16 learning options were discussed with XXXXXX, Mrs XXXXX and her solicitor and it was agreed that XXXXX would undertake a BTEC science course at Grancester College of Technology. However, the course did not run due to low student numbers and it was then agreed that XXXXX would pursue a GCSE course at XXXXXXX Sixth Form College, this being the only local college offering a range of GCSE courses. |
| The learning difficulty specified XXXXX’s support needs and, as a result, it was agreed that she would receive help, at the college, from two classroom assistants and that the Access and Inclusion section would continue to advise on her needs. The classroom assistants acted as her scribes, explained concepts and texts to her and pushed her wheelchair. XXXXX was also supplied with a lap top for written assignments and was provided with a taxi and escort to enable her to travel to the college. |
| XXXXX’s attendance at the college, although initially good, fell off after time for a variety of reasons. She experienced anxiety attacks and expressed concerns with her learning programme. XXXXX was particularly unhappy with the level of support proposed for the GCSE exams. Under the JCQ regulations, the college was only allowed to supply her with a prompter i.e. someone to remind her to keep on task. As a result, XXXXX withdrew from the college and did not take the exams. |
| XXXXX now wishes to progress to an A-level course and is |

**References**

| Statement of Educational Needs November 2003 |
| Annual Review Reports |
| SEN Mediation Plan XX May 2006 |
| Connexions 140 Assessment XX Jan 2006 |
| Connexions 140 Assessment XX Jan 2006 |
| XXXXXXX Sixth Form College letters, 2006 and 2007 |
| JCQ letter XX.03.07 |
| Edexcel letter XX.03.07 |
interested in maths, geology, chemistry, biology, and physics. She has made applications to a number of colleges in XXXXXXXX and further afield but has not been successful. Her family is presently paying for her to receive home tuition based around the maths A-level syllabus.

XXXXX is currently receiving cognitive behaviour therapy to help her with her anxiety problems.

### PRESENTING NEEDS

<table>
<thead>
<tr>
<th>XXXXX’s needs have been identified in areas related to:</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autism Spectrum Disorders, specifically:</strong></td>
<td>Statement of Special Educational Needs November 2004</td>
</tr>
<tr>
<td>• Poor social and communication skills;</td>
<td>Educational Psychologist’s Report, XX.XX.05</td>
</tr>
<tr>
<td>• Attention and concentration difficulties;</td>
<td>NHS letter XX.XX.07</td>
</tr>
<tr>
<td>• Complex behavioural and emotional difficulties;</td>
<td></td>
</tr>
<tr>
<td>• Oppositional defiant disorder</td>
<td></td>
</tr>
<tr>
<td><strong>Specific learning difficulties</strong></td>
<td>Statement of Special Educational Needs November 2004</td>
</tr>
<tr>
<td><strong>Physical difficulties including:</strong></td>
<td>Educational Psychologist’s Report, XX.05.05</td>
</tr>
<tr>
<td>• Reflex sympathetic and circulation dystrophy;</td>
<td>Educational Psychologist’s Report, XX.11.07</td>
</tr>
<tr>
<td>• Fine motor co-ordination difficulties;</td>
<td></td>
</tr>
<tr>
<td>• Mobility difficulties.</td>
<td></td>
</tr>
<tr>
<td><strong>Mental health difficulties including:</strong></td>
<td>NHS letter XX.08.07</td>
</tr>
<tr>
<td>• Anxiety;</td>
<td>Educational Psychologist’s Report, XX.11.07</td>
</tr>
<tr>
<td>• Low self-esteem and negativity;</td>
<td></td>
</tr>
</tbody>
</table>

NHS letter Aug 2006
DETAILS OF DIFFICULTIES, IMPACT ON LEARNING AND SUPPORT NEEDS

Autism Spectrum Disorders

Difficulties and Impact on Learning

- Poor social and communication skills, lack of empathy, inability to pick up cues and inappropriate verbal comments resulting in difficulties with forming relationships. This means that it is difficult for XXXXX to work as part of a large group.
- Concentration span varies according to interest. Easily distracted by own thoughts and drifts away from set work. It means that XXXXX struggles with full length lessons and is often unable to complete tasks. She also has difficulty planning tasks.
- Complex behavioural and emotional difficulties including episodes of high anxiety usually when her routine is subject to change, although the episodes can also be spontaneous. This leads to emotional outbursts and shouting, sometimes in an aggressive manner. Her peers find her unpredictability unsettling and do not understand her behaviour, which impedes social interaction.
- Oppositional Defiance Disorder. This means that XXXXX does not respond well to, and challenges, requests and suggestions from others unless it is something she is particularly interested in. This acts as a barrier to her learning.

Support Needs

- Either, specialist tutors familiar with teaching students with ASD; or
- An individual education and support programme within a mainstream setting, which includes:
  - A teaching programme delivered in small achievable segments;
  - Specialist support from carefully selected teaching assistants, with whom XXXXX can develop a rapport, and whom are advised by specialists such as those from the Access and Inclusion Service;
  - Teaching in small groups with close supervision so that XXXXX keeps on task;
  - A setting that allows XXXXX to work independently and with a high degree of control over what she learns and the pace of learning but with access to one-to-one support when she requests it;
  - Access to computer based programmed learning;
  - A highly structured timetable but with the flexibility to respond to XXXXX’s variable concentration span and need for rest breaks;
  - As much warning as possible of any changes to the timetable;
  - Clarification by both the tutor and teaching assistant of what is required of XXXXX;
  - A lot of reassurance and encouragement;
  - A learning environment where social relationships are not too demanding;
  - A social skills package to help her develop her social skills and possibly access to a “buddy” system;
  - Awareness training for peers:
  - A prompter for examinations to keep her on task.

