

Specialist College Placements

Arrangements for Placements at Specialist Colleges: Learners with learning difficulties and/or disabilities for 2002/03

Summary

The *Learning and Skills Act 2000* places a duty on the Learning and Skills Council (the Council) to consider funding places for learners with learning difficulties and/or disabilities at specialist colleges (Section 13, *Learning and Skills Act 2000*). This circular outlines the criteria against which the Council will consider requests for placements and its procedures for doing so.

The procedures described in the circular will apply for all placements beginning on or after 1 Sept 2002.

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Executive Summary

Date: January 2002

Subject: Arrangements for placements at specialist colleges: learners with learning difficulties and/or disabilities for 2002/2003

Intended recipients: Principals of specialist colleges for learners with learning difficulties and/or disabilities, Chief Education Officers, Directors of Social Services, principals of colleges, Careers/Connexions Services Chief Executives

Status: For information

1 The *Learning and Skills Act 2000* (the Act) requires the Learning and Skills Council (the Council) in the discharge of its main duties to consider the needs of people with learning difficulties and/or disabilities. This carries forward the duties placed on the Further Education Funding Council (FEFC) under the *Further and Higher Education Act 1992* (F&HE Act).

2 In addition, the Act imposes on the Council duties and powers in respect of boarding accommodation. These apply to three groups of potential learners with learning difficulties and/or disabilities:

- a. those over compulsory school age but not yet 19;
- b. those learners aged 19 but not yet 25;
- c. those over 25.

3 This circular outlines the procedures and criteria by which the Council's legal duties and powers towards the funding of placements at specialist colleges for learners with learning difficulties and/or disabilities will be carried out in 2002/2003. It is envisaged that the arrangements for placements in 2003/2004 will be published in August 2002.

4 The document is set out as follows:

Part 1 provides an introduction to the Learning and Skills Council and the context of its responsibilities towards learners with learning difficulties and/or disabilities.

Part 2 details the arrangements for securing funding for a placement at a specialist college.

Part 3 provides the criteria for consideration of placements and the evidence required in the consideration of these.

Part 4 outlines other issues relating to the funding of placements at specialist colleges such as data requirements and extended provision.

Arrangements for Placements at Specialist Colleges: Learners with learning difficulties and/or disabilities

Introduction

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

Part 1 An Introduction to the Learning and Skills Council

2 The introduction of the *Learning and Skills Act 2000* (the Act) has brought about a new coherence to the provision of education and training for people aged over 16. It seeks to put in place arrangements to maximise participation.

3 The Council's intention towards learners with learning difficulties and/or disabilities is reaffirmed in its Corporate Plan to 2004 where it states that:

'we will support access to inclusive and specialist learning opportunities for disabled people and those with learning difficulties'.

4 The government's vision is of a coherent and transparent funding system that will:

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

5 The Act requires the Council in the discharge of its main duties to consider the needs of people with learning difficulties and/or disabilities. This carries forward the duties placed on the Further Education Funding Council (FEFC) under the *Further and Higher Education Act 1992* (F&HE Act).

6 In addition, the Act imposes on the Council duties and powers in respect of boarding accommodation¹. These apply to three groups of potential learners with learning difficulties and/or disabilities:

- a. those over compulsory school age but not yet 19

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

- b. those learners aged 19 but not yet 25

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

¹This will also be referred to throughout the circular as residential provision

c. those over 25

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

7 A person has a learning difficulty if:

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

8 The provisions of the Act which relate to the Council's duties towards learners with learning difficulties and/or disabilities are set out in full at annex A.

Context

9 The responsibilities of the Council sit within the context of a number of government initiatives designed to promote equality of opportunity for individuals and to achieve social inclusion.

10 The arrangements that the Council has in place are to benefit young people with learning difficulties and/or disabilities by clarifying procedures, widening choice and raising standards of achievement.

