



Learning+Skills Council

Valuing People and Post-16 Education

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Information and guidelines for
Learning Disability Partnership Boards,
Learning and Skills Councils and others,
to improve access to education and training
for adults with learning disabilities

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FOREWORD

Having the chance to learn new things, whether to help get a good job or just because learning itself is a positive experience, is an important part of life for all of us. Valuing People, the Government's White Paper about the lives of people with learning disabilities, made it clear that these same chances and opportunities must be equally available to learning disabled people across England.

This same vision is shared in the Government's policies for adult and continuing education. Initiatives, such as the National Skills Strategy have to work for people with learning disabilities as much as for non-disabled people.

Across the country, there are many good examples of partnership working between the education sector and those responsible for taking forward Valuing People. However, this is not always easy - and local people from Learning and Skills Councils, Colleges and Valuing People Partnership Boards have asked for some help and advice on how to link these two agendas.

This document, **Valuing People and Post-16 Education**, has been jointly produced and endorsed by the Learning and Skills Council and the Valuing People Support Team in response to that request. It starts by summarising key points from national policy so that each "sector" can see what the other is working towards. The core of the document provides practical examples of what local people can do to help make real change happen. These ideas are based on real action that has already been taken forward across the country. What this document asks you to do is realistic and achievable.

Adult learners who have a learning disability are very clear about what they want from the education system. Their top priorities are:

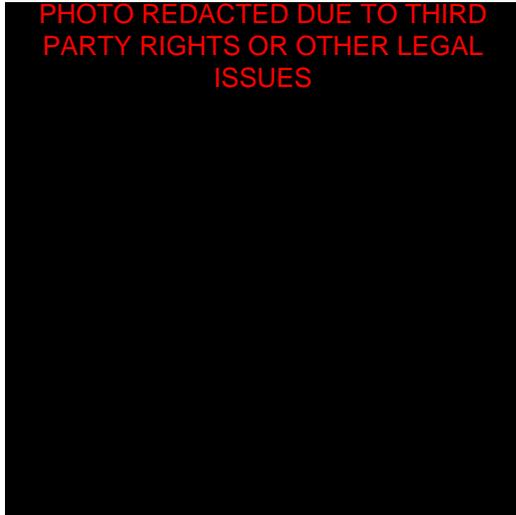
- Courses that help them get a job
- Variety in educational opportunities and an end to repeating courses year after year
- To be made to feel welcome and an equal member in college life.

These aspirations place a real challenge on all of us - one that can only be achieved if we work in partnership - partnership between the education and learning disability worlds and most importantly, partnership with learning disabled people themselves.

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SUMMARY

These guidelines have been written by the Valuing People Support Team and the Learning and Skills Council to help people in local areas who are working to improve access to education and training for adults with learning disabilities. We want to support people to be more able to:

- do the courses they want to do
- join mainstream courses
- do courses that will help them to get a job
- train while working, leading to better jobs
- do courses which are enjoyable for their own sake and help people to learn new things, even if they are not looking for work

To achieve these aims, it is important to

- Remember that this is about everybody with learning disabilities. We help you to make sure that people with higher support needs and people from different ethnic communities are not left out.
- Make sure that services work together better, and that people with learning disabilities and family carers are included in planning.
- Help post-16 education and training providers to develop person-centred approaches. **Valuing People** has identified young people leaving school and people attending day centres as priority groups for person-centred planning.

INTRODUCTION

Valuing People, the national learning disability strategy, says that people with learning disabilities should have the same opportunities for post-16 education and lifelong learning as everyone else.

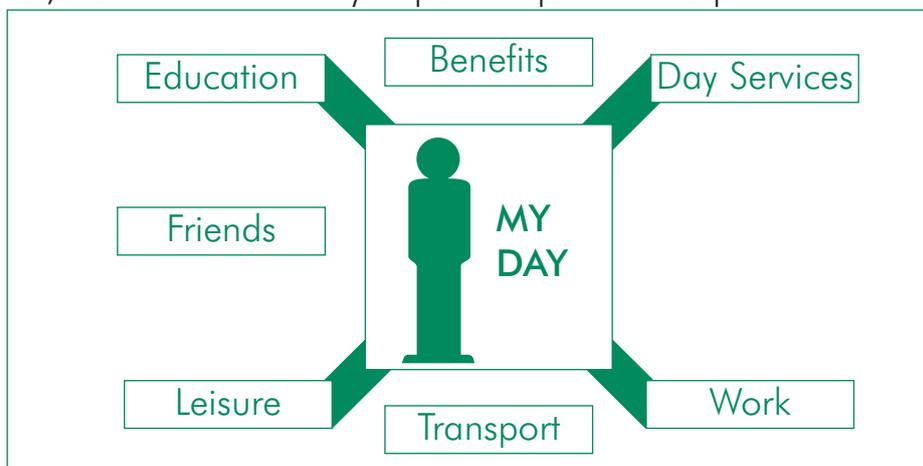
Valuing People has 11 objectives. Objective 7 is:

“To enable people with learning disabilities to lead full and purposeful lives within their community and to develop a range of friendships, activities and relationships.”

For this to happen, the government expects local learning disability partnership boards to:

- ◆ Help people with learning disabilities to get a full range of opportunities for education throughout their lives
- ◆ Modernise day services so that people can do interesting things that they really want to do
- ◆ Enable people with learning disabilities to make full use of transport and mainstream leisure services
- ◆ Make sure people get all their benefits
- ◆ Make sure that more people with learning disabilities are able to work and that their talents are recognised
- ◆ Find ways of supporting people to maintain and develop friendships and relationships

So, education is a very important part of the picture:



Education is one of the services that need to continue to change if people are going to have better lives. None of these things can happen unless all the right people work together and with people with learning disabilities.

The Valuing People Support Team and the Learning and Skills Council have worked together to write this document. It provides information about post-16 education and training and suggests action to take. We hope this will help partnership boards, Learning and Skills Councils (LSCs), colleges, adult education providers and others to work together to improve education opportunities.

Definition of learning disability

The term “learning disability” is used by adult health and social services. It refers to people who have difficulty understanding new or complex information, need a significant amount of support to carry out daily tasks and are eligible for learning disability services. It includes people with severe learning disabilities and people with profound and multiple or complex learning disabilities. In this document we use the term “people with high support needs” to describe people who have profound and multiple or complex learning disabilities.

In education, the term “learning difficulties” is a somewhat larger category but includes the above group. Throughout this document, we use the term learning disability except when we are quoting directly from another source.

We sent a questionnaire to all partnership boards and LSCs to find out what work is already going on. We give examples of what people told us they are doing. Some of the examples of good practice are taken from research projects.

A joint Valuing People/Learning and Skills Council national conference was held in May 2003. This provided the first opportunity for people from partnership boards, LSCs and others to come together to talk about **Valuing People**. A second national conference run by NIACE and the Valuing People Support Team was held in March 2004 where people with learning disabilities, family carers, people from education, LSCs and partnership boards talked about why education is important

and what needs to change and improve. These guidelines include much of what was said on that day.

Between June and October 2004 nine regional events were held around the country so that local people from partnership boards, LSCs, colleges and other important organisations could come together to work out how to improve things in their area. These events were a chance to find out what is already happening locally and to think about how to work together better in the future.

The guidelines are set out as follows:

- Section 1** Things you need to know
- Section 2** Partnership working
- Section 3** Education and person-centred planning
- Section 4** Listening to learners
- Section 5** Including people with high support needs
- Section 6** Including people from black and ethnic minority communities
- Section 7** Supporting young people into adulthood
- Section 8** Lifelong learning
- Section 9** Moving into employment
- Section 10** Funding

Appendix 1 brings together the suggested actions from each section.

Appendix 2 gives some contact details, a list of useful reading and contact details for organisations, where you can get more information.

SECTION 1

Things You Need to Know

Valuing People, a new strategy for learning disability in the 21st Century.

This is the first Government White Paper about the lives of people with learning disabilities for 30 years. **Valuing People** was published in March 2001, and sets out government proposals for improving the opportunities of all children, young people, adults and older people with learning disabilities. It requires a fundamental shift in attitude and a partnership approach by all public services and the wider community.

All government departments have signed up to **Valuing People**, including the Department for Education and Skills (DfES). **Valuing People** has established learning disability partnership boards in each of England's local authorities. Partnership boards are responsible for making sure that **Valuing People** is implemented, by bringing the right people from services and the community together. The Valuing People Support Team works with partnership boards to help make **Valuing People** happen.

Valuing People says that services need to be planned and organised around what people with learning disabilities want and need. Services need to be created around individuals, rather than individuals fitting into services, which might already exist. This means that all services must work well with each other.

Partnership boards have prepared plans or "frameworks" for how changes will be made. The aim is that services will support people to do what they want to do. **Valuing People** also emphasises the importance of supporting the local community to include people with learning disabilities. Partnership boards have set up sub-groups. Each of these sub-groups concentrates on a specific planning framework (for example housing, employment, person-centred planning). Partnership boards have to make sure that there are strong links between the sub-groups. There need to be specific links between the employment, day service modernisation, transition, person-centred planning and education sub-groups.

The modernisation of day services is focused on changes that will support people to do the things that they want to do during the day, in the evening and at weekends, rather than them only being offered a place at a day centre. For many people, this will mean getting a job or going to college or both. It is vital therefore that all planning is seen as a whole and from the perspective of people with learning disabilities.

Post-16 Education and Training

In these guidelines we refer to all training and education for adults as **post-16 education and training**. The Learning and Skills Council (LSC) is responsible for funding and planning all education and training for people over 16 in England. It works through a national office based in Coventry and 47 local Learning and Skills Councils, covering areas of between 1 and 11 local authorities. The local LSCs are grouped into the same nine regions as the Valuing People Support Team.

The Learning and Skills Council has planning and funding responsibility for the following:

- Further education colleges, which run programmes for young people aged 16-19 and a large range of programmes for adults.
- Specialist residential colleges for young people 16-25.
- Sixth form colleges that mainly run courses for young people 16-19.
- School sixth forms, including those in special schools.
- Adult and community education within local education authorities. This includes part-time classes in smaller sites around the community.
- Work-based learning. This is learning which takes place mainly on the job. It includes Modern Apprenticeships and Entry to Employment (E2E), which provides training courses for young people who want to get jobs, including young people with learning disabilities.
- The Learning and Skills Council also funds voluntary organisations to provide education.