Specific Learning Difficulties

Difficulties and Impact on Learning
XXX XXX does not have a general learning difficulty. However, she has specific difficulties with literacy and spelling. In her recent Word Reading Test she attained a score at the 18th percentile which means she scored higher than 17% of people in her age range. This affects her ability to understand written material, texts etc. and to write reports, essays etc. Her written work is understandable but her sentence construction and punctuation are poor. This means she has difficulty expressing more complex ideas and concepts, which impacts on her ability to write an exam essay answer. This would be a problem if studying at A-level.

**Support Needs**

- Teaching assistant support to help XXXXXX understand texts and concepts;
- A reduction in the amount of written work required. The facility to provide work in formats other than the written format e.g. verbal reports
- Additional tutoring to improve her language skills and reading

**Physical Difficulties**

**Difficulties and Impact on Learning**

- Reflex sympathetic and circulation dystrophy. This results in XXXXXX having difficulty sustaining movement of her hands which affects her ability to hold a pen for more than about 10 minutes
- She also has swelling and pains in her feet and cannot readily tolerate footwear. It means she gets tired when she walks. Her condition is exacerbated by cold weather. The distance she can walk depends on the weather and her mood swings. On some occasions, she can walk about 300 yards, on others less than 100 yards. It means that she needs to be able to use a wheelchair in any situations where she may have to walk over 100 yards.

**Support Needs**

- Taxi to and from home to the learning provider;
- Wheelchair access to any facilities that are more than a 100 yards from the learning provider’s reception area;
- A scribe for note taking for lessons. If a scribe is not available on all occasions, she needs to have access to a tape recorder as a temporary measure;
- A lap top for assignments;
- Teaching assistant support with mobility (pushing wheelchair);
- A reader and scribe for examinations. However, many exam boards do not allow this. In such circumstances, although not ideal, a laptop needs to be supplied.
- Additional time for examinations, if requested.

**Mental Health**

**Difficulties and Impact on Learning**
• Severe anxiety and panic attacks particularly when there are changes to her daily routine and when she does not understand what is required of her.
• Initial negativity when presented with tasks i.e. telling herself that she will not be able to do the tasks
• Beliefs that she should not be given any work that is too easy for her. XXXXX’s reaction to much of the work that she is asked to do, after her initial negativity, is that it is too easy for her and that therefore she should not be asked to do it. Alternatively she attempts the work but if it is not up to standard says she deliberately did it badly.
• These difficulties are proving major obstacles to XXXXX’s progression and appear to have been the main causal factors in XXXXX’s poor attendance at school and college and of her ultimately withdrawing from these learning situations.

Support Needs
• Cognitive behaviour therapy to enable her to:
  o Discover her negative or unhelpful ways of thinking;
  o Discover the link between what she thinks, how she feels and what she does;
  o Check and test the evidence for her negative and unhelpful thoughts;
  o Find new ways of coping with her unpleasant feelings;
  o Overcome her problems so that she can do the things she would really like to do.
• Liaison between the clinical psychologist and learning provider to determine whether the therapy is having an impact and to inform the ongoing nature of both the learning programme and the therapy
• A good rapport with the teaching assistants, with them providing lots of reassurance and encouragement but also being careful not to reinforce her problematic behaviour;
• Teaching staff that are skilled with dealing with challenging people with SEN.
• A sanctuary room/area to which XXXXX can withdraw when feeling tired or anxious;
• Access to a counsellor on the learning provider’s premises who can help XXXXX cope if she has panic attacks and outbursts;
• An escort in the taxi to and from the learning provider because of XXXXX’s unpredictable behaviour and outbursts.

LEARNING NEEDS – LEVEL

As stated in the recent Educational Psychologist’s report, it is difficult to determine the appropriate level of education that XXXXX should undertake. The Educational Psychologist has said that there are a range of factors which contribute to educational achievement. These include family characteristics, personality, cognitive learning style and motivation.

There is no doubt that XXXXX is motivated to achieve and she has a clear vision of her educational aims, which are to take science and maths A-levels and then go on to university.

With regard to cognitive abilities, the tests carried out by the educational psychologist suggest that XXXXX is of average ability and that, as such, she can achieve what average students achieve. 66% of the population fall into the average range. XXXXX has expressed disappointment with the outcome of the tests and feels that they are not a fair reflection of
her intelligence.

It is the educational psychologist’s view, which we fully agree with, that the most obvious obstacles to XXXXX’s success are her negative self talk and her beliefs that she cannot and should not be given any work which is too easy for her.

She probably has the intellectual capacity to study successfully at A level but there is a critical behavioural issue that she must overcome in order to stand any chance of success at that level or any chance of success in employment. She needs to become less aversive and more flexible about the learning and the activities she is prepared to engage in. She is far too ready to disengage or create the basis for disengagement for reasons possibly only known to herself. If she were to behave in this way in a mainstream education setting or a normal competitive employment setting it would not be accepted for long. An approach based on cognitive behaviour therapy may be helpful for her.

