Funding Guidance: Placement for Learners with Learning Difficulties and/or Disabilities at Specialist Providers 2007/08

December 2006
This guidance outlines the procedures and the criteria that the Learning and Skills Council (LSC) uses to fulfil its legal duties towards funding placements at specialist providers for learners with learning difficulties and/or disabilities in 2007/08.

The arrangements for 2007/08 remain broadly the same as in previous years, with some revisions to the funding methodology. It is likely, however, that arrangements for future years will change in line with the agenda for change arrangements.

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🎯 For action
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Section 1: Introduction and Context

Introduction

1. This guidance outlines the procedures and criteria by which the Learning and Skills Council (LSC) will carry out its legal duties and powers in the funding of placements for learners with learning difficulties and/or disabilities at specialist providers.

Context

The Learning and Skills Council

2. The Learning and Skills Act 2000 (the Act) was introduced to deliver the Government’s vision of a coherent and transparent funding system for post-16 education and training that will:

- be responsive to the demands of individuals, communities and employers
- promote excellence, high quality and value for money.

3. The LSC’s responsibilities sit within the context of a number of government initiatives designed to promote equality of opportunity for individuals and to achieve social inclusion. Requirements are also placed on other agencies that contribute to the achievement of these aims. Some of the initiatives that relate to learners with learning difficulties and/or disabilities are summarised in Annex A.

Section 13 of the Act

4. The Act requires the LSC to consider the needs of people with learning difficulties and/or disabilities when discharging its main duties. Under the Act, a person is described as having a learning difficulty and/or disability if he or she:

- has a significantly greater difficulty in learning than the majority of people of his or her age
- has a disability that either prevents or hinders him or her from making use of facilities of a kind generally provided by institutions providing post-16 education or training.

5. The Act also imposes duties and powers in respect of securing boarding accommodation (referred to as ‘residential provision’ throughout this document, apart from in extracts from the legislation). These apply to the following three groups of potential learners with learning difficulties and/or disabilities:
lors who are above compulsory school age but not yet 19: if the LSC cannot secure facilities for education or training that are sufficient in quantity and adequate in quality for a person with a learning difficulty and/or disability who is over compulsory school age but not yet 19, the LSC must secure boarding accommodation for him or her.

- learners who are aged 19 but not yet 25: if the LSC cannot secure reasonable facilities for education or training for a person with a learning difficulty and/or disability who is aged 19 but not yet 25 (unless it also secures boarding accommodation for him or her), the LSC must secure boarding accommodation for him or her.

- learners who are aged 25 and over: if the LSC cannot secure reasonable facilities for education or training for a person with a learning difficulty and/or disability who is aged 25 or over (unless it also secures boarding accommodation for him or her), the LSC may secure boarding accommodation for him or her.

6 The LSC also considers securing day placements for learners at specialist providers through this same process.

7 The provisions of the Act that relate to the LSC’s duties towards learners with learning difficulties and/or disabilities are set out in full in Annex B.

8 The LSC published Learning for Living and Work in October 2006. This is the LSC’s first strategy for the planning and funding of provision for learners with learning difficulties and/or disabilities across the FE system. More information is available in Annex A.

Placements at specialist providers

9 In carrying out its duties under Section 13 of the Act, the LSC has a duty to consider funding placements at specialist providers for those learners with learning difficulties and/or disabilities for whom it is appropriate to do so. In the light of Learning for Living and Work, which envisages the development of more local and regional provision for learners with learning difficulties and/or disabilities, it is likely that learning and support needs will be able to be met within general post-16 provision in their locality for an increasing number of learners with learning difficulties and/or disabilities.

10 In considering requests for placements at specialist providers, the LSC expects that agencies involved with the young person will have considered with that young person and his or her family or carers all appropriate options for his or her post-16 education – including those already in place and those that are under development. It is envisaged that these options will have been considered during transition planning (as per the Special Educational Needs (SEN) Code of Practice, published by the Department for Education and Skills in January 2002) and through assessments carried out under Section 140 of the Act (the LSC must have regard to any assessment under Section 140). These assessments are a statutory duty of the Secretary of State for Education and Skills (the Secretary of State), and they have been delegated to Connexions. Section 140 of the Act is set out in Annex B.

11 Generally, where a learner is under the age of 19, has a statement of SEN and the most appropriate placement is within a school, the learner remains the funding responsibility of the local authority. This includes transfers between schools both within or outside the local authority area. Local authorities have a responsibility to continue to fund such learners until the end of the academic year in which they turn 19.

12 Funding for a placement (day or residential) will be considered following receipt by the LSC of a request on behalf of the learner by his or her referring agency (usually the local authority or Connexions). The details of this process are described in Section 2 of this guidance and involve the LSC working closely with all of the agencies involved with the young person (the local authority, Connexions and others – such as social services – as appropriate).

13 The LSC will not process any request that is submitted without sufficient supporting evidence. In particular, a robust report from Connexions (which fully complies with the requirements of Section 140 of the Act) is a mandatory piece of evidence for learners under the age of 25. Applications submitted without one of these will be returned to the referring agency and not progressed.

14 Annex C to this guidance contains a list of all the specialist providers at which the LSC currently funds learners with learning difficulties and/or disabilities.

15 While the LSC endeavours to take account of the wishes of learners and their families, it does not have a legal duty to fund the provision of their choice if adequate alternative provision is considered to be available and fundable.
Section 2: Consideration of Placements

All placements – day or residential

16 To secure funding for any placement at a specialist provider, it will be necessary to demonstrate, through relevant and up-to-date assessments, that specialist provision is essential to enable the learner to participate in education – that the provider offers a level of specialist support and/or equipment that is not available elsewhere.

17 In all cases, the LSC will need to be satisfied that the proposed placement will meet the assessed educational needs of the young person and that the placement does not represent a disproportionate use of public funds.

Residential placements

18 In addition to the above factors, the criteria for considering residential placements will focus on establishing whether residential provision is necessary:

- to enable the learner to access appropriate provision; and/or
- because the learner needs to learn within an extended curriculum that can only be delivered within a residential setting.

19 Where the need for the placement is driven primarily by significant medical or care needs, the LSC would expect to secure joint funding for the placement with social services and/or the relevant health authority. This is in line with the expectations of the Children Act 2004, which places a duty on local authorities to make arrangements for key agencies to co-operate to improve the well-being of children and young people, and to pool budgets in support of this.

20 Through Inclusion to Excellence proposed that there should be discussions between the Department for Education and Skills and the Department of Health regarding the LSC’s current spend on health and care costs for some learners, with an outcome being an agreement about appropriate funding responsibilities and partnership working. In the light of this, discussions are underway between government departments about the development of a nationally agreed and published set of protocols within which local agreements would be able to be brokered.

21 In relation to its duty towards learners below the age of 19, the LSC’s criteria are as follows:

- no day provision that is sufficient in quantity and adequate in quality is available – residential provision is necessary to secure provision for the individual (criterion 1)
- residential provision is assessed as being an essential element of the learner’s education and/or training needs, which cannot be accommodated by provision in a non-residential setting (criterion 2).

22 For young people aged 19 to 25, the LSC will act in the context of its duty to provide reasonable facilities (other provision is not fit for purpose – it does not have the facilities to meet the learner’s educational needs). This can include part-time provision. However, the LSC will be mindful of the fact that people with learning difficulties and/or disabilities may start their programme of learning at a later age or take longer to complete it.

23 For the purposes of agreeing a placement for young people aged under 25, evidence would need to demonstrate that the young person meets either of the criteria in paragraph 21.

24 For all placement requests, the LSC will require evidence demonstrating that the proposal for a placement has been made as a result of appropriate assessment and guidance involving collaboration between agencies as appropriate. Again, this is in line with the provisions of children’s trusts.

25 There is one additional criterion for learners over the age of 25: the cost of the placement must be reflected in the likely benefits to the learner.

26 This additional criterion will not apply to learners whose programme begins before they reach the age of 25, and who are in the process of completing their placement.