In this document we refer to all of the above as “**Providers**”.
The Learning and Skills Council does not cover university education.

Qualifications

There is a large range of qualifications in post-16 education and training. Many of these are vocational: classes and programmes that are geared to a particular industry or occupation. They are based on practical skills and usually include work placement or are gained whilst working.

The differences between “vocational” and “academic” are becoming less important and the government is looking at how to reduce the difference further. Many adult education programmes, for example IT courses, lead to vocational or academic qualifications. In addition, there are “recreational” or leisure courses which do not lead to qualifications.

The Qualifications and Curriculum Authority (QCA)

The government has given responsibility for the national qualifications system to QCA. QCA maintains and develops the school national curriculum and tests, as well as the curriculum, exams and qualifications in colleges, adult education and at work. There is a national qualifications framework, which sets out all levels of qualifications. This will change in autumn 2004.

The framework sorts national qualifications into three categories and six levels (entry level to level five). There are over 4,000 national qualifications - here are just some examples. If you want to know more look at www.qca.org.uk/openquals.

Level of Qualification	General	Vocational (geared towards a particular area of employment)	Occupational (mainly gained on the job)
4 and 5	Degrees and other higher education qualifications	Various higher education qualifications including some degrees	NVQ levels 4 and 5

3	A level and AS level	GNVQ level 3 BTEC National LDAF	NVQ level 3
2	GCSE grades A*-C	GNVQ level 2 BTEC 1st LDAF	NVQ level 2
1	GCSE grades D-G	GNVQ level 1	NVQ level 1
Entry level	Certificate of achievement		
Pre-entry level, literacy, numeracy and language.	Milestones 1-8 (these are not qualifications)		

The legal rights of people with learning disabilities in post-16 education and training

Under the Learning and Skills Act 2000, the Learning and Skills Council has duties to:

- Have regard to the needs of people with learning difficulties (Section 13)
- Have due regard to promote equality of opportunity between disabled and non disabled people (Section 14)

In addition to this, from 2002 learners with disabilities and learning difficulties have new rights under the **Disability Discrimination Act Part 4** which requires education providers:

- Not to treat disabled learners less favourably than other learners for a reason related to their disability
- To provide reasonable adjustments for disabled learners

All this means that local LSCs must think about what people with learning disabilities require when they plan and fund providers. There has been extensive training on the Disability Discrimination Act for LSC and provider staff during 2003/4.

There is no absolute entitlement to education for adults. The government wants all young people up to the age of 19 to be in

education, training or work. After 19 what is provided is determined by resources and priorities. However, the law now says that people must not be discriminated against because of a disability, and **Valuing People** makes it clear that people with learning disabilities should have the same range of opportunities as other people.

Inclusive Learning

In 1996 the Further Education Funding Council, which existed before the LSC, set up a committee to look at post-16 education for people with disabilities and learning difficulties. This committee produced a document called **Inclusive Learning**, which promotes a similar approach to **Valuing People**. It recognises that people with learning difficulties are too often fitted into courses which do not necessarily match their own wishes and learning needs. **Inclusive Learning** does not say that everyone with a learning difficulty should be integrated into mainstream classes, or that all specialist provision should cease to exist. Instead, it says that far more attention should be paid to the ways in which individuals learn. A better match should be created between the individual learner, the programme they follow and the teaching they receive. Such an approach should lead to people with learning difficulties having far more say about what they study at college, and about whether they study in a class which is designed solely for people with a learning difficulties or in mainstream classes.

The LSC incorporated **Inclusive Learning** into its work. During 2003/04 it undertook a review of **Inclusive Learning** and consulted with a large number of providers and other organisations. The review indicated strong support for **Inclusive Learning**. Further work has taken place within the **Success for All** strategy to consider what “putting the learner first” means in practice. The LSC is now using the phrase “personalised learning” as well as inclusive learning, in order to align it with other developments in the schools sector.

Equality and Diversity

The LSC has undertaken a process of consultation on its equality and diversity strategy for 2004/07. Nearly 200 responses were received to the consultation document, and the final strategy will be published in autumn 2004.

The LSC is committed to ensuring that all young people and adults have the opportunity to participate and succeed in education and training and to progress to employment. At the time of writing, the major strategies are: **Skills for Life**, **Success for All** and **21st Century Skills**.

1. Skills for Life

Skills for Life is the Government strategy for improving the basic skills of young people and adults. Basic skills are literacy, language (including English for speakers of other languages) and numeracy. When the basic skills curriculum was established, there was concern that it started at a level which was too high for many people with learning disabilities. Consequently the DfES has produced **The Adult Pre-Entry Curriculum Framework**, which recognises the needs of learners with high support needs. This curriculum framework is designed for use by anyone teaching literacy, numeracy and language skills in a range of settings such as day services, supported housing, and employment. In education the framework can be integrated into a range of programmes. There has been a national programme of staff development to make sure that all post-16 education and training providers and other relevant agencies understand this framework.

2. Success for All

Success for All is a joint initiative between the LSC and the DfES. It aims to make sure that the education and training that the LSC pays for is what learners, employers and their communities want and need.

Success for All aims to improve the quality of education and training.

Success for All says that every local LSC has to carry out a review of all post-16 education and training in its area. This review is called a Strategic Area Review.

The purpose of the review is to make sure that local education provision meets local needs. Local people affected by and interested in education ("stakeholders") should be involved at all stages of the review. The LSC is particularly concerned that people from under-represented groups be involved. This should include people with learning disabilities.

The guidance about Strategic Area Reviews says that local LSCs should develop new and radical options for change. The outcome of each Strategic Area Review is a plan that has to be published by March 2005. The plan must outline clear actions for meeting needs and improving choice. The options for consultation are being developed between April 2004 and October 2004, when consultation begins.

In addition to Strategic Area Review, **Success for All** requires the majority of education and training providers to agree a three-year development plan with their local LSC. The development plan includes high-level targets for numbers of learners, the quality of provision, responsiveness to employers and staff capacity. These targets are set to be achieved by 2005/06. The development plan sets out how the provider intends to respond to the needs and priorities of employers and the local community, and how it will improve the quality of its provision

Providers agreed new three-year development plans in spring 2004. The plans describe the steps being taken to ensure that commitments to enhancing opportunities and access for all learners are met.

3. 21st Century Skills - Realising our Potential

21st Century Skills asks education and training agencies to work far more closely with employers, and to develop flexible programmes which provide learners with the appropriate skills to find meaningful employment. While the strategy does not make specific recommendations for people with learning disabilities, the principle of improving skills and employability still applies. There is an emphasis on people achieving full qualifications at level 2. However, it is important that programmes are developed to support people not working at level 2 to learn skills and get meaningful employment. This will include many people with learning disabilities whose employment aspirations and potential need to be taken on board by employers.

Suggested Actions

- *Find out who is leading the strategic area review (StAR) at the local LSC and ask how people with learning disabilities are involved in the stakeholder group and how they will be consulted.*
- *Check that the partnership board and education and training providers are aware of the implications of the Disability Discrimination Act in relation to people with learning disabilities.*

For more information see the Valuing People, LSC and NIACE websites:

www.valuingpeople.gov.uk

www.lsc.gov.uk

www.niace.org.uk

This document can be downloaded from the Valuing People and the Learning and Skills Council websites.

SECTION 2

Partnership Working

Valuing People recognises that learning is very important if people are to have fulfilled lives. Many people with learning disabilities use post-16 education, adult education and work-based training opportunities. If they are to have the same opportunities as everybody else, people from post-16 education and training need to work closely with learning disability partnership boards.

This section looks at the challenges and opportunities of working together. It is followed by specific examples of how individual partnership boards are working closely together with the education sector.

The difficulties of partnership working

A three-year action research programme, *Enhancing Quality of Life for People with Profound and Complex Learning Difficulties* (Skill, 2000), included a focus on joint working between agencies. There were problems and tensions. However, all the agencies identified real benefits from working in partnership:

- Services supported one another
- Services understood each other's cultures
- Services shared advice
- Services shared funding
- Individuals experienced a person-centred approach

For things really to change, the following had to happen:

- Support from top management
- A named person responsible for co-ordinating the work
- Time to attend meetings and visit each other
- Clarification of boundaries
- A working understanding of what each agency does
- Trust, respect and shared beliefs

1. Different ways of working

Different agencies (“social services”, “health”, “education”, etc.) have different rules, different ways of working and use different language. They often see themselves as offering very different services. They may feel nervous about moving outside these categories, and feel threatened when they think other people may be taking over some of their role. The needs of people with learning disabilities do not fit neatly into these categories. This means that the different agencies have to work together and flexibly.

2. Funding

Disputes over funding can often stop people in different agencies from working together. Too often this work becomes simply a dispute over who will fund what. In times of scarce resources, one agency may be worried that it is funding an area which should be funded by others. Alternatively, people in one agency may worry that their own work is going to be taken over by others, making them redundant.

3. Ownership

Problems often arise over ownership. This can take two forms. Either no one has clear responsibility for taking a lead, so the joint work collapses; or both agencies feel they own the work, and so there is tension when they each have slightly different ideas about how to do it.

4. Confidentiality

When agencies work together, workers from one agency may be reluctant to share information with workers from another. It is people with learning disabilities who should always be at the centre of any collaboration. They should be actively involved in saying what information can and cannot be shared. There can be times when agencies use confidentiality as an excuse to withhold information which is actually not confidential at all, as a way of having power and control over others. See *Disclosure, Confidentiality and Passing on Information* (LSC 2003).

How people are working together

Learning disability partnership boards provide a forum for local agencies to meet and work together on developing and improving support for people with learning disabilities. There are at least two people with learning disabilities and two family carers on each partnership board.