XXXXX is relatively unlikely to cope with the demands of study at A level while her behaviour in this aspect remains as it is. She is more likely to succeed at a less demanding level, but a huge factor in success is her level of motivation towards the activity or the learning goal. Achieving passes at GCSE eg in English, Maths and IT are likely to be advantageous in terms of career options.

A key factor in discussions with XXXXX is her contention that she has exceptional intellectual ability. The intelligence measures employed with XXXXX should provide evidence of exceptional intellectual ability if present. No evidence of exceptional intellectual ability was found.

**TYPE OF PROVISION REQUIRED**

**Summary of the support that needs to be provided**

XXXXX needs education and training provision that is highly geared to dealing with individuals with special needs. It would necessary for staff to be competent in dealing with people with the kind of interpersonal difficulties that XXXXX experiences. There is no particular advantage in a residential setting per se. Staff need to be very accepting, patient and resourceful but should not reinforce her problematic behaviour.

She needs a specialist learning package that is broken down into bite-sized chunks, which she can control and which is flexible enough to cope with her varying concentration levels and need for breaks.

In terms of physical support, she needs a taxi, with escort, to the learning provider, wheelchair access to any sites that are more than 100 metres away and a scribe for note taking and, if permitted, for examinations.

She needs cognitive behaviour therapy to help her cope with her behaviour problems.

**Summary of the level of learning provision required**

XXXXX needs to undertake GCSEs in English and maths and, ideally ICT, in order to equip her for further study and employment.

In order to stimulate her interest, she also needs to be able to undertake some AS level work e.g. in one of the sciences.

She needs additional tutoring in literacy.

**Type of provision that would meet these needs**
XXXXX’s needs could be met at a specialist college for students with ASD. There are several appropriate colleges around the country. However, there are no suitable specialist colleges in XXXXXXXXX so she would have to be a residential student which she does not want.

XXXXX’s needs could also be met at a local college if an individual learning plan could be agreed for her, along with an individual support and behaviour management package. It needs to be recognised that this is what was agreed last year and the arrangements did not work so careful attention would need to be paid to the support measures particularly those relating to helping her to become less aversive and more flexible.
Example 2 - Likely to be compliant with the Act

**Connexions Report and Assessment completed under learning difficulty of the Learning and Skills Act 2000.**

Name of young person: XXXXXXXX  
Date of Birth: XX.XX.XX

**Background**

Connexions XXXXXXXX first had contact with XXXXXXX when he was aged 14 years and was beginning year 10 at XXXXXXXX Community College, which is a mainstream school in XXXXXXX. Contact continued when he moved to the Pupil Referral Unit in XXXXXXXX. XXXXXXX then lived for a short time in XXXXXXX before returning to XXXXXXX and becoming voluntarily accommodated under Section 20 of the Children Act 1989. During this time XXXXXXX missed considerable periods of education.

XXXXXX is currently living in supported accommodation, he is deemed to be a ‘Child in Need’. He is receiving help to develop his independence skills as part of the preparation for moving on from this provision and into independent accommodation.

Connexions XXXXXXXXX have continued to work with XXXXXXX and the professionals and agencies supporting him in order to secure appropriate activities in preparation for his transition into post 16 learning. He has been referred to Elm Training E2E programme.

**Education**

Whilst in compulsory schooling XXXXXXX’s needs were supported through the provision of a statement of special educational needs. His statement was amended in March 2001 in preparation for his transfer to secondary school.

XXXXXX experiences moderate learning difficulties and Attention Deficit Hyperactivity Disorder (ADHD) for which he has been prescribed Ritalin. His main difficulties as described in his statement included:

- Impulsive behaviour: rushing into things without reflecting on outcomes and vulnerable to being easily led by others;
- An eagerness to please that generates anxiety and tension for XXXXXXX; he was reported as being more relaxed in small groups that have clear routine and structure;
- Difficulty following a series of instructions;
- Limited co-operation skills and dominant, impetuous and inquisitive behaviour, that put a strain on social relationships.
- Difficulty maintaining attention.

Reviews in school and feedback from providers and workers in agencies that know XXXXXXX indicate that XXXXXXX continues to experience these difficulties.

Whilst in school XXXXXXX did acquire some strategies to help himself remain calm: choosing to sit alone at times to work and using verbal commentary to direct his actions and attention. He responded well to rewards offered immediately and was confident in asking for help in class.

XXXXXX reading ability on transfer to secondary education was assessed as;
• Reading accuracy of age 8 years 7 months
• Reading comprehension of 8 years and
• Spelling performance of age 8 years.

The most recent information regarding XXXXX’s literacy and numeracy levels is from the E2E programme that he accessed at Skillbuild between November 2006 and January 2007. He was assessed as being at entry level 3 for literacy and entry level 3 for numeracy.

The objectives in XXXXX statement focussed on;

• The development of social skills;
• The acquisition of strategies for selecting appropriate social responses in a variety of settings;
• The acquisition of the ability to concentrate in order to follow group instructions;
• To listen and respond to instruction;
• To organise work in order to remain on task;
• To acquire strategies to avoid distraction, to reduce impulsive behaviour and acquire the ability to reflect before acting;
• Acquiring a functional reading age.