27 The LSC will need to be satisfied, on the basis of available evidence, that all relevant criteria are met. It is essential, therefore, that the evidence provided in support of any placement request is up to date and appropriate to the request being made. The criteria for considering requests, and guidance on the evidence required to demonstrate that the criteria have been met, are given in Annex D.
Day placements

28  Where a placement request is for a day placement at a specialist provider, the LSC will consider the request in the context of paragraph 16: specialist provision must be essential in order to enable the learner to participate in education. The placement must offer specialist support and/or equipment that is not available elsewhere.
Section 3: Placements

Process

Principles

29 The LSC’s procedures for considering placements at specialist providers are designed to ensure that all relevant information is taken account of and that decisions can be justified in the context of the LSC’s statutory duties. The procedures are designed to reflect the following principles; there is a need for:

- arrangements that are simple and transparent and that deliver timely decisions
- provision that is adequate in quality, is of an appropriate duration, and that offers appropriate learning, a supportive environment and appropriate programmes to support the learner in moving forward
- national consistency
- provision that represents value for money.

Agencies involved in the process

30 The placements process recognises the key role of local authorities (working under children’s trust arrangements) and Connexions, in terms of their relationship with learners with learning difficulties and/or disabilities – particularly those who have a statement of SEN maintained by the local authority under Section 324 of the Education Act 1996. In addition, the establishment of children’s trusts in September 2005 has brought an increased strength to the co-ordination of multi-agency activity to support young people.

31 The LSC’s arrangements seek to build on information already available through local authorities and/or children’s trusts, rather than seeking to replicate it.

32 For this reason, for learners progressing directly from school, evidence regarding the current educational placement, all support provided and progress made towards educational goals will be of vital importance to the decision-making process.

33 Annex A explains the role of Connexions with regard to education and young people with learning difficulties and/or disabilities. The LSC anticipates that each learner’s Connexions personal advisor will play a key role in liaising with the LSC and other statutory agencies to ensure that appropriate provision can be secured.

Procedure

34 For placements commencing from September 2007, the LSC would generally expect to receive requests no later than 31 March 2007. This is to ensure that there is adequate time for consideration of the request, and to ensure that effective transition planning can take place to support the learner.

35 The LSC will not process requests for placements more than one full academic year in advance of the start of the placement.

36 The LSC has designated officers with responsibility for considering placement requests made on behalf of young people. Annex C lists all current contacts at the LSC, and the local authorities covered within each area.

37 Once a learner has been assessed by the agencies involved as needing a placement at a specialist provider, and all other options have been considered, the referring agency is required to complete the form at Annex F, summarising the request.

38 The referring agency is also requested to seek the permission of the learner for whom a placement request is being made (and/or his or her parents and carers) for copies of all relevant supporting information to be shared with the LSC and the specialist provider as appropriate. This is to ensure that the specialist provider can make an informed assessment of the learner’s learning needs and of the provision required to meet them. It also ensures that the LSC can review all appropriate documentation when considering the request. The referring agency must also ensure that the learner (and his or her parents or carers) is fully aware of the evidence that is submitted to the LSC in support of the request. He or she must also be given the opportunity to provide supplementary evidence in support of the request, should he or she wish to do so.

39 The LSC will liaise with the referring agency to convene a meeting for the purpose of considering placement requests. On occasion, it will be helpful for other agencies to be represented at these meetings as well. The LSC and the referring agency will agree this in advance.
**Providers**

40 The list of specialist providers at which the LSC currently funds learners with learning difficulties and/or disabilities is given in Annex C. Where a request is made for a young person to attend a specialist provider that is not currently in receipt of funds from the LSC, the referring agency should make early contact with the LSC to discuss the proposed placement. The LSC will confirm whether or not the provider in question has made an application to be considered for specialist provider status. Where this is not the case, an alternative specialist provider should be considered. Where an application by a provider is already underway, it may take up to 10 months to complete the process. All new specialist providers should offer high quality learning provision that is not currently available either in the local area, regionally or nationally. New specialist providers can also be considered where the existing provider base does not possess sufficient capacity to deliver the volumes required. The provision should meet the needs identified in the regional strategy for learners with learning difficulties and/or disabilities. If a provider fails to receive approval, the LSC would not usually consider a further application within 12 months.

**Discussion forums**

43 There may be occasions when it appears that the learner may not meet the criteria for funding on the basis of the information available. Where this seems likely, the LSC will invite all interested parties to a discussion forum. This will provide an opportunity for the learner, his or her family or carer, the referring agency, and all other parties involved in the case to meet and discuss the relevant elements of the request.

44 The aim of the discussion forum is to ensure that all information is available to all parties, that there is an opportunity to ask questions, and to understand the LSC’s decision.

**Insufficient information**

41 There may be occasions when the initial application forwarded by the referring agency is supported by insufficient evidence to demonstrate that the request meets the criteria for funding. Following discussion with the referring agency, the LSC officer will agree what additional information is required prior to arranging a meeting to consider the request. As part of its duty to ensure appropriate use of public funds, the LSC cannot commit any funding without sufficient and robust evidence to support the relevant criteria.

**Funding meetings**

42 The LSC will meet with the referring agency to discuss the request for funding. The learner, his or her family or carer, and the referring agency will all be notified in writing of the decisions made at placement meetings.
Section 4: On-programme Issues

Proposed programme

46 The LSC is aware of the need for arrangements to reflect individual patterns of learning and will consider each funding request in terms of:

- the proposed duration of the programme
- how the programme builds on the learner’s achievements to date
- how the programme will support the learner in making his or her transition beyond specialist provision. (The LSC does not expect to see transition from one specialist provider to another: it is expected that a placement at a specialist provider will enable the learner to develop the necessary skills and knowledge to allow him or her to progress beyond specialist provision.)

47 In considering each request, the LSC would want to be assured that the request had been made as a result of the learner having been appropriately assessed, having received appropriate guidance and having had all of his or her relevant learning opportunities evaluated.

Revised funding matrix

48 From September 2007, the funding methodology for specialist providers has been significantly revised. This is outlined in Annexes G and H.

49 The LSC’s funding reflects the comparable costs of a programme of study for a maximum of 38 weeks a year. The funding covers all elements of the programme and the support required by the learner to access the programme, including residential provision where appropriate. The funding also covers the cost of the pre-entry assessment of the learner by the provider. No separate fees should be charged to the learner, or any agencies, in respect of this assessment.

50 The funding levels are gross, and any third-party contributions will be deducted from the fee in accordance with the contract made between the LSC and the specialist provider. Contributions made by third parties in respect of any weeks that are over and above the LSC’s 38-week funding period will not be deducted. Referring agencies should, therefore, ensure that they make clear the purpose for which any third-party funding is offered. Providers are required to ensure that all contributions are appropriately declared.

51 Where providers believe that the support needs of potential learners are exceptional and fall above those described within the funding methodology, they must approach the LSC in advance of offering a place to the learner. All such cases will be reviewed on an individual and exceptional basis. Evidence will be required to demonstrate the learner’s exceptional needs rather than the cost simply being justified.

Learner reviews

52 Specialist providers are required to carry out a learner review at the end of the learner’s first term of placement. In addition, annual reviews must be carried out for all learners. Review reports must then be forwarded to the appropriate LSC contact. Further guidance on the content of the review reports is in Annex I.

53 All review reports must be received by the LSC no later than four weeks after the end of the relevant term. These reports are used by the LSC to inform future funding decisions and to issue annual contracts for each learner.

54 Within the learner review process, specialist providers may identify that the learner’s support needs have changed, and thus a request to revise funding levels may be necessary. The LSC expects that learners’ support needs will reduce in some cases as they make progress towards their individual learning aims. To support any request to change funding levels, specialist providers must complete an amended rationale (found in Annex N) and forward it to the LSC with the appropriate review report. Requests to change a learner’s level of funding at any time other than through the above review process will only be considered in very exceptional circumstances.