Information from the questionnaires shows that joint working between partnership boards and post-16 education and training is happening in a variety of ways:

- LSC representatives attending partnership board or sub-group meetings
- Partnership board members attending LSC meetings and lifelong learning forums
- Liaison directly between partnership boards, colleges and training providers
- Partnership boards and LSCs working together on specific projects
- Working together on other groups such as Welfare to Work groups

More frequently Learning and Skill Councils, colleges, adult education providers, Connexions and voluntary sector providers are members of partnership board sub-groups that focus on:

- Transition
- Modernisation of Day Services
- Employment

Some partnership boards have set up education sub-groups. Alternatively, this work could be combined with day service modernisation and/or employment. People with learning disabilities should be involved, both on the sub-group and in wider forums. Their views about what they are doing now, and about what they think may need to change or improve, need to be at the centre of planning.

Examples of good practice

Working across several partnership boards

One issue for Learning and Skills Councils can be the logistics of working with the number of partnership boards that exist in their region. For example, the Greater Manchester Learning and Skills Council covers an area with 10 Learning Disability Partnership Boards. This can be a barrier to effective joint working in a locality.

London Central LSC

There are 7 Learning Disability Partnership Boards in the London Central LSC area. In order to develop and maintain joint working with the Boards, London Central LSC holds regular meetings for representatives from all of the Boards:

“The LSC meets with representatives of the local learning disability partnership boards every two months to discuss matters of mutual interest on disability issues (implementation of Valuing People strategy locally and other relevant issues). Department of Health’s Valuing People Support Team and Connexions Service are also involved in the meetings.

The LSC receives copies of agendas/papers for all board meetings and attends individual meetings by invitation depending upon the agenda. The LSC has insufficient staffing resources to attend each of the seven board meetings on a regular basis (it is also questionable whether it is essential for the LSC to attend each meeting as there are other ways of progressing the joint work).

Representatives of learning disability partnership boards are invited to attend relevant London LSC meetings on disability issues (e.g. they were invited to attend, and participated in, a briefing on the arrangements for learners with learning difficulties and/or disabilities attending specialist residential colleges).”

Berkshire Learning and Skill Council

In Berkshire the LSC invited the 6 Learning Disability Partnership Boards in the area to attend the SEN Advisory Group. This group was doubling up as a Steering Group for a Berkshire-wide Inclusive Learning Review Project:

“Developing Arrangements To Promote And Build The Capacity Of Inclusive Learning In Berkshire.....(In addition, two FE representatives on this group are also members of their local learning disability partnership board).”

The LSC consulted with local authorities over the project specification. The project consultant contacted and had discussions with the Leads on the partnership boards and fed back her findings to the project Steering Group.

This LSC involvement with the partnership boards led to an invitation for the LSC to attend the South East Valuing People Regional Implementation Group. The LSC representative involved feels that:

“This contact will literally place education on this group’s agenda and generate discussion around issues of transition planning, section 140 assessments, PCP and fulfilling lives. Information from the associated processes once established will feed into our Strategic Area Review and inform local capacity building.”

Working together strategically

In some areas Learning and Skill Councils and partnership boards are working together at a strategic level, involving key players in education and training within a region.

Lincolnshire Learning Disability Partnership Board

In Lincolnshire the Learning Disability Partnership Board is a member of the Lincolnshire and Rutland LSC's Learners with Learning Disabilities and Difficulties Advisory Group (LLDD Advisory Group). This group comprises of Social Services, Connexions, the Health Authority, Special Schools, College and FE sector, Independent sector training providers and voluntary sector and LEA Education Services.

"The aim of the group is to provide a multi-agency partnership forum to discuss and advise the local Learning and Skills Council in relation to the development and improvement of post-16 learning opportunities for young people with learning difficulties and disabilities. The partnership board used the LLDD Advisory Group as its formal sub-group on education."

Walsall Partnership Board

An education sub-group has been set up to develop the strategy for accessing education. The work has included an audit of current services and identifying gaps.

South Gloucestershire Partnership Board

The Head of Lifelong Learning chairs the South Gloucestershire Partnership Board's Lifelong Learning & Education sub group. This sub-group commissioned an advocacy service for people with learning difficulties to facilitate the staging of an event to promote and explore Lifelong Learning. Bringing people with learning difficulties and providers of learning together to discuss issues such as current and future provision and barriers to learning.

How things can be better

Each agency needs senior staff committed to working together and providing leadership. There need to be clear protocols or written agreements about liaising with each other and about roles and responsibilities, and clear policies on confidentiality. Staff at every level need to allocate time to find out how other agencies work and how their cultures and procedures differ from their own. Staff working directly with individuals need time to liaise with each other so that they can share ideas and discuss how to support people better. They also need opportunities to train together, and to find out jointly about new initiatives and ways of working.

Working together is a challenge. It means that staff need to understand how other agencies work, but also that they must question the way they work themselves. There are many ways in which the aims of **Valuing People** may challenge teachers and others working in education. They should consider carefully how they can work in ways that support person-centred planning. This means that managers and practitioners need to be flexible, and may need to consider adapting what they do in order to find the best way of supporting people with learning disabilities.

Information from questionnaires

The Valuing People questionnaire sent to Learning and Skills Councils and Learning Disability Partnership Boards asked people to say what advice they would give to others about partnership working.

“On the basis of your experience of working with post-16 education and training organisations what advice would you give to others?”

Below is a selection of the replies:

Replies from learning disability partnership boards

“Actively engage with other organisations. Don’t expect other organisations to give automatic priority to adults with learning disabilities - just one of their areas of responsibility. Find and work with named individuals”

“Use the Valuing People website for info.”

“Need to start from the basis that people with learning disabilities and their families/carers will be actively involved in the process of change right from the start.”

“Invest time when establishing groups in order to gain an understanding of each other’s service priorities, demands etc.”

“Create the post of Education Link Officer.”

“Build on the strengths of those who are involved. Don’t rely on sub-groups or partnership board meetings - try different ways of doing things to make agencies feel involved.”

“Focus on one or two key areas. Don’t underestimate the size of the task.”

“Look for the opportunities to find ways in which goals coincide - discovering a common agenda with adult and community education has been a springboard to really positive shared action.”

“Establish strong relationships at both a strategic and operational level. Use funding streams creatively to pump prime pilot initiatives - evaluate their success.”

“It is important to get a local LSC representative to attend and to feedback findings as this could shape future policies.”

Replies from Learning and Skills Councils

"Meetings are time consuming but crucial. Cascade knowledge and understanding of issues to LSC colleagues. Vital to participate to ensure learning opportunities are considered".

"Encourage colleagues to become involved to ensure positive action. Imperative that the Learning Disability Partnership Board has a voice in the Strategic Area Review process, ensuring social inclusion."

"Essential that local Learning and Skills Councils take an active role in Learning Disability Partnership Boards to improve and widen participation of adults with learning difficulties. Need for an input into the modernising of day services agenda."

"Get education on the agenda as an item in its own right."

"Be clear and explain the rationale for involvement in learning disability partnership boards. Explain benefits to local LSC senior management. Make sure there's a business case for involvement e.g. LSC Equality and Diversity Impact measures (EDIMs) targets."

"Be persistent, attend when education is on the agenda. Make sure education gets on the agenda by doing a presentation. Ensure that Equality & Diversity is a key contact or placement officers' roles are widened to take this extra responsibility."

"The model of a local LSC meeting with learning disability partnership board lead officers collectively appears to work when there are more than 10 partnership boards in their area."

"Read Valuing People for the context of the Learning Disability Partnership Boards."

Suggested Actions

- *Identify a champion on the partnership board. This will be somebody who makes sure that education has a high profile and that there is an action plan. If this person is not part of a paid service they will need adequate support for the role.*
- *Set up an education sub-group of the partnership board. This group will need to include the champion, people with learning disabilities, family carers, local LSC, providers and the people leading day service modernisation, employment, person-centred planning and transition.*
- *Make sure that the group has a shared vision of what it wants to achieve for people with learning disabilities in the area.*
- *The people on the group will need to take time to learn about each other's roles and responsibilities and then work out how they will make it easier for people in their agencies to work better together. It is a good idea to make sure that some of the people on the group are at senior levels so that they can help things to happen.*
- *Post-16 providers and LSC representatives on partnership boards and sub-groups need to develop an effective way to feed information to the partnership board and back to others in the sector.*

SECTION 3

Education and Person-Centred Planning

Person-centred planning is central to **Valuing People**. The Department of Health has issued three booklets under the general title, **Planning with People - Towards Person-Centred Approaches**. They include *Guidance for Partnership Boards*, *Guidance for Implementation Groups* and an *Accessible Guide* for people with learning disabilities. The documents are available on www.valuingpeople.gov.uk/pcp.htm

Person-centred planning is about people planning for themselves, supported by the people who know them best and care about them most. It is important that services develop person-centred approaches which help people to achieve their goals. It is also important that services respond to the things that people say they want and over time make changes. **Valuing People** is clear that person-centred planning:

- is very different from an initial assessment, a review or an individual learning plan, although all of these could be person-centred
- may well involve working closely with a supportive circle which is likely to include friends or relatives
- may take some time, and should not be viewed as an end in itself as its ultimate aim is to change and enhance the quality of peoples' lives
- should happen for everyone with learning disabilities, including people with high support needs who might not be able to express their views in words.

The **Planning with People** document includes an excellent literature review, listing many books that could be useful to people working in education.

Every learning disability partnership board has a framework that sets out how person-centred planning is happening locally.

In general, person-centred planning has not yet been taken on in post-16 education and training. There are, however, key principles and practices within post-16 education and training which support person-centred planning and approaches. These emphasise the importance of

listening to learners' wishes and aspirations, and of devising learning programmes which respond to and support these.

- The **Inclusive Learning** report recognises the importance of matching learning to individual needs. In addition, all learners in post-16 education should complete an "individual learning plan" which spells out their personal aims as well as their individual learning requirements.
- Not all post-16 learning is accredited or leads to a qualification. In 2003/4, the Learning and Skills Council looked at ways of recognising and recording the kinds of learning that currently do not lead to qualifications. This research emphasises how important it is for staff to work with learners in developing programmes and support based on their aspirations and wishes. Ways of measuring and recording achievement and progress in non-accredited learning will be included in the development of new measures in 2004/5. See **The New Measures of Success: Priorities for Development** www.successforall.gov.uk. Meanwhile, NIACE has produced a report that looks at how people with learning difficulties who study on non-accredited courses have their achievements recorded and recognised (*Achievement in non-accredited learning for adults with learning difficulties* (DfES/NIACE 2004)).
- In 2002 the Qualifications and Curriculum Authority issued guidance on how to plan a learner-centred curriculum for young adults operating mainly or entirely below Level One, *Designing a learner-centred curriculum for 16-24 year olds with learning difficulties* www.qca.org.uk. The implementation of the guidance varies across the country.