Many of the provisions described in the statement remain relevant to any future learning that XXXXX may access and include;

• Small groups and individual attention on a regular basis;
• Special programmes of work aimed at developing his basic skills in reading, writing and number;
• Multi sensory (for example oral and visual clues) and cumulative approaches that will re-enforce learning; including repetition;
• Adaptations to the curriculum in terms of level, pace and approach, using structured, cumulative and thorough programmes to support the development of language, literacy and numeracy skills;
• Practical tasks and opportunities for frequent skill practice and reinforcement;
• Help to develop personal organisation;
• A system of recording that emphasises his improvements;
• XXXXX’s involvement in setting small, achievable targets for behaviour and for amounts of work completed and help to recognise when he is being more successful, so that he can develop a more positive self-image;
• Access to a support worker to the teaching programme, to support XXXXX to understand tasks, record his work, encourage him to remain on task and support him in developing co-operative skills.

Throughout his secondary education XXXXX experienced many changes in his home circumstance, some of which were reported by school as having a profound effect on XXXXX, including deterioration in his attendance, a lack of monitoring of his medication and being left without supervision in the evenings.

The annual review in Year 10 states that XXXXX was enjoying and making progress in his work-related learning placement. Progress was noted with regard to XXXXX increasing ability to understand what is right and appropriate but that he was unable to carry out a strategy effectively on most occasions. His responses and behaviour remained unpredictable and whilst there were some successes these were not sustained for extended periods. XXXXX continued to need simple concise instruction and short achievable tasks to remain motivated and demonstrated greater ability to work in
practical situations.

It was also recorded that there had been little progress in reading and spelling and that XXXXXX was reluctant to engage in any form of extended writing. His difficulties with behaviour and learning outlined above continued to be significant and it was recorded that XXXXXX could put himself in considerable danger because he did not think things through.

Whilst at school XXXXXX was working towards Entry level examinations in Literacy and Numeracy. It is understood that XXXXXX was taken off the school roll when he moved to Rothshire. When he returned to XXXXXX he was placed on the roll of the Pupil Referral Unit (PRU) in Richmond.

During his final year of compulsory schooling it was apparent that XXXXXX was not ready to access further mainstream learning without a great deal of preparation and support. The Connexions Personal Adviser worked with staff from the PRU, the Youth Offending Team, Positive Activities and the UProject to identify suitable activities that would help XXXXXX to prepare for transition to post 16 learning.

**Post 16 Provision**

XXXXXX does not wish to attend a full-time programme at college but expresses a desire to participate in work based learning that provides practical training.

A place was arranged with the most appropriate E2E provider, Cornerstone, for when XXXXXX reached compulsory school leaving age at the end of June 2006. This provider, however, went into liquidation and XXXXXX was therefore without provision in July 2006. Agencies, including Connexions, Safe and Sound, Youth Offending and children’s social care continued to work with XXXXXX to engage him in suitable activities such as UProject and to identify further opportunities for training throughout the period July to November 2006. A referral was made to E2E provision at Skillbuild and a start date was agreed for November 2006, XXXXXX commenced training at Skillbuild in November 2006 and completed in January 2007.

Feedback from Skillbuild reports that he did not make a lot of progress due to lack of attendance. He had no formal qualifications and his literacy and numeracy levels were assessed by them as being at:

- Literacy: Entry level 3
- Numeracy: Entry level 2

XXXXXX did achieve a certificate in the safe use of a concrete mixer. Skillbuild also report that XXXXXX had a very short attention span, of less than ten minutes, and did not appear to enjoy learning. He quickly lost interest in things, including the things that he had expressed an interest in, e.g. landscaping, use of tools and equipment. He did not get on with the other trainees, for example, his use of inappropriate language towards them provoked negative responses from them.

On XX January 200X, XXXXXX attended the Connexions Centre at Streetly seeking further training and following many attempts to locate XXXXXX he again accessed the XXXXXX Connexions Centre in May 2007.

On XX May 200X Connexions XXXXXX were informed by the Under 18 worker at the Jobcentre + that XXXXXX was considered at this stage to be unfit for work and should therefore claim Incapacity Benefit.
Agencies Involved

Safe and Sound
XXXXX is engaging with and in receipt of intensive support from Safe and Sound. Safe and Sound are an agency that works with young people who are at risk of being sexually exploited. At this time Safe and Sound is taking the lead role, contact details:

XXXXX Tel: XXXXXXXX
Address: XXXXXXXX XXXXXX

Social Care:
XXXXX is known to Children’s Social Care; he was previously voluntarily accommodated and is now considered to be a ‘Child in Need’. He has a Pathway Plan led by the Leaving Care Team and a Key worker, contact details:

XXXXX Tel: XXXXXXXX
Address: XXXXXX

CAMHS:
XXXXX remains known to CAMHS who are continuing to attempt to work with XXXXX to address issues associated with his ADHD, his behaviours and his feelings regarding his past and his family relationships. Regular and consistent engagement has been difficult due to XXXXX’s chaotic lifestyle. Contact details:

Dr XXXXX Tel: XXXXXXXX
Address: XXXXXXXXXXX

YOS:
XXXXX is not currently under any specific orders and his most recent contact with the Youth Offending Service has been with a Bail Support Worker. Contact details:

XXXXX Tel: XXXXXXXX
Address: XXXXXXXX

Connexions
Connexions continue to work with other agencies and XXXXX in order to identify suitable opportunities. Engagement has, at times, been sporadic due to XXXXX’s lifestyle. Connexions are not planning to make further submissions to learning providers without further advice from the Youth Offending Service and Safe and Sound. Contact details;

XXXXXXX, Connexions Personal Adviser: telephone number XXXXXXXX
Connexions Centre
XXXXXXXXX

Summary of Education and Training Needs

XXXXX does not wish to attend full-time programmes in college and continues to express the desire to engage in learning practical skills that will prepare him for employment in the construction industry. XXXXX would benefit from a programme of learning that includes the development of basic skills and life skills.