11 The Council is required annually to report to the secretary of state on the ways in which, in education and training, it has contributed towards equality of opportunity in the areas of disability, race and gender.

12 The *Disability Discrimination Act 1995* as amended, in particular requires colleges and other education providers not to discriminate against learners with disabilities or to treat them less favourably without justifiable cause.

13 The Disability Rights Commission will support those who consider that they have been discriminated against in any aspect of their lives because of a disability.

14 The Special Educational Needs (SEN) Code of Practice clarifies the process of supporting pupils in schools and gives guidance on the relationship between schools and the post-16 sector.

15 In carrying out its duties in regard of learners with learning difficulties and/or disabilities, the Council will also have regard to the government's White Paper 'Valuing People'.

16 The requirement placed on education and training providers by the Act will help realise the vision of the Tomlinson report *Inclusive Learning* on learners with learning difficulties and/or disabilities in further education. Published in 1996, it set out a concept of inclusive learning in further education where providers match their provision to the needs of the individual learner.

17 The introduction of the Council coincided with the creation of the Connexions service. This service will ensure that young people aged between 13 and 19 and up to 25, if they have a learning difficulty and/or disability, are given every encouragement to participate in education and training with appropriate levels of support. As the Connexions service is phased in across the country, it will have a primary role in supporting young people who are seeking a placement at a specialist college and in ensuring effective links with their local Learning and Skills Council.

18 In the process of considering requests for placements at specialist colleges, the local Learning and Skills Councils will continue to rely on the knowledge and opinions of those such as local education authorities (LEAs), the careers service or the Connexions service, who will have worked most closely with the young people. Local Learning and Skills Council staff will work directly with them in planning transition to post-16 provision for those learners with learning difficulties and/or disabilities.

19 The Connexions service/careers service will play an important role with the LEA in advising young people within the scope of this circular about suitable further education and training to meet their needs. Where a Connexions service is not operational, the careers service will continue to have responsibility for this function.

20 All Council-funded provision will be subject to regular inspection, against the criteria contained in the Common Inspection Framework. New arrangements for this will be the subject of future guidance from the Office for Standards in Education (OFSTED). The Council will provide training to specialist colleges on the preparation of self assessment reports.

Arrangements for Placements at Specialist Colleges

21 The over-riding imperative for the Council is to ensure that learners requiring placements at specialist colleges are able to obtain them.

22 These procedures are designed to ensure that all decisions are reached taking into account all relevant considerations and can be justified in the context of the Council's statutory duties. The procedures are designed to reflect the following principles:

- the need for arrangements which are simple, transparent and which deliver timely decisions
- the importance of the learner's choice and need for high quality provision offering appropriate learning and a supportive environment
- the need for national consistency within a local context
- the management and delivery of provision in a manner which represents value for money.

Residential provision

23 Where it can be demonstrated that learners meet the criteria for residential provision, (see Part 3 on criteria) the Council has duties and powers to consider funding the placement. Funding will be secured for a residential placement following a request on behalf of the learner by his/her local authority, careers service or the Connexions service (annexes B and C to this circular).

24 Procedures for residential placement requests are described in full in Part 2.

25 Where a learner wishes to attend a specialist college as a matter of choice, but does not meet the criteria for a residential placement, the Council will be willing to consider the costs of the day programme and the additional support identified through assessment under the funding matrix. This will allow an increased level of personal choice for learners. In these circumstances, the learner will be required to secure the cost of residential provision from another source. This may be from another agency such as social services or from other sources and benefits.

26 Entry requirements and the allocation of places in these circumstances will involve the college, local Connexions service/careers service and the young person and his/her parent/carer/advocate.

Day provision

27 The Council recognises the importance of funding day provision at specialist colleges for those learners for whom it is appropriate.

28 To secure funding for a day placement at a specialist college, it will be necessary to demonstrate that:

- the placement offers a high level of specialist support and/or equipment not available elsewhere
- the placement has been identified in assessments as the most appropriate setting for the learner.