There are some helpful overlaps between the **Valuing People** vision and ideas being explored in education. The post-16 education and training sector can help people to achieve their goals by being clear about which parts of a person's plan they can best support. For this to happen, staff across the agencies need the opportunity to meet and learn about each other's work, and to train together on person-centred planning.

Examples of good practice

Learning Together - Lancaster Adult College

At Lancaster Adult College a group of 8 learners with learning disabilities called "Learning Together" work on a rolling basis to deliver a part of the training for person-centred planning to all staff across the district. This is organised by the training manager for the Local Primary Healthcare Trust. The group has a two-year contract for this work and are paid by the Partnership Board. They are part of a course through the Adult College but are supported by a member of an advocacy organisation called "React" that is based in Preston. The worker from React is paid for through LDDF via Partnership Board. "Learning Together" also works on other training such as disability awareness training, as and when asked. The members of "Learning Together" describe the group and what they do:

- The group is a place to talk about good and bad things about services
- We train staff on how we want to be treated
- Learn training skills and train people
- It's different from other courses.
- Talking about the real world
- Get experiences of running your own meetings

Middlesborough Adult Education Service

Middlesborough adult education service has been involved in an action research project about implementing the Disability Discrimination Act (LSDA 2004). The aim is to make sure that people's needs and interests are better reflected in their learning programmes by basing them on person-centred plans. The project is also exploring how person-centred approaches can promote empowerment, active citizenship and social inclusion, and how they can improve education provision so that it is more inclusive and enables people to make progress.

The interim report from the college highlights that the project has resulted in a number of changes:

- New courses are being developed and these are based on what people have said they are interested in: the local gateway club has

changed from literacy classes on a drop-in basis to a series of bite-sized classes with SMART targets and topics chosen by learners.

- The SCOPE “out and about” group are for the first time working to accredited programmes.
- Middlesborough People First have requested a further “Making Meetings Work” course as a result of the success of the first one which was led by people with learning disabilities.
- A person-centred referral system has been developed which can be used by everyone supporting learners. Staff working in a local Mencap residential home have had training in the use of this referral system. As a result, residents are participating in a computer course with embedded literacy, numeracy and language skills, following training in the use of the system.

The following issues have been identified as priorities for further work:

- Improved communication with all relevant partners and a more extended use of the referral system among them.
- Staff need good information, advice and training to support people with learning disabilities to make progress and to be included.

Suggested Actions

- **Young people in transition and people attending large day centres are priorities for person-centred planning. This means that people working in post-16 education and training need to be involved in local person-centred planning awareness training. Some people may also wish to train as facilitators. Check that the local person-centred planning framework describes how people working in post-16 education and training will know about person-centred planning.**
- **Make sure that there are opportunities for joint training for staff from education and other agencies where they can:**
 - ◆ **share information about the different agencies and how they work**
 - ◆ **discuss their different roles in supporting person-centred planning and how they can develop more person-centred approaches**

SECTION 4

Listening to Learners

Valuing People is very clear about developing services in partnership with people with learning disabilities. People's wishes and aspirations are the starting-point for planning. Holistic, individualised services should be created around people rather than them having to fit into services that already exist.

What people with learning disabilities have said

Effective partnerships are not possible if people with learning disabilities are not involved. Often people with learning disabilities feel isolated or marginalised. It is therefore very important to find out what people want from learning and education, and what they think of the services currently provided. At each of the regional events, people with learning disabilities gave a presentation entitled "What is important about education for people with learning disabilities?". The key themes of these presentations turned out to be very similar to those in the "Charter for Learning" (see below).

Valuing People is committed to developing a range of independent advocacy in each area, so that people with learning disabilities can choose the one which best meets their needs. Funding is available for both citizen advocacy and self-advocacy groups to promote and sustain these developments. Better advocacy services will help people to put forward their views and to play an active part in planning and designing services which are responsive to their needs.

At least two people with learning disabilities are members of each learning disability partnership board.

Examples of good practice

A Charter for Learning

In May 2000, the National Institute of Adult Continuing Education (NIACE) launched the Charter for Learning for and by people with learning disabilities. Over 100 groups of people with learning disabilities from across the UK contributed to the charter. The charter states what people with learning disabilities want from learning.

A Charter for Learning

Students with learning disabilities want:

The right to speak up

- ➡ We are adults with a voice, we want to be heard

The right to choose to go to classes

- ➡ We should have a say in what we learn

The right to have support

- ➡ Someone to help who you can rely on

The right to have the chance to make friends

- ➡ To mix with the crowd a little more and make new friends

The right to have fun learning

- ➡ The more you enjoy it, the more you learn

The right to good access

- ➡ Lifts, ramps, more room for wheelchairs

The right not to be bullied

- ➡ Cut out bullying - everybody equal

The right to be treated as adults, with respect

- ➡ Talk to us like adults

The right to have clear information that we can understand

- ➡ The information needs to be easy to understand - it is too complicated

The right to have good teaching

- ➡ You need a good teacher to help you learn

The right to be able to do a course to get a job

- ➡ To give us the skills to maybe get a job

The right to learn in a nice place

- ➡ A place where you feel comfortable

At one college the *Charter for Learning* was used as a basis for a quality audit of provision for people with learning disabilities. Staff and students with learning disabilities carried out the audit. At another college students used this charter to develop their own, which was then included in the course information pack.

An accompanying pack, *Our Right to Learn (NIACE, 2000)*, discusses the twelve charter points. It gives comments and ideas from people with learning disabilities and suggestions on how these ideas can be put into action. People had interesting things to say about choosing from different kinds of courses. They raise several important issues to consider when developing services. Some learners were clear that they wanted the chance to join mainstream classes:

“People should have the chance to do the same courses as others.”

“Why is there separation between people? It should be inclusive education.”

“About one year ago I decided I would like to branch out and see what else they do in other parts of the college. I have been doing Yoga and French for quite some time now. Having taken that step into mainstream I feel very at home in finding out how other classes work.”

Others wanted a choice between the types of provision:

“Some of us feel uneasy about being integrated into mainstream classes. We want to be integrated in a programme of learning which is accorded equal respect with other programmes.”

“We do enjoy our discrete groups. We like learning with our friends who have the same interests as ourselves. We need a choice of both discrete and mainstream courses.”

Some places are actively involving people with learning disabilities in consultation processes and research to inform the development of education provision.

Cambridgeshire LSC

"The Cambridgeshire LSC have funded 'Speaking Up', an advocacy group in Cambridgeshire, to conduct research into post-school learning opportunities for people with learning difficulties. Learners with learning difficulties, with support, have conducted interviews and run group sessions with current and potential students who also have learning difficulties. True advocacy! The findings of the research and the launch of the report will be delivered at a mini-conference by Speaking Up! With people with learning difficulties taking a central role.

The local LSC with partner organisations, e.g. Connexions and Learning Disability Partnership Boards, are working together to convene a conference in November 2004 for young people with learning difficulties, some with profound and complex difficulties, on transition into adulthood. The conference will be for young people, they will be leading the discussions, and they will be letting the agencies know 'what they want'."

South Gloucestershire learning disability partnership board

At South Gloucestershire learning disability partnership board the education and lifelong learning sub-group commissioned an advocacy service for people with learning difficulties, so that they could facilitate the staging of an event to promote and explore lifelong learning. The event will bring people with learning difficulties and providers of learning together to discuss issues such as current and future provision and barriers to learning.

Suggested Actions

- *Make sure that local self-advocacy and citizen advocacy organisations are involved in the work around education and training. People with learning disabilities need to be on the education sub-group.*
- *Work with local self-advocacy organisations who are able to support all people with learning disabilities to have a say about where and what they want to learn:*
- *Encourage people to join student councils and other representative groups*
- *Go out to groups of people in the community to find out about their experiences and what changes they would like to see*

SECTION 5

Including People with High Support Needs

Valuing People is committed to improving the lives of all people with learning disabilities, including those with high support needs. The White Paper recognises that some groups may need more support than others in making their wishes and aspirations clear, but says that all people with learning disabilities have the right to lead a fulfilling life in the community. In post-16 education and training people with high support needs are referred to as having profound and complex learning difficulties.

Post-16 education has not done very well for people with high support needs. There are exceptions, but in many areas of the country they are not included in post-16 education and training. However, in recent years colleges have expressed increasing interest in including them.

Partnership working is even more important if people with higher levels of need are to be supported well. The most important people to include in the planning are those who know the person best, usually family and close friends.

Skill research project: Enhancing Quality of Life for people with profound and complex learning disabilities.

In 2000 Skill, the National Bureau for Students with Disabilities, in conjunction with Cambridge University, carried out a three-year action research project which has resulted in a publication (Skill, 2000). This pack contains a staff development guide, briefing papers for policy makers and managers, a literature review, an audit tool, and a video.

What did this research find out?

1. The importance of everybody working together

When working with these learners, education providers have to work closely with other agencies. They must also create opportunities to talk with people who live with the learner, such as family members or support staff in residential homes. This should happen in planning programmes, and on a day-to-day basis. Failure to work together

results in enormous problems for learners. In the research mentioned above, a lack of communication between staff on the particular symbols used by one man resulted in him having three different signs for the same activity, each used by a different agency.

2. Flexibility in devising programmes

It is not enough for staff to provide a simplified version of programmes they already run for other people with learning disabilities. Staff from education and other agencies need to work very closely with each other, and with those who have worked with the person on his or her person-centred plan. They should plan carefully what exactly this person needs, and how education can best support this plan.

Staff need to develop their ability to support people in attending post-16 education, sixth form colleges, local adult education centres and community venues, according to what they want to do.

3. Staff training

More education staff are needed with the communication skills to support people with a range of disabilities, including those who do not speak. More staff need to know how to develop individual learning programmes, how to give support and how to recognise achievement, however small it may seem.