Transition planning

55 Transition planning is required to be an integral element of every learner’s individual learning programme, as the purpose of any placement will be to support the learner to achieve his or her longer-term aims and objectives. In particular, the review report prepared by the specialist provider towards the end of the learner’s placement must
give a detailed indication of how the transition planning will be continued through the final period of the placement. Further guidance is included in Annex I. The LSC will not consider any requests to extend learner placements where the primary focus is on the need for transition.

**Extension requests**

56 The LSC would only expect to receive a request to extend the duration of an originally agreed placement in very exceptional cases. For example, this request might be made if a learner requires extra time to complete a programme of study because unexpected issues have delayed his or her anticipated progress towards the achievement of their individual learning aims.

57 The LSC will not consider extension requests based solely on the need for further transition planning for the learner. Transition planning must be integrated throughout the duration of the learner’s programme.

58 In conjunction with the specialist provider, the referring agency must forward any extension requests to the LSC as early as possible before the start of the proposed extension period and no later than the end of the penultimate term of the learner’s existing placement.

**Destination data**

59 The LSC has a duty under the Act to present an annual report to the Secretary of State detailing its arrangements for complying with its general duty to promote equality of opportunity. This includes equality of opportunity between people who are disabled and people who are not. The report must also include an assessment of how effective the LSC’s arrangements are in promoting equality of opportunity.

60 In order to comply with this requirement, specialist providers must complete a destination form (found in Annex J) whenever LSC-funded learners leave them. It is a contractual requirement that this form accompanies the learner’s final review report.

**Withdrawals**

61 In line with the LSC’s contract, the specialist provider must inform the LSC as soon as possible if a learner is no longer attending. In order to comply with this requirement, specialist providers are required to complete a withdrawal form (found at Annex K) as soon as a learner:

- is unable to remain at the provider through sickness or injury
- is expelled or excluded
- is absent from the provider without leave or good cause
- dies.

62 Specialist providers are asked to include a summary of the learner’s progress to date and, if known, the destination of the learner on leaving the provider.
Section 5: Other Guidance

Inspections

63 All LSC-funded provision will be subject to regular inspection against the criteria contained within the Common Inspection Framework 2005. The arrangements for this are available from the Office for Standards in Education (Ofsted).

64 In addition, other regulatory bodies may carry out inspections at some specialist providers. Where residential accommodation is provided, inspections will be carried out by the Commission for Social Care Inspection (CSCI).

65 The LSC will take account of such inspection outcomes in ensuring that it meets its statutory duty to secure provision for learners with learning difficulties and/or disabilities that is adequate in quality.

66 From April 2007, Ofsted’s remit will be expanded to include the children’s services work of CSCI and the inspection work of the Adult Learning Inspectorate. The organisation’s full title will change to the Office for Standards in Education, Children’s Services and Skills, but it will continue to be known as Ofsted.

67 The Government and the LSC are determined to ensure that all provision in post-16 learning and skills should be at least satisfactory by 2008. Where provision is identified at inspection as being of poor quality, or where it fails to improve, the LSC will take the appropriate action.

Links with specialist providers

68 Some further education providers will offer provision to learners who are funded by the LSC at specialist providers – either on a part-time or full-time basis. In such cases, the specialist provider is expected to pay an agreed fee to the further education provider for the learner’s educational programme and any related support that the learner requires. Funding (including Additional Learning Support) cannot be claimed by the further education provider for such learners, as they are already funded by the LSC at the specialist provider.

69 The LSC would not expect a further education provider to charge a fee to a specialist provider that exceeded the level of funding that the further education provider would have calculated for the learner, if the learner had been included in its Individualised Learner Return to the LSC.
Annex A: Other Initiatives and Information

Learning for Living and Work: improving education and training opportunities for people with learning difficulties and/or disabilities

1 Learning for Living and Work is the LSC’s first strategy for the planning and funding of provision for learners with learning difficulties and/or disabilities across the post-16 sector. It results from the recommendation made in Through Inclusion to Excellence (the report of the review of the LSC’s planning and funding of provision for learners with learning difficulties and/or disabilities across the post-16 sector) that the LSC should:

   develop a national strategy for the regional/local delivery, through collaboration with partners, of provision for learners with learning difficulties and/or disabilities across the post-16 learning and skills sector that is high-quality, learner-centred and cost-effective.

2 Learning for Living and Work provides clarity as to the purpose, for the next four years, of post-16 education and training for learners with learning difficulties and/or disabilities. The strategy stands alongside agenda for change, the Leitch Review and the FE White Paper as a major force for transforming the further education system.

3 Via the regions, the LSC will have invested £35 million in three key priority areas by 2008:

   - understanding demand and building capacity in provision
   - raising the quality of provision, including through workforce development
   - increasing participation in the economy and our communities through sustainable employment.

4 Underpinning each of these key areas is the intention that social inclusion will be increased, the skills of individuals will be improved and people will have the opportunity to contribute to local communities and economies.

FE White Paper, Further Education: Raising Skills, Improving Life Chances

5 The further education reform White Paper, Further Education: Raising Skills, Improving Life Chances, was published by the Department for Education and Skills in March 2006. It builds on both the 14–19 education and skills White Paper and the Skills Strategy to set out a series of reforms that will raise skills and qualification levels for young people and adults in line with world standards. The proposed changes offer more choice for individuals, provide services that are tailored to meet individuals’ needs, encourage new and innovative providers to enter the market, promote action to tackle poor quality and provide increased autonomy for high-performing providers.

6 The reforms will equip learners with high-quality skills to gain productive, sustainable employment and to achieve personal fulfilment. They will also ensure that employers are equipped with the skills to help their businesses to succeed in the competitive global economy. Together, the reforms will enable the further education system to achieve its full potential as the driver for economic growth and social mobility.


**Disability equality**

7 The Disability Discrimination Act 2005 amends the existing Disability Discrimination Act and includes a duty for public sector authorities to promote disability equality. This duty will affect the LSC and LSC-funded providers and comes into force in December 2006.

8 The general duty placed upon the LSC is that it should eliminate discrimination and harassment, promote equality of opportunity between disabled and non-disabled people, and take into account people’s disabilities – even if this means treating them more favourably than non-disabled people.

9 The LSC is subject to the specific duties of the Disability Discrimination Act as well as to the general duty. The LSC will therefore need to draw up and implement a Disability Equality Scheme every three years, and report annually to the Secretary of State for Education and Skills (the Secretary of State). The Disability Equality Scheme should cover the following:

- details of how disabled people have been involved in developing policies and in devising the Disability Equality Scheme
- the methods to be used for assessing the impact of key policies and procedures
- the evidence base and methods used for data collection, and how the information will be used
- the effect that LSC policies have on the recruitment and retention of staff, the educational opportunities for and achievements of disabled students, and how LSC services take into account the needs of disabled people
- details of how the scheme will be implemented.

**Support from Connexions for young people with learning difficulties and/or disabilities**

10 Connexions personal advisors provide specific support for young people under the age of 25 with learning difficulties and/or disabilities. This support includes the following:

- ensuring that young people receive an assessment under Section 140 of the Learning and Skills Act 2000 (where appropriate)
- supporting young people’s transition between services
- working with other organisations and agencies to support and meet the needs of young people with learning difficulties and/or disabilities. This includes specialist assessment services and the LSC.

11 More information about Connexions is available on the Connexions website (www.connexions.gov.uk).

**Every Child Matters and Youth Matters**

12 Following the publication of *Every Child Matters: Change for Children and Youth Matters*, children’s trusts are being established in each local authority area. The *Every Child Matters* agenda proposes changes in policy and legislation in England to maximise opportunities and minimise risks for children and young people. It also proposes that all services should be more focused on the needs of children, young people and families.

13 Education, training and recreation are all included in the Children Act 2004 as contributing to well-being and thus key agencies include the LSC and Connexions. The Children Act places a duty on local authorities to make arrangements for key agencies to co-operate to improve the well-being of children and young people and to pool budgets in support of this.
Annex B:

Legal Duties

The information in this annex is quoted from the Learning and Skills Act 2000.