29 Requests for day placements will be considered at the meetings called to consider all placements at specialist colleges.

New providers

30 If the learner wishes to attend a specialist college, which has not previously received funds from the Council, the college will first have to satisfy certain threshold criteria. These will ensure that providers are capable of delivering quality provision and are fit to receive public funds. The Council will shortly make these criteria available.

Further Education College links with Specialist Colleges

31 Some Further Education (FE) colleges offer provision on a part-time or full-time basis to learners who are funded by the Council to attend specialist colleges. In such cases, the specialist college is expected to pay an agreed fee to the FE college for the learner's educational programme. No funding, including funding for additional support, may be claimed by the FE college for such learners, as they are already funded by the Council at the specialist college.

32 Individual details of such learners should not be recorded on the FE college's statistical returns to the Council. An aggregate number, however, should be returned on the form for franchised-in provision which will be returned with individualised learner record (ILR) returns in 2002/03. This form is likely to be similar to form ISFRANIN of the individualised student record for 2001/02.

33 The Council would not expect FE colleges to charge a fee to the specialist college which exceeds the level of funding the college would have calculated for the learner had it included the learner within its ILR return to the Council.

34 Specialist colleges should inform FE colleges of any public funding for education being claimed for any learner for whom the sector college is making provision.

Part 2 Procedures for Securing Funding for a Placement

35 The Council recognises the importance, not least to individual learners, of beginning the planning process for a placement at a specialist college as early as possible in the context of transition from school.

36 The procedures will:

- recognise the key role of the LEA in its relationship with the young person. The LEA will have co-ordinated the support and provision of most learners and will be particularly well placed to identify appropriate future provision. For coherence and to bring about a smooth transition between school and post-16 provision, the Council's arrangements build on the information held by the LEA, and do not replicate it
- involve local Learning and Skills Council staff working closely with the LEA. To minimise the time taken to reach decisions and to reduce the administrative requirements, a local Learning and Skills Council placement officer will check that criteria for placements are met during meetings specifically arranged for this purpose with the LEA/careers/Connexions service.

37 The involvement of local Learning and Skills Council staff will contribute to a smoother transition process and help reduce anxieties for both learners and their parents/guardians.

38 Section 140 of the Act describes arrangements for statutory assessments. The Council must have regard to the report on any assessment carried out under section 140. Section 140 is set out in full at annex A.

Preparatory Arrangements

39 To ensure appropriate time is available to prepare a learner for transition, the process to identify a placement usually begins around a year before the start of the placement.

40 The placement officer from the local Learning and Skills Council will contact each referring agency with the purpose of establishing placement discussions for those learners, which it (the referring agency) has identified as requiring specialist provision.

41 The placement officer will convene meetings specifically for the purpose of considering placement requests. Liaison with careers services and Connexions services will be particularly important. The objective is to incorporate the placement process into existing regular multi-agency panel meetings or, as a basis for the establishment of such meetings where post -16 transition is discussed.

42 The placement officer will be able to advise LEA staff about the evidence necessary to demonstrate that its criteria for considering specialist placements are met.

43 Many of the criteria evidence checks will be carried out at the meeting and it will be possible for the placement officer to give an indication about whether or not the relevant criteria are met. Final, formal decisions about individual placements will be made by the Executive Director of the local Learning and Skills Council.

44 Where evidence that the criteria have been met is not available, the placement officer will advise on the further work necessary. Action planning can be agreed and future meetings arranged. The young person and other interested parties will be kept informed of the progress of the discussions.

45 Where the criteria are not met, and the decision is taken not to fund the placement, the placement officer will consult the Executive Director and confirm in writing,

within 15 working days of the meeting, to the young person, the LEA and the careers/Connexions service, the reasons for the Council's decision not to fund. This letter will also contain details of the options the young person may wish to consider and the levels of support available within those options. A copy of the documentation will be forwarded to the Council's national office.