Pre-Entry Curriculum Framework

*The Skills for Life Pre-Entry Curriculum Framework includes people with high support needs. The early milestones in this Framework give examples of how staff can work with people who do not speak. They show how helping people to develop communication through use of gestures, facial expression and eye contact can be part of a basic skills curriculum. The Skills for Life publications also include a set of readers, **Living Our Lives**, which are by and for people with learning disabilities. One of these is by Dennis, a young man with high support needs.*

Suggested Actions

- *Find out how well people with high support needs are included in current post-16 and education and training provision in your area.*
- *Find out if education providers in your area include people with high support needs in literacy, numeracy and language provision.*
- *Make sure that locally there are opportunities for education providers to work with other agencies when planning provision for people with high support needs.*
- *Encourage education and training providers to be open to working in new and flexible ways, so that they can respond to individual support needs.*
- *Make sure that there are enough opportunities for people working in post-16 education and training to learn how to support all people with learning disabilities.*
- *Make it easier for people working across the agencies to come together to plan with people with high support needs and their families.*

SECTION 6

Including People from Black and Ethnic Minority Communities

Valuing People expects all its objectives to apply equally to people with learning disabilities from minority ethnic communities.

As post-16 education and training plays an increasingly important part in helping people with learning disabilities pursue the lives they want, it is vital for people from minority ethnic communities to have equal access to these expanding opportunities.

Evidence from the **Inclusive Learning** report shows that people with learning disabilities from some ethnic groups are at times under-represented in post-16 education and training.

Services and support for people with learning disabilities currently fail to meet the needs of individuals and their families from minority ethnic communities. There is a small number of innovative initiatives across the country. These are not widespread, and the government expects all agencies to improve their practice and legal obligations set out in the Race Relations (Amendment) Act 2000. Learning disability partnership boards are required “to promote race equality in the performance of their functions, [and] should ensure that local services are culturally competent and can meet all the cultural needs of their communities.”

What legal duties does education have?

Under the Race Relations Amendment Act education agencies have a duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relationships between different ethnic groups

They are required to have a policy for promoting racial equality, and to monitor the admission and progress of learners from different ethnic backgrounds. They are also required to monitor the recruitment and progression opportunities of staff from different ethnic backgrounds.

The Government expects local minority ethnic communities to be represented on partnership boards.

Alongside **Valuing People** the Government published *Learning Disabilities and Ethnicity* (G. Mir et al, 2001). This offers many ideas for improvement. In February 2004 the Department of Health and the Valuing People Support Team published **Learning Disability and Ethnicity - a framework for action**. It contains an audit tool for partnership boards and services with practical suggestions, examples and follow-up materials.

www.valuingpeople.gov.uk/EthnicityFramework.htm

The framework highlights two issues which frequently arise in discussion.

1. Making sure that Valuing People principles apply to all communities

With some exceptions, services have not built good enough links with people from minority ethnic communities. Many people are in effect excluded from services. As a result agencies, professionals and service staff have often not been good at tackling the cultural and religious issues that arise from principles such as individual rights, independence, choice and control.

There are two dangers:

1. That important religious and cultural issues are not properly taken into account by services, resulting in low use or unsuitable provision
2. That differences are exaggerated and people stereotyped. This can lead to wrong assumptions that deny people opportunities.

A person-centred approach must consider what is important to those who love and care for a person. For example, an understanding of “independence” that emphasises individuality may appear to clash with the values of collectivism and close family relationships that some people hold dear. The role of family and community networks needs to be taken into account when planning services for individuals. We must be clear that the idea of personal choice and control can work within a context of interdependence.

2. Should there be separate services for people with learning disabilities from minority ethnic communities?

Over the past two decades, many agencies have responded to people's desperate circumstances by setting up specialist services for specific minority ethnic groups. These services have clearly improved the support available to the people and families who get them. Despite this, we have still not seen general improvements in the quantity or quality of service support across the board.

Some people are worried that the existence of specialist services can lead other local services to avoid responsibility. Others point to the often crucial roles played, for example, by community-based voluntary agencies. They argue that without some such services, many people would end up very poorly served. There is a lot still to be learned about the right balance. It should not be assumed in advance that ethnicity is the only feature of a person's lifestyle or aspirations. However, supports based on a person-centred approach may vary. Some might be specific to a particular ethnic or cultural group if that is important to them.

Getting the right balance should result in people from minority ethnic communities having the same opportunities to benefit from **Valuing People** as everyone else. To achieve this:

- All local services must make sure that they are accessible to people from all communities. In doing this they must learn from the experiences of specialist services in the area.
- Services that specifically support people from minority ethnic communities need to spread their expertise to other parts of the services.

Examples of good practice

The Aasha project

Skill, the National Bureau for Students with Disabilities, carried out a three-year research project into the particular needs of learners with learning disabilities from South Asian backgrounds. The findings can be read in "Aasha, working with young people with a learning difficulty from a South Asian background", Skill, 2003 (Aasha means "hope" in Bengali). Two project workers (both themselves from a South Asian background) worked with young people and their families from Pakistani, Bangladeshi and Indian backgrounds, in Birmingham and in Tower Hamlets in London. Some of the findings are listed below:

Identity

The young people were very clear about how important their ethnic identity was to them and how they needed people to respect this. Ethnicity seemed more important to them than the fact that they had a learning difficulty (in fact all the main cultures worked with did not have a specific word for 'learning difficulty' in their languages). However, staff on the steering group of the project realised that they tended to see young people first and foremost as people with a learning difficulty. There was therefore a mismatch between how the young people perceived themselves and how they were perceived by staff.

Information

Many of the young people in the project were not attending any educational provision or receiving support from any services, although their response to the project workers showed how much they wanted some support. It became clear that providers needed to think more carefully about how information reached people in different ethnic groups. The young people and their families stressed that simply ensuring information was available in translation was not sufficient. They spoke of the need for direct information (e.g. from a Connexions worker or an outreach worker) and the need to make use of local community groups or religious organisations such as the local mosque.

What young people wanted

The young people's aspirations were often the same as those of most young people. They wanted more opportunities to meet with friends,

and some of them were keen to gain employment. However, they also spoke of the need for provision to be sensitive to their particular cultural and religious needs. Some provision was focused around a western concept of what young people were likely to want. For example, some college courses for people with learning disabilities promote very strongly the importance of supporting people into independent living. Such concepts did not always form part of the aspirations of the young people in the Aasha project, all of whom were clear that, whether or not they married, they would continue to live within their family home.

Staff recruitment and staff training

The Aasha project workers were clear that one of the main reasons why they were able to work closely with the young people and their families was that they spoke the same language and shared the same culture. This has clear implications both for the training and the recruitment of staff.

- Some voluntary sector agencies provide culturally appropriate post-16 services. For example at APASENTH, courses are run for young people with learning disabilities in the East London Bangladeshi community. All are delivered in single gender groups and with appropriate food arrangements etc.

Suggested Actions

- *Find out how well people from ethnic minority communities are included by local post-16 education and training providers.*
- *Make sure that the views of all of your local communities are included in the work of the education sub-group.*
- *Find out if information about education and training is available in ways that can be shared with families and is really reaching people from different ethnic groups.*
- *Find out if action is being taken by local colleges and LSC to develop programmes and courses which meet the needs of people with learning disabilities from minority ethnic communities.*
- *Are courses sensitive to cultural differences when they plan their provision, for example, how certain cultural groups may have different notions of what 'independence' means?*
- *Are ESOL courses (English for speakers of other languages) accessible for people with learning disabilities from minority ethnic communities?*
- *Are local colleges, adult education and training providers making sure that their courses and programmes are culturally relevant to all communities?*
- *Is transport accessible and appropriate for all communities e.g. a taxi service that is gender specific?*
- *Are minority ethnic students supported to overcome any racist incidents?*

SECTION 7

Supporting Young People into Adulthood

Valuing People says that young people leaving school must have better support to help them achieve what they want to do as adults. It gives learning disability partnership boards lead responsibility for improving transition in each local authority area. Each partnership board has a transition champion, and most partnership boards have set up a transition sub-group. These sub-groups are encouraging education, Connexions, children's health and social services and adult services to work together better to support children and young people in their search for more opportunities.

Young people want jobs, better education and more social activities, and they are a priority for person-centred planning. This means that gradually young people will have the opportunity to plan for themselves and that statutory transition planning will be informed by person-centred planning. In the meantime, some young people will be developing their person-centred plans alongside transition planning. A number of local areas are introducing person-centred planning at the year 9 transition review in order to build person-centred planning into transition planning.

Traditionally young people with learning disabilities have been offered taster courses at college when they are still at school. It is important that these opportunities are based on what young people have said they want to do - information gathered from person-centred planning.

Young people and their families have often not been clear about what will be available after leaving school in July. This has sometimes led to young people doing courses or going to colleges that they have not really chosen.

More children with learning disabilities are going to mainstream schools and expecting to go on to a mainstream college course. Young people in general have high expectations of colleges and are hoping for access to a wider range of courses.

Learning and Skills Councils need to know about future learners. Transition planning for young people with statements of special educational needs (including young people with learning disabilities) begins with a meeting in school year 9, the year when young people become 14. The information from these meetings, and from review meetings in years 10 and 11, can provide the local LSC with valuable planning information based on what young people have said they want to do. It is important that residential college provision is discussed early - before year 11, so that if a young person and their family consider this to be a positive option there is plenty of time to plan.

As part of the year 11 review, the Connexions service has a duty to carry out assessment under Section 140 of the Learning and Skills Act. The information from these assessments should be passed to the local LSC so that it knows what local people need, at both an individual and a strategic level.

The 14-19 Curriculum

The government is committed to developing a curriculum for young people aged between 14 and 19, which will provide continuity and which will operate both in schools and in colleges. A report written by Professor Mike Tomlinson (*Department of Education and Skills 2004*) is available at WWW.14-19reform.gov.uk.

The report recommends that all young people take part in a diploma, following their chosen subjects at their own level. Schools and colleges are already working together to improve their joint planning. It is expected that the changes will take place over the coming few years. This provides an opportunity for young people with learning disabilities to be included in planning the new curriculum.