Section 2

(1) The Council must secure the provision of proper facilities for-

(a) education (other than higher education) suitable to the requirements of persons who are above compulsory school age but have not attained the age of 19,

(b) training suitable to the requirements of such persons,

(c) organised leisure-time occupation connected with such education, and

(d) organised leisure-time occupation connected with such training.

(2) Facilities are proper if they are-

(a) of a quantity sufficient to meet the reasonable needs of individuals, and

(b) of a quality adequate to meet those needs.

(3) In performing the duty imposed on it by subsection (1) the Council must-

(a) take account of the places where facilities are provided, the character of facilities and the way they are equipped;

(b) take account of the different abilities and aptitudes of different persons;

(c) take account of the education and training required in different sectors of employment for employees and potential employees;

(d) take account of facilities whose provision the Council thinks might reasonably be secured by other persons;

(e) make the best use of the Council’s resources and in particular avoid provision which might give rise to disproportionate expenditure.

(4) Provision is not to be considered as giving rise to disproportionate expenditure only because that provision is more expensive than comparable provision.

(5) For the purposes of this section-

(a) education includes both full-time and part-time education;

(b) training includes both full-time and part-time training;

(c) training includes vocational, social, physical and recreational training;

(d) higher education is education provided by means of a course of any description mentioned in Schedule 6 to the Education Reform Act 1988.

Section 3

(1) The Council must secure the provision of reasonable facilities for-

(a) education (other than higher education) suitable to the requirements of persons who have attained the age of 19,

(b) training suitable to the requirements of such persons,

(c) organised leisure-time occupation connected with such education; and

(d) organised leisure-time occupation connected with such training.
(2) Facilities are reasonable if (taking account of the Council's resources) the facilities are of such a quantity and quality that the Council can reasonably be expected to secure their provision.

(3) In performing the duty imposed on it by Subsection (1) the Council must-

(a) take account of the places where facilities are provided, the character of facilities and the way they are equipped;

(b) take account of the different abilities and aptitudes of different persons;

(c) take account of the education and training required in different sectors of employment for employees and potential employees;

(d) take account of facilities whose provision the Council thinks might reasonably be secured by other persons;

(e) make the best use of the Council's resources and in particular avoid provision which might give rise to disproportionate expenditure.

(4) Provision is not to be considered as giving rise to disproportionate expenditure only because that provision is more expensive than comparable provision.

(5) For the purposes of this section-

(a) education includes both full-time and part-time education;

(b) training includes both full-time and part-time training;

(c) training includes vocational, social, physical and recreational training;

(d) higher education is education provided by means of a course of any description mentioned in Schedule 6 to the Education Reform Act 1988.

(6) References in this Part to post-16 education are to-

(a) education falling within section 2 (1) (a) or subsection (1) (a) above, and

(b) organised leisure-time occupation connected with such education.

(7)References in this Part to post-16 training are to-

(a) training falling within section 2 (1) (b) or subsection (1) (b) above, and

(b) organised leisure-time occupation connected with such training.

Section 13

(1) In discharging its functions under sections 2, 3, 5 (1) (a) to (d) (g) and 8 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 140.

(2) If the Council is satisfied that it cannot secure the provision of facilities for education and training which are sufficient in quantity and adequate in quality for a person with a learning difficulty who is over compulsory school age but who has not attained the age of 19 unless it also secures the provision of boarding accommodation for him, the Council must secure the provision of boarding accommodation for him.

(3) If the Council is satisfied that it cannot secure the provision of reasonable facilities for education or training for a person with a learning difficulty who has attained the age of 19 but not the age of 25 unless it also secures the provision of boarding accommodation for him, the Council must secure the provision for him.

(4) If the Council is satisfied that it cannot secure the provision of reasonable facilities for education or training for a person with a learning difficulty who has attained the age of 25 unless it also secures the provision of boarding accommodation for him, the Council may secure the provision for him.

(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.

Section 14

(1) In exercising its functions the Council must have due regard to the need to promote equality of opportunity.

(a) between persons of different racial groups,
(b) between men and women, and
(c) between persons who are disabled and persons who are not.

(2) As soon as is reasonably practicable after the end of each financial year of the Council it must publish a report containing-

(a) a statement of the arrangements made under subsection (1) and having effect in the year,
(b) an assessment of how effective the arrangements were in promoting equality of opportunity.

(3) The report must also contain a statement of the arrangements which the Council has made, or proposes to make, under subsection (1) in respect of the financial year immediately following that referred to in subsection (2).

(4) For the purposes of this section an assessment of a person is an assessment resulting in a written report of-

(a) his educational and training needs, and
(b) the provision required to meet them.

(5) A Local Education Authority must send a copy of a statement maintained by it under section 324 of the Education Act 1996 to the Secretary of State on his request.

(6) In its application to Wales this section shall have effect with the following modifications (in addition to those specified in section 150)-

(a) the reference to Part I of this Act shall be construed as a reference to Part II, and
(b) the reference to section 13 shall be construed as a reference to Section 41.

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

(3) The Secretary of State may at any time arrange for an assessment to be conducted of a person-

(a) who is in his last year of compulsory schooling or who is over compulsory school age but has not attained the age of 25,
(b) who appears to the Secretary of State to have a learning difficulty (within the meaning of section 13), and
(c) who is receiving, or in the Secretary of State’s opinion is likely to receive, post-16 education or training (within the meaning of Part I of this Act) or higher education (within the meaning of the Education Reform Act 1988).

Section 140

(1) Subsection (2) applies if-

(a) a Local Education Authority maintains a statement of special educational needs for a person under section 324 of the Education Act 1996, and
(b) the Secretary of State believes that the person will leave school at the end of his last year of compulsory schooling to receive post-16 education or training (within the meaning of Part I of this Act) or higher education (within the meaning of the Education Reform Act 1988).

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

(3) The Secretary of State may at any time arrange for an assessment to be conducted of a person-

(a) who is in his last year of compulsory schooling or who is over compulsory school age but has not attained the age of 25,
(b) who appears to the Secretary of State to have a learning difficulty (within the meaning of section 13), and
(c) who is receiving, or in the Secretary of State’s opinion is likely to receive, post-16 education or training (within the meaning of Part I of this Act) or higher education (within the meaning of the Education Reform Act 1988).

(4) For the purposes of this section an assessment of a person is an assessment resulting in a written report of-

(a) his educational and training needs, and
(b) the provision required to meet them.

(5) A Local Education Authority must send a copy of a statement maintained by it under section 324 of the Education Act 1996 to the Secretary of State on his request.

(6) In its application to Wales this section shall have effect with the following modifications (in addition to those specified in section 150)-

(a) the reference to Part I of this Act shall be construed as a reference to Part II, and
(b) the reference to section 13 shall be construed as a reference to Section 41.
Annex C: Specialist Provider Listing

1 There follows a list of specialist providers who are in receipt of Learning and Skills Council funding for the placement of learners with learning difficulties and/or disabilities. Please note that this information is correct as at December 2006 and is subject to change.

2 Certain specialist providers may have funding (or other) restrictions attached – for example where the provider is newly approved, a school, or in response to inspection outcomes. These providers are highlighted in italics. Please refer to your LSC contact to check any details.

Alderwasley Hall School
Arden College
Beaumont College
Bridge College
Coleg Elidyr
Condover College Limited
Dame Hannah Rogers School and FE Unit
David Lewis College
Derwen College
Dilston College of Further Education
Doncaster College for the Deaf
Dorton College of Further Education
ESPA Colleges
Fairfield Opportunity Farm
Farleigh Further Education College, Frome
Farleigh Further Education College, Swindon
Fortune Centre of Riding Therapy
Foxes Academy
Freeman College
Glasshouse College
Hereward College of Further Education
Hinwick Hall College of Further Education
Homefield College
Hope Lodge School (Aspin House)
hsbp Henshaws College
Kisharon College
Landmarks
Langdon College
Lindeth College of Further Education
Linkage Community Trust
Loppington House
Lufton College of Further Education
Mount Camphill Community
Nash College of Further Education
National Centre for Young People with Epilepsy
National Star College
Northern Counties College
Oakwood Court
Orchard Hill College of Further Education
Orpheus Centre
Pengwern College
Pennine Camphill Community
Portland College
Queen Alexandra College for the Blind
Queen Elizabeth’s Foundation Brain Injury Centre
Regent College
RNIB New College, Worcester
RNIB College, Loughborough
Royal National College for the Blind
Royal School for the Deaf, Manchester
Royal West of England School for the Deaf
Ruskin Mill College
SENSE East
St Elizabeth’s College
St John’s College, Brighton
Strathmore College
Treloar College
Tyne and Wear Autistic Society (Thornbeck College)
West Middlesex College
West of England School (for Children with Little or No Sight)
Westgate College
William Morris Camphill Community
Annex D: Evidence Requirements and Criteria for Placement

Criteria for considering placements – day and residential

1 For all learners, appropriate and up-to-date assessment reports must be available to demonstrate the match between the placement and the needs and aspirations of the learner, according to the principles of inclusive learning. If any assessment is more than a year old, the LSC will request that a formal update is provided.