Work-based learning opportunities that provide a suitable level of learning support are limited and short-term, hence, although XXXXX has experienced E2E he has been referred to another E2E provider in order to offer access to some engagement in
learning and practical experience.

XXXXX’s most recent assessments were carried out by the E2E provider Skillbuild. More detailed, specific and formal assessments have not been conducted recently because of XXXXX’s sporadic engagement and his understandable unwillingness to participate in such examination. Observations by those who have worked with XXXXX are that he continues to present the learning and behavioural difficulties described above and outlined in his statement of special educational needs and that he would continue to benefit from the approaches recommended in that statement and also identified above.

The agency presently providing the most intensive support to XXXXX are ‘Safe and Sound;’ they concur with the conclusion reached by other agencies working with XXXXX that he does not ‘stick at anything’ and that he puts himself in situations that can lead to him being at risk of exploitation.

XXXXX’s behaviours indicate a delay in emotional and psychological development and he would benefit from access to positive role models. His behaviour continues to raise concern about his safety and further information has been requested with regard to the level of risk that XXXXX poses to himself and to others. This needs to be clarified in order to identify how XXXXX should be supported to access learning. This assessment is currently ongoing and the difficulties key agencies have in keeping XXXXX engaged make it difficult to be specific about when this information can be provided.

**Summary of Provision and Support Needed**

XXXXX requires a stable base from which he can access learning.

He requires a programme that is aimed at developing reading, writing and number alongside the development of practical work skills. He will need to work in small groups and receive individual attention on a regular, daily basis.

He will require a programme at Entry level and the opportunity to progress to NVQ level 1.

He will require support to plan and organise his work and to develop appropriate positive relationships and interactions with others.

He requires a programme of life skills that will help him to prepare for living independently in the community.

In addition XXXXX requires regular and ongoing monitoring of his budgeting, money management and health. It is not always clear whether XXXXX’s behavioural difficulties arise from his ADHD or from the instabilities in his life and the anger resulting from his sense of rejection. He will require ongoing monitoring of his condition as he moves into adulthood and a referral to appropriate adult health services will need to be made as he approaches his eighteenth birthday.

XXXXX requires the ongoing support of all agencies as he moves from supported accommodation to independent living.

XXXXX’s current and changing needs require further assessment and clarification. Safe and Sound are planning to lead on the completion of a Common Assessment in order to determine XXXXX’s ongoing needs and to identify the support required and the agencies that will continue to, or will need to be, involved in the future.
It is understood that there are a number of outstanding issues that are in the process of being dealt with by the criminal court. This will also be a factor in determining XXXXX’s needs and actions by agencies.

Original Assessment under learning difficulty completed on 15.06.2006 by XXXXXXX, Connexions XXXXX Ltd.

Reviewed and updated assessment completed on 24.10.2007 by XXXXXXX, Connexions XXXXX Ltd.
Example 3 - Unlikely to be compliant with the Act

Assessment of LDD (learning difficulty)

Name: XXXXXXXXXXX
DOB: XX-Jun-19XX
Ref No: 123456789

Year 11  x  SEN Statement  x  School Action Plus  

Other: Please state: ____________________________________________

Education and/or training needs:

XXXXX has a statement for SEN:
• ADHD – diagnosed by Dr B Lincoln – 2000
• Behavioural difficulties
• Moderate learning difficulties

XXXXX demonstrates impulsive behaviour that can lead to disruption particularly in small groups. XXXXX has personal development needs and is immature for chronological age. XXXXX requires medication for the ADHD.

Provision and support required to meet the above needs:

XXXXX would benefit from learning in a supportive environment consisting of small groups and a programme to improve basic and key skills.

Support to ensure continued engagement and help to maintain focus on set tasks.

Careers guidance required to help identify the vocational pathway.

On going multi-agency activity required to support transition.

Support to foster appropriate relationships with peers.

Pre-Entry  x  Entry  1  2  3

Completed by:
Personal Adviser: XXXXXXXX  Date: XX.06.0X

Example 4 – Unlikely to be compliant with the Act

SUMMARY OF ADDITIONAL SUPPORT NEEDS/LEARNING DIFFICULTY ASSESSMENT
This summary must accompany an Action Plan which sets out the client’s course/careers choice and
information supporting that choice

Name: XXXXX XXXXX DOB: XX/05/19XX

Current School/College or other situation:

XXXXX left school in July 200X and was enrolled at XXXXXXX Sixth Form College on a GCSE timetable, for the academic year 200X-X

Main reason for statement/banded funding

“Complex neuro-development difficulties including: autistic spectrum disorder, more specifically that of Asperger’s Syndrome, attention and concentration difficulties, development co-ordination difficulties, complex behavioural and emotional difficulties”.