Examples of good practice

Qualifications

In 2002, the Qualification and Curriculum Authority issued guidance on how to plan a learner-centred curriculum for young adults operating mainly or entirely below Level One. (Designing a learner-centred curriculum for 16-24 year olds with learning difficulties, QCA website).

This Guidance is not about designing a new curriculum but about looking at how staff can create a learner centred approach within any curriculum.

It includes a series of 30 case studies showing how individual learners with learning difficulties have been helped to follow through a programme of study which supports their individual wishes and aspirations.

The case studies make clear that this Guidance is not just for staff working on courses specifically designed for learners with learning difficulties but for staff teaching on any courses which might include these learners - for instance it gives an example of a young woman who wishes to move from stacking shelves in a super market to working on the till and has very clear outcomes which she wishes to gain from attending a college numeracy learning programme.

Oaklands College - St. Albans, Hertfordshire

One of the problems faced by Oaklands College was creating progression routes for their college leavers with profound and complex learning difficulties which would provide them with new experiences. Parents became increasingly anxious as the time came for their son or daughter to leave college yet the college recognised that the provision they make has to be time limited. The college decided to initiate a community-based programme in which their staff worked alongside staff in voluntary organisations and social services to create new opportunities. Example taken from Enhancing Quality of Life for people with profound and complex learning difficulties, (Skill, 2000)

The Valuing People Support Team - Information Pack for Transition Champions

This pack is for transition champions on learning disability partnership boards and provides information on all aspects of transition. It gives details of some excellent practice and makes suggestions for action. It is available on the **Valuing People** website - www.valuingpeople.gov.uk/TransitionPack.htm

Suggested Actions

- *Work out how strong links can be forged between the partnership board sub-groups on transition, education, employment, day services and person-centred planning.*
- *Check that the transition sub-group is planning with young people, family carers, the LSC, Connexions, children and adult social and health services and education and training providers, and that it links into the education sub-group.*
- *Make sure that you know which young people want to work and how they can be supported to do so. Some young people want to go to work at 16.*
- *Make a link with the local group which is preparing for the new 14-19 curriculum.*
- *Develop a way of knowing whether things are changing for young people.*

SECTION 8

Lifelong Learning

Educational opportunities for people over 19 with learning disabilities vary:

- Many further education colleges run full-time courses for school leavers with learning disabilities.
- Colleges of further education and adult education providers run some full-time and many part-time classes for adults in a range of subject areas.
- Some colleges and adult education providers have well established support structures enabling adults with learning disabilities to attend a full range of programmes. Others tend to channel them into discrete programmes for people with learning disabilities.
- Some colleges and adult education providers teach only on their own site. Others have staff going to teach in social services day centres.

It is important that that LSCs fund a range of options to suit different learners with learning disabilities. While some adults with learning disabilities may prefer, at least initially, the structure of a course designed especially for them, several adults say that they would rather go to a mainstream class. Attending college is an important part of the educational experience for many adults.

Who decides the programme?

The Learning and Skills Council, along with individual colleges, adult education and training providers, decide on the range of classes that will be put on. People with learning disabilities should be involved in this planning process.

The role of literacy, numeracy and language in further and adult education

The government wants all adults to have the opportunity to improve their literacy (reading and writing), language (including English for speakers of other languages) and numeracy skills.

A wide range of communication skills can be covered in these classes. They cover speaking and listening, which are essential skills for self-advocacy, as well as reading, writing and numeracy. The Adult Pre-Entry Curriculum Framework (produced by the DfES) gives many examples of how these skills can be approached in creative ways that do not involve writing, and how communication skills can include communication both for people who use speech and for people who do not.

How staff can work together to make sure that adults are getting the most out of their classes

Some adults with learning disabilities may simply want to join a particular adult education class independently. However, others may want a link between what they are studying at college and what they do for the rest of their time. For example, someone may have recently moved into their own home. As a result they may now need to take a more active role in cooking and shopping and may want to go to college to learn new skills such as cookery and budgeting. In such cases there should be an opportunity for the person, the people supporting them at home and the college tutor to talk together to ensure that what they are learning at college is linked to what is happening at home. This way of working is person-centred and will be even better informed by person-centred planning.

Progression from classes

Sometimes adult education for people with learning disabilities can be seen as an end in itself. People can be encouraged to join a class and then stay in it for several years without being helped to think about moving on.

There can also be a “revolving door syndrome” whereby people with learning disabilities move from course to course without any clear onward progression route. Such a situation is not always in the best interests of the person concerned and is not a good use of public funds. Education providers need to work closely with learners and with other agencies to check how the learner is progressing, and to be aware of possible progression routes, maybe from a discrete to a mainstream programme, maybe from a class to preparation for employment (see the section on employment). The alternative, and one which has been voiced as a concern by some education managers, is that education

can merely become a new kind of day centre which people attend without it really helping them to fulfil their own person-centred plan. Such an outcome is not in their best interest.

Suggested Actions

- *Find out whether education providers in your area offer a full range of opportunities for adults with learning disabilities.*
- *Do educational providers in your area cover the full range of learners and use creative approaches when teaching literacy, numeracy and language?*
- *Are there opportunities for education staff to meet together with staff from other agencies to discuss programmes for individual learners?*
- *Is learner progress monitored and is a wide range of opportunities available to learners?*

SECTION 9

Moving into Employment

Many people with Learning Disabilities want to work. **Valuing People** Objective 8 aims:

“To enable more people with learning disabilities to participate in all forms of employment, wherever possible in paid work and to make a valued contribution to the world of work.”

Traditionally it has been very hard for people with learning disabilities to get jobs. It is even harder for people with high support needs, and we know that people with learning disabilities from black and ethnic minority communities are also less likely to get jobs.

Post-16 education and training: what is available to people with learning disabilities who want to work?

Vocational courses and training for adults who want to work are available through many colleges and adult and community education services. There is a government programme, **Entry to Employment**, for young people aged 16 to 18. It is at entry level, and is mainly delivered by work-based training organisations. It is aimed at the whole range of young people, and in some areas many of the participants do have learning difficulties.

There are many vocational training opportunities for people with learning disabilities in post-16 education and training, but very few of them end up in paid employment. Only 8% of those in supported employment schemes have got there from post-16 education. More usually, individuals move from one course to another at college rather than getting a job. Sometimes people keep repeating the same courses; sometimes they go back to the day centre from which they were originally referred and then return to college a few years later.

A government paper on day services and employment published in 2004 put the problem as follows:

“The education and training sector was not playing a prominent role in facilitating employment opportunities for people with learning

disabilities. The sector needs to be more outcome focused in relation to the courses they are running ... and foster expectations of paid employment as the norm, distinct from day centre or college activity”

Working Lives: The role of day centres in supporting people with learning difficulties into employment (DWP/DH Research 2004)

Examples of good practice

Research project, *Making the Jump* (NIACE, 2002)

This project set out to find examples of good practice in vocational courses or training where adults with learning disabilities are succeeding in getting jobs. It was difficult to find examples. Vocational courses in further and adult education rarely contain a transition process that helps the learner into employment. Where good transition procedures did exist, only a few people actually got a job. What did the project see as the good features?

- All successful transition to work involves partnership working between different agencies. The link between education or training and some form of employment, usually made through a supported employment agency, is essential.
- Pooling resources from several different sources is essential. Short-term funding can be valuable if it is used as pump-priming money. This funding is vulnerable. If transition is not part of the core programme of courses, it tends to disappear when the short-term grants end.
- The support of senior managers is needed. They must encourage everyone else to recognise that employment is a realistic goal for people with learning disabilities.
- The effect of earnings on benefits should not be seen as a barrier when staff are looking for jobs for people with learning disabilities. Having access to specialist advice and clear information about benefits is crucial to the success of transition to work.
- Transition to work should be part of an overall strategic plan of day services for people with learning difficulties, rather than piecemeal. It should be an established part of services on offer.

The key features of effective transition to work

- The Making the Jump project identified several key features of effective transition to work. In each case the partnership working facilitated by partnership boards is crucial.
- Working in partnership is a key feature of success. Effective transition to work will not happen unless agencies work together. Formal planning processes, such as Joint Investment Plans, can help to establish links and make partnership arrangements with other organisations.
- Researching the local employment situation is crucial. It provides a focus on the specific skills which local employers are looking for. Learners will have an informed idea about the actual employment opportunities that they can work towards. This makes the transition into employment much more of a reality. Supported employment organisations can be in a good position to do this research. They know about the local situation, and they know about links with employers, businesses and other relevant organisations.
- Sustainable funding is needed. There is so far no set funding template for transition to work provision. Providers have had to be creative and flexible in their approach. They have drawn on various sources of funding: the Learning and Skills Council, New Deal for Disabled People, Government Employment Services, Local Authority Social Services Departments, Lifelong Learning Partnerships, Businesses and the European Social Fund.
- Working with parents and family carers is crucial. They are an important part of any partnership and need to be kept informed and involved in the planning of the transition process for their son or daughter.

Cambridgeshire Learning & Skills Council

The Learning Co-ordinator, Disability at Cambridgeshire LSC explained her role in strategic planning in the area:

“The LSC worked with partners to form a sub-group of the Peterborough learning disability partnership board which also links to the Welfare to Work group bringing day services, the FE college and ACL college and supported employment services together. I see being active on these boards as important in developing good working relationships with partners in order to develop and influence a strategic approach at a local level.”

Valuing People questionnaires

Information from the questionnaires shows that several agencies, including post-16 education, are working together to create job opportunities for people with learning disabilities. Learning Disability Partnership Boards are doing this as part of their Modernisation of Day Services and Employment work. This includes the following agencies working together:

- Supported employment organisations
- Schools
- Connexions
- Jobcentre Plus
- Social Services
- Colleges and Adult & Community Education services
- Local Learning and Skills Council
- Workstep programme
- Employers

Coventry and Warwickshire Learning & Skills Council

At Coventry and Warwickshire Learning and Skills Council, the Equality and Diversity Co-ordinator chairs the employment sub-group of the partnership board. Connexions and Jobcentre Plus are on the sub-group, and Jobcentre Plus is on the Board too. A local FE college takes part in the employment group. This college has done a project of enhanced work-related/vocational skills, funded by the LSC, to improve access to employment. This was a partnership between FE, Social Services, the LSC and Jobcentre Plus. Three employers provided active support and offered work experience. As a result, the college developed a better awareness of employment related skills, and could offer realistic work experience. "Although this project was not set up directly as a result of the Learning Disability Partnership Board, it has been a partnership approach which we can build on. The commitment and enthusiasm of the employers was a valuable feature of the project."