2 For all placements – both day and residential – the evidence must demonstrate that specialist provision is essential in order to enable the learner to participate in education. The specialist provision must offer a level of essential specialist support and/or equipment, and local provision (or a package of provision) must not be sufficient in quantity nor adequate in quality to meet the learner’s needs.

3 In all cases, the LSC will need evidence demonstrating that the proposed placement will meet the assessed educational needs of the young person and that the placement does not represent a disproportionate use of public funds.

4 Where relevant, the following documentation would be the source of such evidence (where there are several versions, only the most recent is usually required):

- A Connexions report, including the outcome of any assessments conducted under Section 140 of the Act. Where a learner is eligible to receive a Section 140 assessment, this is a required piece of evidence. Reports must fulfil the requirements as set out in the Connexions guidelines; they must clearly identify the learner’s needs and the provision required to meet those needs. Any reports that do not comply with the requirements will be returned to Connexions for action.

- The most recent review of the learner’s statement of SEN. Where a learner is progressing from any educational placement that is funded through a statement of SEN, this is a required piece of evidence.

- A school report, or a report from the learner’s previous placement. Where learners are progressing from any type of educational placement, this is a required piece of evidence (it is critical that evidence is available to demonstrate the learner’s achievements, and also the support that facilitated and supported those achievements).

- A social services report. If the learner is currently in receipt of support from social services, this is a required piece of evidence. Where learners are not currently in receipt of support from social services, the referring agency should, where relevant, ensure that social services have an opportunity to assess the learner. The outcomes of that assessment should then inform the placement decision.

- A medical or psychological report. Referring agencies should include any professional reports that are available and that will add value to the decision-making process. These may include details of interventional medical or therapeutic support that the learner requires, planned surgery, or a report from an educational psychologist.
Provider report(s). In order to support the criteria, it will be necessary to consider what local provision is available and whether or not it will meet the learner’s needs. This is required evidence, to demonstrate how other providers have assessed the learner’s needs, the outcomes of those assessments and, where an offer of a place has been made, the provision that will be put in place to meet the learner’s needs.

Other relevant reports such as a probation service, advocacy service, respite service or disability employment advisor report.

A report of an assessment carried out by the specialist provider (see paragraphs 14–17).

Criteria for residential provision

Criterion 1

There should be evidence that no day provision which is sufficient in quantity and adequate in quality is available. Specialist provision is necessary to secure provision for the individual.

Criterion 2

Evidence should show that residential provision is an essential element of the learner’s education and/or training needs, which cannot be provided in a non-residential setting.

5 The LSC would normally expect that the evidence for the need for specialist provision would fall into one of the following categories:

Category 1: medical

6 Evidence would need to be available to demonstrate that such support was essential rather than simply helpful. The evidence would have to prove that other arrangements were either non-existent or inconsistent with the pursuit of an educational programme for the individual. The individual might be in need of continuous, ongoing and on-the-spot medical and/or therapeutic support and/or supervision in order to be able to access an educational programme.

7 The ability of all providers to make support available for learners with learning difficulties and/or disabilities will need to be considered in light of the duties placed on providers by Part IV of the Disability Discrimination Act.

Category 2: educational

8 Evidence must show that the learner’s needs and aspirations can only be met in a specialist setting, and that other provision (or a package of other provision) cannot meet those needs. Evidence must demonstrate that:

• the programme of study identified for the learner addresses his or her needs in a way that can only be found in a specialist setting

• there is a need for the development of essential skills such as communication, daily living, mobility and self-care in addition to educational learning.

9 Evidence must demonstrate that these needs cannot be met through any other setting (or combination of settings) within the learner’s locality.

Additional criteria for learners over the age of 25

10 The LSC recognises that some learners may have acquired a learning difficulty and/or disability later in life, while others may have experienced difficulties with learning for some time but only recently had the nature of the difficulty diagnosed. The Learning and Skills Act gives the LSC discretionary powers to consider placements for learners who are over the age of 25.

11 As with all placement requests, the LSC expects that all learners over the age of 25 will have had the opportunity to receive advice and guidance and to explore other available options when they decide to seek a placement.

Criterion 3

There should be evidence that the cost of the placement is reflected in the likely benefits to the learner.

12 Evidence to support the placement request must include reports on any provision that has been accessed to date, as well as the rationale for the decision to seek a placement at a specialist provider. The evidence must also demonstrate how the specialist provider’s support meets the needs of the learner in an age-appropriate way.
13 There must be evidence of the likely impact of the placement on the learner’s longer-term prospects, in terms of their educational, employment and social aspirations.

Assessments by specialist providers

14 Specialist providers are asked to consider carefully each request for assessment that they receive. Specialist providers should always make it clear to the learner that an assessment by a provider does not lead to an automatic agreement for the LSC to fund their placement. The LSC expects specialist providers to ensure that all processes are clear and transparent. It may also be helpful for the specialist provider to discuss the learner with the referring agency, prior to undertaking an assessment. This will ensure that the learner’s expectations are not unfairly raised in cases where local provision may be able to meet his or her needs.

15 In addition, specialist providers must be clear about the terms and conditions that will be applied to any offers made to learners. For example, the LSC does not expect providers to operate any ‘first funded, first placed’ policies. The LSC considers that this can potentially disadvantage learners through no fault of their own. Should providers choose to offer learners a place on a waiting list, they must be clear about this.

16 As a minimum, the pre-entry assessment report of a learner by a specialist provider must include the following:

- confirmation of when the assessment took place, its duration and its content
- the start and end date of the proposed placement
- a statement that clearly outlines how the provision matches the educational needs of the learner, including identification of the skills that the learner needs to acquire across the curriculum. This needs to include the initial identification of relevant and realistic education goals, as well as a clear definition of the learner’s primary learning goal. It must also include details of accredited (awarding body and syllabus) and non-accredited programme aims and the expected timescales for achievement. The report must stipulate whether any elements of the provision will be the responsibility of another provider (for example, a further education college)

- assessments by specialists as appropriate (speech and language therapists, for example)
- a form (found in Annex N) identifying the individual support required by the learner, and thus the appropriate funding level.

17 Information from the pre-entry assessment report will be used to create the part of the contract between the LSC and the provider which specifies the learner’s support needs and his or her learning goals. For this reason, it is essential that the minimum requirements detailed above are adhered to. If sufficient information is not supplied, there could be unnecessary delays to the consideration of the funding request.
Annex E:
Learning and Skills Council Contact Details

Please note that these contact details are subject to change.

North East Region

LSC Tyne and Wear
Moongate House
5th Avenue Business Park
Team Valley, Gateshead
Tyne and Wear NE11 0HF

Contact: Lynda Smith
0191 492 6347
Local authority areas: Gateshead, Newcastle, North Tyneside, South Tyneside, Sunderland and Northumberland.

Contact: Barbara Young
0191 492 6488
Local authority areas: Durham, Darlington, Hartlepool, Middlesbrough, Redcar and Cleveland, and Stockton.

North West Region

LSC Greater Manchester
9th floor, Arndale House
Arndale Centre
Manchester
Greater Manchester M4 3AQ

Contact: Sandra Blackmore
0161 261 0407
Local authority areas: Manchester, Bury and Wigan.