Other reasons (please tick as appropriate)

Autism [YES] Mental health difficulties [YES]
Asperger’s [YES] Physical difficulties [YES]
Communication difficulties [YES] Sensory impairment
Emotional & behavioural difficulties [YES] Severe learning difficulties
Moderate learning difficulties Specific learning difficulties [YES]

Any additional learning difficulties/disabilities not listed above (please specify):

- Reflex sympathetic dystrophy and circulation problems in hands and feet
- Hyper-mobility in hands
- Motor co-ordination difficulties
- Uses a wheelchair at times, usually for longer distances
- Difficulties with handwriting (See Occupational Therapy Report – XXXXXXX – Independent Occupational Therapist Dated XX/2/200X page 11 and 19)
- Personal organisation difficulties
- Has had fears of examinations, when the environment has not been acceptable to her
- Emotional outbursts when unsuccessful at tasks
- Non-verbal learning difficulties
- Oppositional defiant disorder
- Visual perception difficulties (see Occupational Therapy Report – XXXXXXXX – Independent Occupational Therapist Dated XX/2/200X page 12 and 18)

Additional and Specialist Support Needs:

Educational/Training Support Other Specialist Support
Access to specialist teaching support to include curriculum support [Y] Enabler required [Y]
Support with basic skills ie literacy & numeracy Supervision in personal and/or Medical care
Support when on work experience  Y  Access to counselling  
Support to plan and get involved in social, creative & leisure activities  Y  Access to therapies  Y  
Access to specialist equipment  Y  Psychiatric support  Y  
Independence training  Y  Medical support  Y  
Tuition in small groups  Y  Specialist transport/training for Independent travel  Y  
Structured behavioural support  Y  
Visual impairment support  

**Briefly describe any particular strategies which have been successful to date in meeting the identified support needs:**


- XXXXX has required an escort when travelling to college in a taxi

- XXXXX does not like lessons with 1:1 support if this is provided when she is on her own. She prefers 1:1 support to be provided within groups

- XXXXX needs help to keep focused on her work, as she can easily be distracted

- Examination support needs to be carefully considered by any colleges that XXXXX attends. Examination support needs to be discussed with XXXXX and Mrs XXXXXXX at the earliest possible opportunity, before any examination dates

- Colleges should seek the support and advice from agencies such as Access and Inclusion and in particular try to involve staff, with experience of working with students with ASD/ Asperger’s Syndrome

- XXXXX does not want to access any specialist colleges, for students with special needs

- XXXXX had 20 hours of 1:1 support per week when she was at school

**Additional comments:**

**List of assessment reports available from 200X to date:**

Access and Inclusion Service – XXXXXXX County Council – XXXXXXX (Report outlining strategies of learning and personal support) Dated XX/7/200X

Occupational Therapy Report – XXXXXXXXX – Independent Occupational Therapist Dated 16/2/200X

Speech and Language Therapy Report – Pauline Mandrake – Independent Speech and Language Therapist Dated 15/2/200X
Annual review report of Statement of Special Educational Needs 2005-2006
Dated 24/1/200X

Interim review report of Statement of Special Educational Needs 2005-2006
Dated 24/11/2005

Amended Statement of Educational Needs – XXXXXXX County Council
Dated 18/10/200X

Proposed Amended Statement of Special Educational Needs – XXXXXXX County Council
Dated 30/8/2005

Psychological Advice (attached to Year 11 Annual Review Report 24/1/2006) – XXXXXXX – Educational Psychologist
Date 16/5/200X

XXXXXXXX Specialist Children’s Services – Speech and Language Therapy Report for Statement purposes – XXXXXXX – Speech and Language Therapist
Dated 14/9/200X

Summary of Social Services Involvement – XXXXXXX Social Services
Dated 24/8/2004

CASBAT (Communication and Social Behaviour Assessment Team Report) (XXXXXX – consultant clinical Psychologist) with community Paediatrician Report – Dr XXXXXXX
Date 11/8/200X

Psychological Advice XXXXXXX Directorate of Educational Services – XXXXXXX – Educational Psychologist
Dated 9/7/2004

County Specialist Support Service Assessment Report – XXXXXXX County Council – XXXXXXXXXX
Dated 12/7/200X4

XXXXXXXX Specialist Children’s Services – Medical Advice for XXXXXXXX LEA – Dr Joy Rider, Community Paediatrician
Dated 21/7/200X

Psychological Advice XXXXXXX Directorate of Educational Services – Gunta Dance Educational Psychologist
Dated 16/12/200X

XXXXXXXX County Council County Specialist Support Service – Assessment Report – Daz Ling
Dated 15/12/200X

Other Agencies known to be involved:

- Educational Psychologists: YES
- Social Care: NO
- Behaviour support (via school): YES
- After Care: NO
- Speech & language therapy: YES
- Sensory Impairment Service: NO
- Education Welfare Service: NO
- Physiotherapy: NO
- Youth Offending Service: NO
- Mental Health Service: YES
- Other (please name):

- Occupational Therapy: YES
- Speech and Language Therapy: YES
OT and speech therapy have made assessments of XXXXX's need. XXXXX and her mum feel the actual input has not been successful, and any input is not currently ongoing. They feel any input would need to be provided by people with more experience in working with ASD and Asperger's Syndrome.