46 Anyone whose request for a placement is turned down can ask for the decision to be reviewed. The initial review of the decision will be carried out by the Council's national office. If the Council's decision is that it is still not able to fund the placement, the individual concerned may appeal against this decision.

47 The Council will shortly publish guidance on its arrangements for independent appeals against decisions. This guidance will be available from placement officers.

48 The Council will generally aim to take decisions on all requests for places for August 2002 by 31 May 2002, where requests have been received by 31 March 2002. Requests for placements will however, continue to be considered throughout the year.

49 The Council is willing to consider approaches for funding contributions from social services where they are exercising their responsibilities towards young people in their care. The Council would need to be satisfied that there is an educational element to a social services placement and if this is identified, the Council will be willing to consider making a proportionate contribution to the placement. Social services should contact the appropriate referring agency to discuss individual circumstances.

50 Referring agencies are asked to seek the permission of the learner, for whom a placement request is being made, that a copy of the completed request may be sent to the specialist college at which the placement has been requested.

Part 3

The Criteria for Considering a Residential Placement

51 The Council has a responsibility to ensure that it is acting within its legal responsibilities when it funds specialist residential provision. It is therefore necessary for it to have in place national criteria against which each proposal is judged. The criteria will operate within the context of the procedures put in place to agree placements.

52 The criteria will focus on establishing whether residential provision is necessary:

- to enable the learner to access provision
- where he/she needs to learn within an extended curriculum that can only be delivered within a residential setting
- where there is a need for care and sometimes medical support as well as curriculum support.

53 Residential provision may take place at a specialist residential college or within the residential facilities of a local FE college.

54 In relation to its duty towards learners up to the age of 19, the Council's criteria are:

- that no day provision, which is sufficient in quantity and adequate in quality, is available. Boarding is necessary to secure provision for the individual (Criterion 1)
- that boarding provides an essential element of the learner's education and/or training needs, which cannot be provided in a non-residential setting (Criterion 2).

55 For young people aged 19-25, the Council will act in the context of its duty to provide reasonable facilities for this group of learners. However it will be mindful of the fact that people with learning difficulties and/or disabilities may start a programme of learning

later or take longer to complete it. For the purposes of agreeing a placement, young people would need to demonstrate that they meet either of the criteria at paragraph 54.

56 For people aged 25 and over, the criteria against which the Council will consider the exercise of its powers are:

- that no day provision, which is sufficient in quantity and adequate in quality, is available. Boarding is necessary to secure provision for the individual (Criterion 1)
- that boarding provides an essential element of the learner's education and/or training needs, which cannot be provided in a non-residential setting (Criterion 2)
- that the proposal for the placement comes as the result of appropriate assessment and guidance (Criterion 3)
- that the cost of the placement is reflected in the likely benefits to the learner (Criterion 4).

57 The additional criteria for learners over 25 will not apply to learners whose programme began before they reached 25 and who are in the process of completing their placement.

58 In all cases the Council will need to be satisfied that:

- there is evidence that the proposed placement will meet the assessed needs of the young person
- the residential setting meets the relevant care and educational standards
- the learner is following a programme eligible for Council funding
- the placement does not represent a disproportionate use of public funds.

Evidence

59 The Council will need to be satisfied on the basis of available evidence that its criteria are met.

For Criterion 1

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

60 Evidence of the consideration given to day provision should be produced. The basis on which it was considered not to be appropriate should be made clear.

61 Sources of this evidence are likely to include careers/Connexions service reports, statement review meetings, transition planning meetings, and school reports. Assessments conducted under the requirement of section 140 of the Act will also provide key information. The Council would expect to see evidence that the decision to propose a placement was taken in full and updated knowledge of other available opportunities.

62 The local providers, the local careers service and/or the local Connexions service in order to ensure factual accuracy, should confirm reference made in any evidence about facilities at local providers.