Contact: Donna Sutton
0161 261 0334
Local authority areas: Rochdale, Bolton, Oldham, Thameside, Trafford, Salford, Stockport, Cheshire and Warrington.

LSC Cumbria
Venture House, Regent’s Court
Guard Street
Workington
Cumbria CA14 4EW

Contact: Sue Little
01900 733 336
Local authority areas: Cumbria and Lancashire.

LSC Greater Merseyside
3rd floor, Tithebarn House
Tithebarn Street, Liverpool
Merseyside L2 2NZ

Contact: to be confirmed
0151 672 3461
Local authority areas: Halton, Knowsley, Liverpool, Sefton, St Helens and Wirral.

Yorkshire and Humberside Region

LSC West Yorkshire
Mercury House
4 Manchester Road
Bradford BD5 0QL

Contact: Claire Hemingway
01274 444 025
Local authority area: Leeds.

Contact: Adele Hainsworth
01274 444 026
Local authority areas: South Yorkshire, Calderdale and Kirklees.
Contact: Richard Stockton  
01274 444 186  
Local authority areas: North Yorkshire and Bradford.

Contact: Georgia Wright  
01274 444 053  
Local authority areas: The Humber and Wakefield.

**East Midlands Region**

**LSC Leicestershire**  
17a Meridian East  
Meridian Business Park  
Leicester  
Leicestershire LE19 1UU

Contact: Chris Fuller  
0116 228 1813  
Local authority areas: Leicestershire, Leicester City, Lincolnshire, Rutland, City of Derby, Derbyshire, Northamptonshire, Nottinghamshire and Nottingham City.

**West Midlands Region**

**LSC Birmingham and Solihull**  
15 Bartholomew Row  
Birmingham B5 5JU

Contact: Mel Evans  
0121 345 4647  
Local authority area: Birmingham.

**LSC Black Country**  
1st floor, Black Country House  
Rounds Green Road, Oldbury  
West Midlands B69 2DG

Contact: Cheryl Taylor  
0121 345 4846  
Local authority areas: Dudley, Sandwell, Walsall and Wolverhampton.

**LSC Coventry and Warwickshire**  
Oak Tree Court, Binley Business Park  
Harry Weston Road  
Coventry CV3 2UN

Contact: Clare Charlesworth  
024 7644 6005  
Local authority areas: Coventry, Warwickshire and Solihull.

**LSC Herefordshire and Worcestershire**  
Progress House, Central Park  
Midland Road  
Worcester WR5 1DU

Contact: Sarah Sweeney  
01952 235 539  
Local authority areas: Herefordshire and Worcestershire.

**LSC Shropshire**  
The Learning Point  
3 Hawksworth Road  
Central Park, Telford  
Shropshire TF2 9TU

Contact: Sarah Sweeney  
01952 235 539  
Local authority areas: Shropshire, Herefordshire and Worcestershire.

**LSC Staffordshire**  
Festival Way, Festival Park  
Stoke on Trent  
Staffordshire ST1 5TQ

Contact: Mary Brookes  
01782 463 057  
Local authority areas: Staffordshire and Stoke-on-Trent.

**East of England Region**

**LSC Essex**  
Redwing House  
Hedgerows Business Park  
Colchester Road, Chelmsford  
Essex CM2 5PB

Contact: Suzanne Davis  
01245 550 051  
Local authority areas: Essex and Suffolk.

**LSC Hertfordshire**  
45 Grosvenor Road  
St Albans  
Hertfordshire AL1 3AW

Contact: Andrew Swan  
01727 733 543  
Local authority areas: Hertfordshire, Bedfordshire and Luton.
LSC Norfolk
St Andrew’s House
St Andrew’s Street
Norwich
Norfolk NR2 4TP

Contact: Sara-Jane Sturman
01603 218 884
Local authority areas: Norfolk, Peterborough and Cambridgeshire.

South East Region

LSC Berkshire
Pacific House, Imperial Way
Reading
Berkshire RG2 0TF

Contact: Ayfer Orhan
0118 908 2137
Local authority areas: Berkshire, Buckinghamshire, Milton Keynes and Oxfordshire.

LSC Surrey
48–54 Goldsworth Road
Woking
Surrey GU21 6LE

Contact: Janine Brockwell
01483 803 278
Local authority area: Surrey

Contact: Georgina Marnier
01273 783 527
Local authority areas: Brighton and Hove, East Sussex and West Sussex.

South West Region

LSC Bournemouth, Dorset and Poole
Provincial House, 25 Oxford Road
Bournemouth
Dorset BH8 8EY

Contact: Jill Stanley
01202 652661
Local authority areas: Dorset, Somerset, Wiltshire and Gloucestershire.

Contact: To be confirmed
Local authority areas: Devon, Cornwall and West of England.

London Region

LSC London Central
Centrepoint
103 New Oxford Street
London WC1A 1DR

Contact: Ben Finnigan
020 7904 0825

LSC London East
Boardman House
64 Broadway, Stratford
London E15 1NT

Contact: Kathleen Moss
020 8929 3811
Local authority areas: Barking and Dagenham, Bexley, Corporation of London, Greenwich, Hackney, Havering, Lewisham, Newham, Redbridge, Tower Hamlets and Waltham Forest.

LSC London West
Central House, Lampton Road
Hounslow
Middlesex TW3 1HY

Contact: Linda Gooch
020 7904 8473
Local authority areas: Barnet, Brent, Ealing, Hammersmith and Fulham, Harrow, Hillingdon and Hounslow.
Annex F:  
2007/08 Placement Request: Summary Sheet – All Learners

(Reference: Rep/060577)  
(also available on the LSC website)

Confidential

To be completed by the referring agency prior to the placement meeting and returned to the relevant LSC contact.

1. Referring agency

<table>
<thead>
<tr>
<th>Agency name (please print):</th>
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<tbody>
<tr>
<td>Address:</td>
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<tr>
<td></td>
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<tr>
<td>Contact name:</td>
</tr>
<tr>
<td>Telephone:</td>
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<tr>
<td>Email:</td>
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</table>
### 2. Learner details

<table>
<thead>
<tr>
<th>Learner’s name <em>(please print)</em>:</th>
<th>Date of birth: / /</th>
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<td>Address:</td>
<td></td>
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<td>Telephone:</td>
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<td>Nature of disability:</td>
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<tr>
<td>Ethnicity code <em>(insert appropriate code)</em>:</td>
<td>Gender:</td>
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<tr>
<td>Parent or guardian’s name:</td>
<td></td>
</tr>
<tr>
<td>Address <em>(if different to above)</em>:</td>
<td></td>
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<tr>
<td>Home local authority:</td>
<td></td>
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<tr>
<td>Current or most recent provider:</td>
<td></td>
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<td>Learner’s highest educational achievement to date:</td>
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### 3. Provider details

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<td>Telephone:</td>
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<td>Email:</td>
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<tr>
<td>Is the request for day placement</td>
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<tr>
<td>or residential</td>
<td>☐</td>
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<tr>
<td>Programme start date: / /</td>
<td>Programme end date: / /</td>
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4. Evidence required at the placement meeting (where applicable)

The referring agency should ensure that all relevant information is made available for review prior to the meeting. Please ensure that copies of all relevant documentation are available for all other agencies, as required.

Please note that the referring agency should ensure that it has the consent of the learner (and/or his or her parent or guardian) to share all of the following documentary evidence with the relevant agencies. In addition, the learner and his or her family should be made aware of the content of any evidence being given to the LSC.