Suggested Actions

- *Find out the views of people with learning disabilities on employment in your area.*
- *Find out how learners with learning disabilities on vocational training and courses in your area can progress to work and how they are supported to make the jump.*
- *Make sure that education and training providers keep a record of people's progress so that they are able to move on to new courses and to work.*
- *Make sure that any formal "education to employment" provision in your area links into existing networks and other organisations which you could work with to develop a local strategy to support people into work.*
- *Make sure that there are strong links between the partnership board sub-groups on employment, day service modernisation, transition, person-centred planning and education.*

SECTION 10

Funding

Under the Learning and Skills Act the Learning and Skills Council has a responsibility to fund providers to put on a range of educational provision to meet local needs. In a local area, this will include a range of full-time and part-time programmes for young people aged 16-19 and adults. In recent years, there has been an emphasis on literacy, numeracy and language to meet the government's priorities. People with learning disabilities should be able to access a broad range of programmes and not be restricted to these skills.

No learners aged 16-19 in post-16 education have to pay fees. Certain adult courses, e.g. basic skills, are also free for everyone. There can be charges for some adult courses, but people on income support (and some other benefits) do not have to pay fees.

Colleges have resources for additional learning support to help learners with learning disabilities. This funding can be used for any extra support they may need to achieve their learning goals, for example an interpreter, specialist software, or a support worker. A new policy statement on additional learning support funding was published in the spring of 2004.

School sixth forms (both special and mainstream) are funded by the LSC, with the funding for additional learning support being provided by the local education authority.

The arrangements for additional learning support funding in adult education and work-based training are different. Some programmes attract additional learning support funding but some do not. Many providers arrange support from within their regular budgets.

Traditionally, social services departments have contributed to the cost of education for adults with learning disabilities. This has ranged from the provision of transport to the funding of actual courses. This has usually been part of day services and often carried out in day centres. Gradually more people have been attending adult education centres and colleges, but often with the continued support of day service

workers or some support funded by social services. As day services change and less people are based in day centres, there will need to be very close co-operation and agreement between social services, education and health to clarify responsibilities for the funding of education and “care” so that people receive the support they need.

When people with learning disabilities attend college with a support worker, there has often been uncertainty as to who should pay for this. The Disability Discrimination Act Part 4 makes clear the duty of the education provider to ensure that appropriate support is in place while a learner is in college, but this does not necessarily mean the provider has to fund it. There may for example be an arrangement whereby the learner receives support from social services.

Local LSCs also have some resources they can use for local initiatives and priorities. This can be used for provision for people with learning disabilities.

It has been recognised that there needs to be a more consistent interpretation of LSC guidance on additional learning support funding, and there is now a national network of additional learning support champions within the LSC regions.

Valuing People Resources

Valuing People introduced a Learning Disability Development Fund (LDDF) of £42 million a year to support the required changes. Half this fund is revenue, for changes to services and in the community; the other half is for capital developments such as buildings. Both capital and revenue may only be used if they are part of pooled budgets between local authorities and health services such as primary care trusts (PCTs) under the Health Act 1999 flexibilities. The priorities for use of this funding have been set by the government. They do not specifically include education but do include person-centred planning, modernised day services, advocacy, and the needs of people from black and ethnic minority communities. There is therefore scope locally for partnership working. In addition to the development fund, £1.3 million a year from 2002-2005 is being invested in advocacy services, and £750,000 will be spent over three years on developing a national learning disability information centre and helpline in partnership with Mencap.

Joint funding

The pooling of resources can often make money go further and lead to better services. Separate regulations and ways of working often make partnership working very difficult.

Transport

There is no agency with a clear duty or responsibility to provide transport for adults with learning disabilities to attend post-16 education and training. Several agencies, however, have the power to do so. This situation leads to confusion and an uneven pattern across the country.

For most people with learning disabilities, clarity about how they will travel is a critical issue when making decisions about what they want to do. Transport can therefore be an important factor in determining whether or not somebody takes part in post-16 education and training at all or what college they go to or what course they follow.

The situation for young people is clearer. Local education authorities are responsible for transport for young people aged under 19 attending school who have a statement of special educational needs specifying that transport will be provided.

The Education Act 2002 provided further clarity by extending the responsibility to provide transport to all young people with learning disabilities (and other disabilities) aged 16-19 whether at school or at college, although in the latter case it will not be as clearly or specifically set out as on a statement. Each local education authority has to publish a transport policy statement every year in March. This policy statement must include what transport arrangements are available for students with disabilities. According to the accompanying circular (0508/2002), good practice suggests that wherever possible local education authorities and their partners should provide “transport support” for students who have been identified as disabled and needing transport until at least 21 and ideally up to 25. The circular stresses the importance of supporting people to be independent travellers. More information and copies of transport policies for each local authority are available at www.dfes.gov.uk/financialhelp/16-19transport.

Examples of good practice

Central London LSC

Working on three projects (funded through Local Initiative Funding) to support work of three learning disability partnership boards - these are concerned with communication of information about education and training opportunities to people with learning disabilities, producing a video on accessing mainstream college provision and establishing a "buddying" scheme to enable people with learning disabilities to access college.

Westminster Partnership Board

We have just secured funding from the local LSC for a pilot partnership across Westminster and Kensington and Chelsea which involves two local colleges, both day services and two supported employment services. The plan is to run a pathways into employment scheme for young people in transition with each partner undertaking some of the work along the pathway.

Newham College and Social Services

Newham social services had spent £100,000 a year providing adult education for adults with learning disabilities since 1992. As the day service modernisation changes took place, social services and the college worked closely together to plan new programmes, which would enable people who traditionally did courses at day centres to attend the college. College staff talked to students, carers and other services about the sort of model that would be most effective, how best they could identify what students wanted and then meet those needs. The following key points were identified:-

- Students wanted to follow a programme that "linked together and made sense" rather than a pick and mix of lots of different subjects.
- Not all students wanted the same things - some wanted to progress into work, some wanted to move into mainstream college provision while others wanted to develop their own personal skills and interests.
- Not all students were coming from the same starting point - they had different levels of skill and different aspirations.

- Students wanted their learning to be recognised in some way.
- Many students wanted to be able to access the social side of college - use the canteen and the student union etc. - so they wanted to be here for full days rather than for a range of separate 2-hour classes.

The staff team took these as their planning principles. They also drew on a large and well-established college curriculum and accreditation framework (Newcad) that had already proved an effective mechanism for delivering full time programmes for young adults with learning difficulties. This programme offers accreditation via the Open College Network from Entry Level 1 right through to Level 3 (A Level) is modular, and is very flexible.

From September 2004, all adult education provision for people with learning disabilities is at the college. The partnership working is ongoing.

Suggested Actions

- *Find out what the current funding arrangements are in your local area between social services and the LSC for people with learning disabilities.*
- *Make sure that there are opportunities in your area for staff from different agencies to learn about each other's types of funding and to consider how to use funding creatively for new opportunities.*
- *Ask the local LSC and post-16 education and training providers to explain how they use their budgets and what range of provision for people with learning disabilities it expects local providers to make.*
- *Encourage managers from local services to work together to draw up agreements so that it is clear who pays for what. Make sure that they think about ways of overcoming funding barriers and planning innovative joint provision which is based upon the aspirations and needs of individuals.*
- *Find out about your local education authority's transport policy statement and make sure that the next one is produced with input from all relevant agencies. Use this as a basis for extending the policy to include all adults with learning disabilities.*
- *Make sure that there is good information about course fees and additional learning support.*

APPENDIX 1

Summary of Suggested Actions

Section 1 - Things you need to know

- Find out who is leading the strategic area review (StAR) at the local LSC and ask how people with learning disabilities are involved in the stakeholder group and how they will be consulted.

Who will do this?	By when?	How will you know?

- Check that the partnership board and education and training providers are aware of the implications of the Disability Discrimination Act in relation to people with learning disabilities.

Who will do this?	By when?	How will you know?

Section 2 - Partnership working

- Identify a champion on the partnership board. This will be somebody who makes sure that education has a high profile and that there is an action plan. If this person is not part of a paid service they will need adequate support for the role.

Who will do this?	By when?	How will you know?

- Set up an education sub-group of the partnership board. This group will need to include the champion, people with learning disabilities, family carers, local LSC, providers and the people leading day service modernisation, employment, person-centred planning and transition.

Who will do this?	By when?	How will you know?

- The people on the group will need to take time to learn about each other's roles and responsibilities and then work out how they will make it easier for people in their organisations to work better together. It is a good idea to make sure that some of the people on the group are at senior levels so that they can help things to happen.

Who will do this?

By when?

How will you know?

- Post-16 providers and LSC representatives on partnership boards and sub-groups need to develop an effective way to feed information to the partnership board and back to others in the sector.

Who will do this?

By when?

How will you know?

- Make sure that the group has a shared vision of what it wants to achieve for people with learning disabilities in the area.

Who will do this?

By when?

How will you know?

Section 3 - Education and person-centred planning

- Young people in transition and people attending large day centres are priorities for person-centred planning. This means that people working in post-16 education and training need to be involved in local person-centred planning awareness training. Some people may also wish to train as facilitators. Check that the local person-centred planning framework describes how people working in post-16 education and training will know about person-centred planning.

Who will do this?

By when?

How will you know?

- Make sure that there are opportunities for joint training for staff from education and other agencies where they can:
 - ◆ share information about the different agencies and how they work
 - ◆ discuss their different roles in supporting person-centred planning and how they can develop more person-centred approaches.

Who will do this?

By when?

How will you know?

Section 4 - Listening to learners

- Make sure that local self-advocacy and citizen advocacy organisations are involved in the work around education and training. People with learning disabilities need to be on the education sub-group.

Who will do this?

By when?

How will you know?