The Connexions PA identified below can provide contact details from whom more detailed assessment information may be available.

I give my permission for this document, and a copy of my Action Plan to be forwarded to:

Signed: ………………………………………………………………………………………..

Student

Student's comments:

XXXXX will write her comments on a separate sheet, and this will be included in the learning difficulty additional information

Signed: ………………………………………… Date: ……………………………………..

Personal Adviser

Name of Personal Adviser: Carrie Case

Tel No: xxxxxxxxxx
Annex 4 - Specialist Residential Colleges

i) Procedure for making applications

Source: “Overcoming Barriers – A Personal Advisers Guide to: Working with clients with SEN/LDD in Education and the Community” – Connexions XXXXXXX

<table>
<thead>
<tr>
<th>Procedure for making applications to Specialist Residential Colleges</th>
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<tbody>
<tr>
<td>The role of Connexions staff in specialist residential college applications is to inform, advise and, where necessary, assist clients and their parents/carers in the process.</td>
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</tbody>
</table>

Connexions staff also play an important role in the specialist college funding application process.

Applications to colleges should be made at least 1 year prior to a clients' school leaving date. There are more applicants than places for specialist residential colleges.

The Learning and Skills Council (LSC), who lead on this procedure, recommend that the whole application/funding procedure be completed by 31 December of each year, for those clients hoping to go to college in September of the following year. Where at all possible this is the ideal, however as collection of data is highly time consuming it is expected that the application procedure will be completed by 31st March of the year in which clients hope to go to college.

◊ Year 9 (or Transition Year) Annual Review. If residential college is an option (and there is no suitable local provision), the PA should seek further opinions from parents and professionals present. If the parents are not in attendance, then the PA needs to arrange a home visit (with a Social Worker if appropriate) to discuss this option.

◊ Each PA needs to identify all pupils in their schools who may apply for college.

◊ Details should be sent to their SEN Inclusion Adviser (SIA), for collation by November of each year at the latest.

◊ Each PA should help identify appropriate colleges to meet the client’s needs. Visits can then be organised to see if client likes college/s. (The PA's role is to support clients/parents through this stage via provision of college literature, advice, regular liaison, encouragement to visit/apply to colleges, etc. Parents can arrange college visits themselves. If parents need support in attending college visits, the PA can identify an appropriate professional to accompany them (i.e. teacher, social worker, Connexions PA). NB Personal Advisers should seek approval for attendance from their line manager.
Once a suitable college is found a specialist college assessment must be arranged. Parents usually organise this. The PA can also arrange an assessment if required to do so in support of the parents.

It is also advisable to organise a local college assessment at the same time, if this is also an option. This can help with the funding application process.

Receipt of offer for a place. The PA decides whether further funding is required and notifies the SIA. The SIA then informs the LSC and the LEA of all possible funding applications.

Each PA will commence gathering written assessments/reports from other professionals in support of the funding application: Educational Psychologist, school, medical, residential college assessment, local college, Connexions reports and parents/carers and clients letters. The degree to which the PA is expected to participate in the collation of these reports will vary according to area.

Each PA should monitor the receipt of requests for information/reports.

SIA to organise and attend local meeting with PA, LSC and LEA to determine funding. Where appropriate, Social Workers and Educational Psychologists should also be invited. Copies of all reports/notes for each client to be circulated to all attending parties at least a week before the meeting.

SIA to negotiate funding.

N.B Detailed guidance on this process is contained within the current LSC Funding Agreement (previously called Circular). This can also be accessed via the LSC website at: www.lsc.gov.uk Check this
ii) Example of an application

**Source:** “Overcoming Barriers – A Personal Advisers Guide to: Working with clients with SEN/LDD in Education and the Community” – Connexions Greater Merseyside

<table>
<thead>
<tr>
<th>learning difficulty Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary Document</strong></td>
</tr>
<tr>
<td><strong>Name:</strong> Catherine Framlington</td>
</tr>
<tr>
<td><strong>Address:</strong> 8 Something Road, Skegvas</td>
</tr>
<tr>
<td><strong>DOB:</strong> 21/12/1889</td>
</tr>
</tbody>
</table>

**Background**

Catherine attended a special school for students with moderate learning difficulties which she left in 2000, and has attended Liverpool Community College since then. The first year Catherine was on a discrete vocational pathways course, progressing to a ‘bridging into business’ programme at foundation level.

**Attainment Level**

Catherine has enjoyed college but found it difficult to integrate with her peers in a way that would enable her to make sustainable friendships. This is due to her lack of confidence and self esteem coupled with poor living skills. At the moment she is unable to cope with many tasks that would enable her to develop skills to live and work independently in the future. There are also issues around some of her key skills such as decision making, communication, problem solving, numeracy and literacy.

Catherine is unable to travel independently and is a very vulnerable young woman. So much so her tutors at college and her family feel she is unsafe to be left alone.

Catherine’s speech impediment hinders her progress in developing social skills and confidence. When she was younger she received some speech therapy but this has not happened for four years, resulting in reduced self-esteem and communication skills. Catherine will avoid speaking if she can and this appears to prevent her making friends and progress in her courses. There have also been occasions were frustration has led to her crying.