<table>
<thead>
<tr>
<th>Please indicate which of the following documents are attached (please tick):</th>
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<tbody>
<tr>
<td>Connexions reports</td>
<td></td>
<td>Most recent school report</td>
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<tr>
<td>Most recent care plan or other relevant social services documentation</td>
<td></td>
<td>Most recent educational psychologist’s report</td>
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<td>Most recent medical report</td>
<td></td>
<td>Most recent link course reports</td>
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<td>Transition plan</td>
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<tr>
<td>Confirmation letter from specialist provider</td>
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<td></td>
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<tr>
<td>Specialist provider rationale to support matrix tariff value (see Annex N)</td>
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<td></td>
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<tr>
<td>Copy of pre-entry assessment carried out by provider</td>
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<td></td>
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<tr>
<td>Consent letter signed by learner and/or by parent/carer/advocate</td>
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<td></td>
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<tr>
<td>Letter to confirm funding from social services or other agency</td>
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<td></td>
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<tr>
<td>Other (please list and label)</td>
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5. Provider status

<table>
<thead>
<tr>
<th>Is the requested provider currently funded through the placements process (see list in Annex C)?</th>
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<tbody>
<tr>
<td>Yes ☐</td>
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<tr>
<td>No ☐</td>
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6. To be signed by the referring agency

<table>
<thead>
<tr>
<th>Signed:</th>
<th>Dated: / /</th>
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<tr>
<td>Position*:</td>
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*This should be a senior authorised officer from the referring agency

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This is the funding for the revised approach that will be used for all learners within specialist providers from September 2007 onwards. Further information is available in Annex H.

<table>
<thead>
<tr>
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<td>D</td>
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<td>H</td>
<td>£45,247</td>
<td>£68,829</td>
</tr>
</tbody>
</table>
Annex H: Contact Hour Ranges

This is a revised methodology that will be used to determine funding levels for all learners within specialist providers from September 2007 onwards.

### Day learners

<table>
<thead>
<tr>
<th>Band</th>
<th>Education and independent living skills (minimum hours per week)</th>
<th>Care and therapy (expected hours per week)</th>
<th>Total volume (expected hours per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>4–6</td>
<td>0–1</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>6–8</td>
<td>0–1</td>
<td>7</td>
</tr>
<tr>
<td>F</td>
<td>8–10</td>
<td>0–2</td>
<td>9</td>
</tr>
<tr>
<td>G</td>
<td>11–15</td>
<td>0–3</td>
<td>14</td>
</tr>
<tr>
<td>H</td>
<td>11–21</td>
<td>0–13</td>
<td>20 (maximum 30)*</td>
</tr>
</tbody>
</table>

### Residential learners

<table>
<thead>
<tr>
<th>Band</th>
<th>Education and independent living skills (minimum hours per week)</th>
<th>Care and therapy (expected hours per week)</th>
<th>Total volume (expected hours per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>7–10</td>
<td>4–6</td>
<td>13</td>
</tr>
<tr>
<td>E</td>
<td>8–12</td>
<td>5–7</td>
<td>15</td>
</tr>
<tr>
<td>F</td>
<td>10–20</td>
<td>5–10</td>
<td>22</td>
</tr>
<tr>
<td>G</td>
<td>14–20</td>
<td>10–14</td>
<td>31</td>
</tr>
<tr>
<td>H</td>
<td>18–29</td>
<td>14–25</td>
<td>44 (maximum 50)*</td>
</tr>
</tbody>
</table>

* Maximum average weekly hours funded within the band – greater hours would ordinarily qualify for exceptional support

The ‘expected hours’ give a benchmark for the split between the two main categories. The total volume is an absolute minimum standard that must be adhered to. Flexibility will exist between the two main categories.
Annex I:
Review Reports – Minimum Requirements

1 In general, review reports should be completed at the end of the learner’s first term and at the end of each subsequent academic year of funding, including the learner’s final period of funding.

2 Please find below a list which identifies the minimum information that the LSC would expect to be included in all review reports.

3 Where it is the practice of the provider to produce extensive review reports, it would be beneficial if a summary could also be produced along the guidelines identified in this list.

4 The following should be provided as a minimum:
   - the learner’s personal details (name and date of birth)
   - the programme start date and programme end date
   - confirmation of the learner’s support needs and of whether any support or funding changes (increased or decreased) have been identified
   - input from specialists – for example where learners are seen by speech and language therapists, physiotherapists, and so on
   - confirmation that the learner is still following the programme as outlined in the Learner Schedule. All changes must be clearly identified, as these details are part of the specialist provider’s contractual delivery requirements
   - an outline of achievements and/or progress made towards the objectives identified in the Learner Schedule. The report must include an update on all elements of the learner’s agreed programme
   - an outline of targets – both academic and non-academic – for the forthcoming period of study
   - an update on how the programme is supporting the learner to make his or her transition beyond specialist provision. The LSC does not expect to see transition from one specialist provider to another; it is expected that a placement at a specialist provider will equip learners with the necessary skills and knowledge to allow them to progress beyond specialist provision. Where the learner is nearing the end of his or her placement, the update must include opportunities and support for the learner to consider alternative provision (further education, higher education, voluntary work, and so on). It should also include opportunities for input and guidance from other agencies (guidance counsellors, social services, medical practitioners, Connexions, and so on).

5 All review reports must be signed and dated and returned to the relevant LSC contact.
Annex J: Record of Learner Destination

{Reference: Rep/060577} (also available on the LSC website)

Confidential

To be completed by the specialist provider and returned to the relevant contact at the LSC within six weeks of the learner’s leaving date.

1. Provider details

Name of provider (please print):

2. Learner details

Learner’s name (please print): Date of birth: / /

3. Destination

Has the learner had access to independent careers advice? Yes ☐ No ☐

If yes, was this via the learner’s home Connexions or the provider’s local Connexions? ☐

Give details of the learner’s destination on completing the programme by ticking the appropriate box below.

**Education or employment**

Another programme at this provider (please give details) ☐ __________________________________________________________________________

Another further education provider (please state which) ☐ __________________________________________________________________________

A higher education institution (please state which) ☐ __________________________________________________________________________

Employment (please give details) ☐ __________________________________________________________________________
<table>
<thead>
<tr>
<th>Social or residential</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-based training <em>(please give details)</em></td>
<td></td>
</tr>
<tr>
<td>Other <em>(please give details)</em></td>
<td></td>
</tr>
<tr>
<td>Social or residential</td>
<td></td>
</tr>
<tr>
<td>Day care</td>
<td></td>
</tr>
<tr>
<td>Long-term residential placement</td>
<td></td>
</tr>
<tr>
<td>Learner returning home</td>
<td></td>
</tr>
<tr>
<td>Independent living</td>
<td></td>
</tr>
<tr>
<td>Supported independent living</td>
<td></td>
</tr>
<tr>
<td>Other <em>(please give details)</em></td>
<td></td>
</tr>
</tbody>
</table>

4. Signature

| Signature *(Principal/owner/proprietor of provider)*: | Date of birth: / / |

Please return this form to the relevant contact at the LSC within six weeks of the learner’s leaving date. (Contact details are in Annex E.)
Annex K: Withdrawal Notification for LSC-funded Learners at Specialist Providers

This form should also be completed if a learner completes their programme earlier than planned.

(Reference: Rep/060577) (also available on the LSC website)

Confidential

For completion by the principal/proprietor/owner.

1. Provider details

Name of provider (please print):

2. Learner details

<table>
<thead>
<tr>
<th>Learner name:</th>
<th>Date of birth: / /</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start date: / /</td>
<td>Agreed funding end date: / /</td>
</tr>
<tr>
<td>Withdrawal date: / /</td>
<td></td>
</tr>
</tbody>
</table>

3. Reason for withdrawal

Reason for withdrawal (please insert appropriate code from attached list)

Details (please include all relevant information, for example dates, times, action taken and links to any serious incidents)

If a third party has been involved, please give further details.
4. Declaration

I am aware of the LSC’s policy regarding recovery of fees in accordance with the LSC’s contract with specialist providers.

Name (please print):  [Signature]  Date: /  /  

Principal/owner/proprietor of provider (delete as appropriate):  

I am aware of the LSC’s policy regarding recovery of fees in accordance with the LSC’s contract with specialist providers.

Please return the original to the relevant contact at the LSC.

Codes to use to indicate the reason for learner withdrawal

The code corresponding to the reason for withdrawal should be taken from the following list and entered on the form in the box provided.