- Work with local self-advocacy organisations who are able to support all people with learning disabilities to have a say about where and what they want to learn:
 - ◆ Encourage people to join student councils and other representative groups
 - ◆ Go out to groups of people in the community to find out about their experiences and what changes they would like to see

Who will do this?

By when?

How will you know?

Section 5 - Including people with high support needs

- Find out how well people with high support needs are included in current post-16 and education and training provision in your area.

Who will do this?

By when?

How will you know?

- Find out if education providers in your area include people with high support needs in skills for life provision.

Who will do this?

By when?

How will you know?

- Make sure that locally there are opportunities for education providers to work with other agencies when planning provision for people with high support needs.

Who will do this?

By when?

How will you know?

- Encourage education and training providers to be open to working in new and flexible ways, so that they can respond to individual support needs.

Who will do this?

By when?

How will you know?

- Make sure that there are enough opportunities for people working in post-16 education and training to learn how to support all people with learning disabilities.

Who will do this?

By when?

How will you know?

- Make it easier for people working across the agencies to come together to plan with people with high support needs and their families.

Who will do this?

By when?

How will you know?

Section 6- Including people from black and ethnic minority communities

- Find out how well people from ethnic minority communities are included by local post-16 education and training providers.

Who will do this?

By when?

How will you know?

- Make sure that the views of all of your local communities are included in the work of the education sub-group.

Who will do this?

By when?

How will you know?

- Find out if information about education and training is available in ways that can be shared with families and is really reaching people from different ethnic groups.

Who will do this?

By when?

How will you know?

- Find out if action is being taken by local colleges and LSC to develop programmes and courses which meet the needs of people with learning disabilities from minority ethnic communities.

Who will do this?

By when?

How will you know?

- Are courses sensitive to cultural differences when they plan their provision, for example, how certain cultural groups may have different notions of what 'independence' means?

Who will do this?

By when?

How will you know?

- Are ESOL courses (English for speakers of other languages) accessible for people with learning disabilities from minority ethnic communities?

Who will do this?

By when?

How will you know?

- Are local colleges, adult education and training providers making sure that their courses and programmes are culturally relevant to all communities?

Who will do this?

By when?

How will you know?

- Find out if transport is accessible and appropriate for all communities e.g. a taxi service that is gender specific.

Who will do this?

By when?

How will you know?

- Are minority ethnic students supported to overcome any racist incidents?

Who will do this?

By when?

How will you know?

Section 7 - Supporting young people into adulthood

- Work out how strong links can be forged between the partnership board sub-groups on transition, education, employment, day services and person-centred planning.

Who will do this?

By when?

How will you know?

- Check that the transition sub-group is planning with young people, family carers, the LSC, Connexions, children and adult social and health services and education and training providers, and that it links into the education sub-group.

Who will do this?

By when?

How will you know?

- Make sure that you know which young people want to work and how they can be supported to do so. Some young people want to go to work at 16.

Who will do this?

By when?

How will you know?

- Make a link with the local group which is preparing for the new 14-19 curriculum.

Who will do this?

By when?

How will you know?

- Develop a way of knowing whether things are changing for young people.

Who will do this?

By when?

How will you know?

Section 8 - Lifelong learning

- Find out whether education providers in your area offer a full range of opportunities for adults with learning disabilities.

Who will do this?

By when?

How will you know?

- Do educational providers in your area cover the full range of learners and use creative approaches when teaching literacy, numeracy and language?

Who will do this?

By when?

How will you know?

- Are there opportunities for education staff to meet together with staff from other agencies to discuss programmes for individual learners?

Who will do this?

By when?

How will you know?

- Is learner progress monitored and are opportunities for progression made available to learners?

Who will do this?

By when?

How will you know?

Section 9 - Moving into employment

- Find out the views of people with learning disabilities on employment in your area.

Who will do this?

By when?

How will you know?

- Find out how learners with learning disabilities on vocational training and courses in your area can progress to work and how they are supported to make the jump.

Who will do this?

By when?

How will you know?

- **Make sure that education and training providers keep a record of people’s progress so that they are able to move on to new courses and to work.**

Who will do this?

By when?

How will you know?

- **Make sure that any formal “education to employment” provision in your area links into existing networks and other organisations which you could work with to develop a local strategy to support people into work.**

Who will do this?

By when?

How will you know?

- **Make sure that there are strong links between the partnership board sub-groups on employment, day service modernisation, transition, person-centred planning and education.**

Who will do this?

By when?

How will you know?

Section 10 - Funding

- **Find out what the current funding arrangements are in your local area between social services and the LSC for people with learning disabilities.**

Who will do this?

By when?

How will you know?

- **Ask the local LSC and post-16 education and training providers to explain how they use their budgets and what range of provision for people with learning disabilities it expects local providers to make.**

Who will do this?

By when?

How will you know?

- Encourage managers from local services to work together to draw up agreements so that it is clear who pays for what. Make sure that they think about ways of overcoming funding barriers and planning innovative joint provision which is based upon the aspirations and needs of individuals.

Who will do this?

By when?

How will you know?

- Find out about your local education authority's transport policy statement and make sure that the next one is produced with input from all relevant agencies. Use this as a basis for extending the policy to include all adults with learning disabilities.

Who will do this?

By when?

How will you know?

- Make sure that there is good information about course fees and additional learning support.

Who will do this?

By when?

How will you know?

- Make sure that there are opportunities in your area for staff from different agencies to learn about each other's types of funding and to consider how to use funding creatively for new opportunities.

Who will do this?

By when?

How will you know?

APPENDIX 2

Regional Contacts for Valuing People Support Team and Learning and Skills Council

Valuing People Support Team Regional Advisors

North East

Tricia Nicoll
Valuing People Support Team
Quarry House
Room 4/W/10
Quarry Hill
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LS2 7UE
0113 254 6465

Learning and Skills Council Regional Directors

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0191 492 6351

Yorkshire and the Humber

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01274 444110

East Midlands

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0117 984 1833

Malcolm Gillespie
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Gloucester
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01452 450065

West Midlands

Alison Giraud-Saunders and
Martin Cattermole
Valuing People Support Team
6th Floor
Ladywood House
45/46 Stephenson Street
Birmingham
B2 4DH
0121 600 5328

David Cragg
LSC
Chaplin Court
80 Hurst Street
Birmingham
B5 4TG

0121 345 4544

North West

Martin Routledge
Valuing People Support Team
c/o NWTDT
The Globe
St. James Square
Accrington
BB5 0RE
01254 306858

John Korzeniewski
LSC
9th Floor
Arndale House
Arndale Centre
Manchester
M4 3AQ
0845 019 4142

For details of the 47 local LSC contacts see www.lsc.gov.uk/corporate

Some Useful Reading

NIACE Briefing Sheet 36

Valuing People: A New Strategy for Learning Disability for the 21st Century

A briefing paper for staff working in adult and further education

NIACE Briefing Sheet 37

Valuing People: Briefing paper for Learning Disability Partnership Boards

Briefing paper for Learning Disability Partnership Boards (LDPB's) on the role education could play in contributing to the aims addressed in Valuing People

Achievement in non-accredited learning for adults with learning difficulties

Report of the scoping study

Liz Maudslay & Christine Nightingale

ISBN 1 86201 211 3

May 2004, NIACE

New Rights to Learn

A tutor guide to teaching adults after the Disability Discrimination Act Part 4

July 2003, NIACE

Learning Journeys: learners' voices

Learners' views on progress and achievement in literacy and numeracy

Jane Ward with Judith Edwards 2002, LSDA

Making the Jump - Transition to work

A guide to supporting adult with learning difficulties make the jump from education to employment

Yola Jacobsen

ISBN 1 86201 143 5

October 2002, NIACE

Making the Jump - 'We can do a good job'

A pack for adults with learning difficulties who want to work

Yola Jacobsen

ISBN 1 86201 144 3

June 2002, NIACE

Our Right to Learn

A pack for people with learning difficulties and staff who work with them, based on the Charter for Learning

Edited by Yola Jacobsen

ISBN 1 86201 085 4

2000, NIACE

All things being equal?

A practical guide to widening participation for adults with learning difficulties in continuing education

Jeannie Sutcliffe & Yola Jacobsen

ISBN 1 86201 051 X

1998, NIACE

Training for change

A pack to support adults with learning difficulties to become trainers

Jeannie Sutcliffe in collaboration with CHANGE

ISBN 1 86201 052 8

1998, NIACE

Towards inclusion

Developing integrated education for adults with learning difficulties

Jeannie Sutcliffe

ISBN 1 87294 190 7

1997, NIACE

Enabling Learning

A student-centred approach to teaching adults with learning difficulties

Jeannie Sutcliffe

ISBN 1 87294 191 5

1996, NIACE

Adults with learning difficulties

Education for choice and empowerment

Jeannie Sutcliffe

ISBN 0 33509 609 3

1990, Open University Press

DfES Delivering Skills for Life publications. Details on web site:

www.dfes.gov.uk/readwriteplus/Publications

DfES Skills for Life publications

A Resource Pack for Staff Teaching Basic Skills to Adults with Learning Difficulties or Disabilities

ISBN 1 84185 574 X

Prolog reference: RPST

Living Our Lives - 10 readers written by learners for learners

ISBN 1 8415 567 7

Prolog reference: LOL

The Self Advocacy Action pack

ISBN 1 8415 565 0

Prolog reference: SAAP

Yesterday I Never Stopped Writing

ISBN 1 8415 566 9

Prolog reference: YNSW

Skills Explorer - CD ROM of practical literacy activities for BSL users at Entry Level

Prolog reference: SEBSL

Skills Explorer - CD ROM of practical literacy and numeracy activities for learners at Entry Level

Prolog reference: SEABS

Adult Pre-Entry Curriculum Framework for Literacy and Numeracy

Reference: A1212

Available from The Basic Skills Agency

Access for All - guidance on making the adult literacy and numeracy core curriculum accessible

Reference: A1211

Available from The Basic Skills Agency

Some Useful Organisations

Disability Rights Commission

www.drc-gb.org

Learning and Skills Development Agency

www.lsda.org.uk

MENCAP

www.mencap.org.uk

NIACE (National Institute of Adult and Continuing Education)

www.niace.org.uk

SKILL (National Bureau for Disabled Students)

www.skill.org.uk