**Education/Training/Employment Ambitions**

Due to Catherine's lack of progress in the areas discussed it is felt that she would not be able to take advantage of further education or training opportunities until her social and personal skills are developed further.
Catherine would like to work in an office in some capacity in the future, but lacks knowledge of the world of work and indeed of the world at large. Presently she is unprepared for further study at college and there are unresolved areas of her personal and social development that cannot be resolved by the local intervention. Catherine has visited Beaumont College to consider the programmes that are available there and has been offered a place from September 2002.

This provides an individual programme designed to meet her needs and offers an extended curriculum that will enable her to develop independent living and social skills that will give her opportunities to live and work independently in the future. These are her main goals at present.

Catherine and her mother have considered a number of specialist residential colleges as well as discussing the provision available at Merseyside college. Merseyside College has written to say they feel her needs are best met away from home. In addition local social service provision has been considered but would not meet her needs, as they are day services not designed to meet the needs of a young woman in Catherine’s position.

Beaumont College have offered a programme that can meet her needs and Catherine is excited at the prospect of attending.

**Support Needs**

Catherine requires 1:2 support to access her educational programme due to her learning difficulties. She also needs a structured programme to develop her independent living skills with a high level of support. This should be delivered across an informal and extended curriculum.

Catherine also needs daily support with her personal care routine to enable her to manage her own routine.

To develop her self confidence and improve her communication skills Catherine should receive regular Speech and language therapy with regular monitoring.

Access to an occupational therapist to look at her future independence is also important as well as access to a counsellor with relevant experience of working people with complex needs.

Good pastoral support to help her with emotional situations should also be available to her. Catherine needs access to a 24 hour curriculum programme that will develop her personal and social skills within the context of daily living.

Catherine’s individual programme should contain elements of key skills, Communication, Advocacy and assistive technology.
Family/Environmental Issues

At home her Mother has attempted to develop her daily living skills. This has not been successful and Catherine cannot perform routine hygiene tasks without prompting and supervision. Catherine has no friends near to her home.

Health Issues

There are no identified health issues.

Social and Personal Development

Catherine did not have the advantage of a school 6th Form. This has prevented her in many ways from progressing to a level socially and independently that young people in a similar situation might benefit. Her college placements have succeeded only in a limited academic way. Her main needs have not been met, as she has not had access to training for skills that she has not yet acquired. Before Catherine can begin to live and work in a more independent away she needs further structured input from specialist provision that is not available locally. Catherine does not have the social skills to maintain friendships and develop a life other than that at home. Catherine is dependent on her mother for everything. This is very worrying. Her mother is concerned that as Catherine grows older and her peers are more independent she gets increasingly frustrated and friction occurs more regularly. Her mother cannot cope with the training necessary to develop Catherine's skills further.

Action to be taken

Catherine should take up a place at Beaumont college with a view to providing her with the support she requires to progress to a situation that would enable her to access local provision on returning to her home area. There should be contact from the host Connexions service in Lancaster to ensure that Catherine has access to career planning. There will also be contact between Greater Merseyside Connexions Service and Beaumont college with a view to ensuring a smooth transition back to her home area and this will include all relevant agencies that would be involved with Catherine in the future including; Job Centre Plus disability team and social services.

Recommendation

I feel that Catherine has the potential to develop the skills that will enable her to participate in mainstream education, training and employment and to live a more independent lifestyle. However these goals could not be achieved by living at home and accessing unsuitable local provision. I feel the programme offered at Beaumont College can meet her needs and help her to achieve her goals.

I fully support her application for funding and would be concerned that should she not be able to attend Beaumont College then she would not be able to participate in further suitable learning.

Connexions Personal Adviser
iii) Applying for funding to attend

Source: Flow chart drawn up by LLSC for use by Bournemouth, Dorset and Poole Connexions

APPLYING FOR FUNDING TO ATTEND A SPECIALIST COLLEGE

My local FE College cannot meet my needs

Ask your Connexions PA for details of LSC approved Specialist Colleges and the type of courses they offer

...but I want to do a course at College

Arrange to visit a Specialist College of your choice and ask yourself:

Do I like this college?

Can they meet my needs?

Would I like to study here?

(You should try to visit at least two Specialist Colleges)

Arrange for the Specialist College you like best to carry out an Assessment to find out exactly what you want to study and the support you will need to help you do it.

(You may need to stay at the College for up to a week while this is carried out)

Plan ahead…

Specialist College Assessments need to be completed 6-9 months before your chosen course is due to start. The college may have a waiting list for places

Is the College for you…

If the Specialist College offers you a place you will receive a letter and report detailing the course you would like to study and the support they will provide

Making an application…

Your Connexions PA and other agencies (eg Local Education Authority, Social Services) will collect the information needed and make an application on your behalf

Pass the Specialist College’s offer letter and report to your Connexions PA together with a short letter from yourself and your parents or carers saying why you want to go there

Don’t worry…

Sometimes a bit more information is needed before a decision can be made

Request sent to local Learning and Skills Council (LSC)

Meeting held to consider request and decide if you qualify for LSC funding

Decision made by local LSC

Local LSC send decision letter to you and your parents or carers within 14 days of the meeting being held