A Alternative provision found
B Learner no longer wishes to attend
C Learner deceased
D Learner failed to start
E Learner unable to stay through injury
F Learner found employment
G Learner absent without leave
H Learner excluded
I Learner unable to stay through illness
J Learner unhappy
K Other
L Early completion

Review reports

All withdrawal forms should be accompanied by a final review report for the learner.

Serious incidents

Where a withdrawal has taken place as a result of a serious incident, please note that this must be reported separately to the relevant LSC contact within 72 hours of the incident being made known to the provider (in accordance with the LSC’s contract with specialist providers).

Destination data

Please note that, in most cases, a destination data return is required where a learner has withdrawn from a programme before the funding end date agreed by the LSC.
Annex L:
Request for Placement Extension 2007/08

(Reference: Rep/060577)
(also available on the LSC website)

Confidential
For completion by the referring agency in conjunction with the specialist provider.

1. Referring agency

Name (please print):

Address:

Contact name:

Telephone:

Email:

2. Learner details

Learner’s name (please print): Date of birth: / / 

Details of any changes to the learner’s personal details since the original placement request was considered:
Details of the learner’s learning difficulty and/or disability if this has changed since the original placement request was considered:

<table>
<thead>
<tr>
<th>Details of the learner’s additional support requirements arising from his or her learning difficulty and/or disability if these have changed since the original placement request was considered:</th>
</tr>
</thead>
</table>

Do these additional support requirements require an amendment to the original matrix cell selection?

**Current funding band:**

<table>
<thead>
<tr>
<th>Is the current placement day?</th>
<th>Or residential?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Will the extension continue at this level of support? Yes No

If not, the provider must complete a new matrix cell selection form (see Annex N).
### 3. Programme information

**Provider (please print):**

| Original programme start date: | / / | End date: | / / |
| Current funding end date: | / / |

Achievement or qualification gained, or progress made to date (against the objectives identified in the individual learning plan):

### 4. Proposed extension

| Start date: | / / | End date: | / / |

- Is the proposed extension day? □
- Or residential? □

Details of the programme aims or qualification aims for the extension request (please demonstrate how these will contribute to the learner’s longer-term career, vocational or educational objectives and transition planning):
Will any part of the learner’s provision be made by another provider (for example a further education college)?

Yes ☐  No ☐

If yes, please complete the following:

<table>
<thead>
<tr>
<th>Provider name (please print):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact name:</td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
<td></td>
</tr>
<tr>
<td>Programme to be completed:</td>
<td></td>
</tr>
</tbody>
</table>

How many days each week will the learner attend this provider? [ ]

What alternatives were considered for the learner at the end of his or her current placement, other than the extension now sought? This should include the consideration of alternative provision. (Evidence should include review reports detailing transition planning.)

5. Funding information

If the extension is supported, the placement will be funded within the LSC’s agreed fees for 38-week placements.

Where another funding body is contributing towards the current placement, please detail any agreements for funding the extension request, including whether the agreement is definite or provisional.
6. Agreements

Please indicate whether the extension request has the support of any of the following *(please tick)*:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Parent/advocate</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Connexions/careers advisor</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Local authority</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Social services</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Health authority</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Where the answer is ‘no’ or ‘not relevant’, please provide details:

---

7. Additional documentation

Please indicate which of the following documents are attached *(please tick)*:

<table>
<thead>
<tr>
<th>Document</th>
<th>Yes</th>
<th>No</th>
<th>Not relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connexions report</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Transition plan</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Most recent care plan or other relevant social services documentation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Most recent educational psychologist’s report</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Most recent medical report</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Most recent link course report</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Letter to confirm funding from social services or other agency</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Review report</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Other *(please list and label)*:
8. Signature

The form should be signed by a senior authorised officer from the referring agency.

I confirm that this extension request has the support of the referring agency.

<table>
<thead>
<tr>
<th>Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name (please print):</td>
</tr>
<tr>
<td>Position:</td>
</tr>
</tbody>
</table>

Please return this form to the relevant LSC contact. (Contact details are in Annex E.)
Annex M: Useful Information

Contacts

Adult Learning Inspectorate (ALI)
Spring Place, Coventry Business Park
Herald Avenue
Coventry CV5 6UB
Tel: 024 7671 6600
Fax: 024 7671 7828
Website: www.ali.gov.uk

Commission for Social Care Inspection (CSCI)
33 Greycoat Street
London SW1P 2QF
Tel: 0845 015 0120
Fax: 020 7979 2111
Email: enquiries@csci.gsi.gov.uk
Website: www.csci.org.uk

Connexions
Department for Education and Skills
Moorfoot
Sheffield S1 4PQ
Tel: 080 800 13 2 19
Website: www.connexions-direct.com

Disability Rights Commission (DRC)
DRC Helpline
Freepost MID 02164
Stratford-upon-Avon CV37 9BR
Tel: 08457 622 633
Fax: 08457 778 878
Website: www.drc.org.uk

Department for Education and Skills (DfES)
Sanctuary Buildings
Great Smith Street
London SW1P 3BT
Tel: 08700 012 345
Fax: 01928 794 248
Email: info@dfes.gsi.gov.uk
Website: www.dfes.gov.uk

Learning and Skills Network (LSN)
Regent Arcade House
19–25 Argyll Street
London W1F 7L5
Tel: 020 7297 9000
Fax: 020 7297 9001
Email: enquiries@lsneducation.org.uk
Website: www.lsneducation.org.uk

Qualifications and Curriculum Authority (QCA)
83 Piccadilly
London W1J 8QA
Tel: 020 7509 5555
Fax: 020 7509 6666
Email: info@qca.org.uk
Website: www.qca.org.uk

Quality Improvement Agency (QIA)
Friars House
Manor House Drive
Coventry CV1 2TE
Tel: 0870 162 0632
Fax: 0870 162 0633
Website: www.qia.org.uk

Association of National Specialist Colleges (NATSPEC)
39 Sanders Road
Quorn, Loughborough
Leicestershire LE12 8JN
Tel/fax: 01509 554 357
Email: kevin.obrien43@ntlworld.com
Website: www.natspec.org.uk

Office for Standards in Education (Ofsted)
Royal Exchange Buildings
St Ann’s Square
Manchester M2 7LA
Tel: 08456 404 040
Email: enquiries@ofsted.gov.uk
Website: www.ofsted.gov.uk
Useful resources


Every Child Matters: [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)


Youth Matters: [www.dfes.gov.uk/publications/youth](http://www.dfes.gov.uk/publications/youth)
Annex N:
Learners with Learning Difficulties and/or Disabilities Placement Request: Rationale of Support

For all learners from September 2007 onwards

(Reference: Rep/060577)
(also available on the LSC website)

Confidential

To be completed by the provider. Please ensure that you follow the appropriate guidance notes when completing this form.

Learner’s name (please print):

Provider:

Date of birth: / / 

Proposed programme start date: / / 

Rationale

Learning difficulties and/or disabilities

Description of the learner’s learning difficulties and/or disabilities
<table>
<thead>
<tr>
<th>Tuition/independent living skills</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Name] requires:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Care and therapy</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Name] requires:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Give details:</td>
<td></td>
</tr>
</tbody>
</table>

## Summary

<table>
<thead>
<tr>
<th>Total number of hours per week:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding band:</td>
<td></td>
</tr>
</tbody>
</table>

Completed by: *(please print)*:

Position: Date: / /

Please return this form to the relevant contact at the LSC.

**Note**

Where providers believe that a learner’s *support needs* are *exceptional* and beyond those accommodated in support band H, they should approach the appropriate area office of the Learning and Skills Council *prior to offering a place to the learner* to discuss the case. Cases will be reviewed on an individual and exceptional basis. Evidence will be required to demonstrate the learner’s exceptional support needs, rather than simply being a justification based on cost.
Learning and Skills Council
National Office

Cheylesmore House
Quinton Road
Coventry CV1 2WT
T 0845 019 4170
F 024 7682 3675
www.lsc.gov.uk

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Publication reference: LSC-P-NAT-060577