63 Unlike requirements under the F&HE Act, **a learner need not be turned down for a place at a sector college before a placement at a specialist college, either day or residential, can be considered.** This requirement no longer applies and the new post-16 assessments introduced under section 140 of the Act will provide a clear indication of the appropriateness of a residence request.

For Criterion 2

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

64 The Council would normally expect to see the evidence for the need for a residential component to fall into one of the following three categories:

Category 1 – medical

65 A learner may:

- have need of continuous, on-going and on-the-spot medical support and/or supervision to enable full access to an educational programme
- require periods of rest or physiotherapy to enable them to meet the demands of the programme
- already be in a specialist placement or have a deteriorating condition, which requires a future placement to be residential.

66 It may be that because of geographical location, local facilities do not have the specialist equipment or support necessary.

67 Medical evidence would need to be available to demonstrate that such support was essential rather than simply helpful and that day care arrangements were either non-existent or inconsistent with the pursuit of an educational programme for the individual learner.

68 Evidence of the steps taken to meet the learner's medical needs in a school setting would provide an appropriate benchmark.

Category 2 – educational

69 Appropriate assessments will be available to demonstrate the match between the needs and aspirations of the learner and the placement.

70 The evidence must show that:

- a. these needs and aspirations can be met only in a residential setting; and
- b. day provision does not meet those needs.

71 The evidence must show how the placement will underpin educational progress, rather than simply being a suitable activity for the young person.

72 Evidence in this category may include:

- the programme of study identified for the learner addresses his/her needs in a way that can be found only in a residential setting
- the learner requires an intensive period in an environment where the majority of learners have the same disability
- the need for the development of essential skills such as communication, daily living, mobility and self-care.

Category 3 – social

73 The learner may wish to follow a programme where the main aim is to develop personal and social skills. This must, as in all other cases, be a programme that the Council recognises as appropriate for it to fund.

74 This category may also include the following:

- that the learner's behavioural difficulties will be such that regular attendance at a non-residential placement might be in doubt
- that one of the main educational needs identified will be to develop away from the home and family.

75 Detailed assessment reports from, for example, the careers service, the Connexions service, social services, education welfare, probation or psychological services would indicate the presence of the above features.

For Criterion 3 (for learners over 25)

There should be evidence that the proposal for the placement comes as a result of appropriate assessment and guidance.

76 The Council would expect that in reaching a decision to seek a placement, the learner has had the opportunity for careers advice and guidance which has explored the options available. For a young adult, issues concerning accommodation, employment and financial considerations will all need to be taken into account in planning for the future.

77 Some learners may have acquired a learning difficulty and/or disability in their teens or adult life, while others may have experienced difficulties with learning for some time but only recently had a diagnosis of the nature of the difficulty.

78 Reports on the provision which has been accessed to date and the rationale for the decision to seek a placement at a specialist college should be provided to the Council by agencies such as the careers service, the Connexions service, employment advisers and social services as appropriate.

79 Information should be provided as to how the match of support at the specialist college identified is able to meet the needs of the individual in an age appropriate way.

For Criterion 4 (for learners over 25)

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

80 In exercising its power to fund placements at specialist colleges for those over 25, the Council would want to be certain that those placements formed part of a plan to which the outcomes of the proposed learning programmes make a contribution.

81 There should be clear identification of the anticipated outcomes of the learning programme and the likelihood of these being achieved by the learner in the context of the proposed placement.

82 There should be evidence of the likely impact of the programme on the learner's prospects for employment.

Part 4

Destination and Achievement Data

83 The provision for learners with learning difficulties and/or disabilities is clearly an important part of the Council's arrangement for promoting equality of opportunity.

84 The Council has a duty under the Act to produce a report each year to the secretary of state on the arrangements it has made to comply with its general duty to promote equality of opportunity, including equality of opportunity between persons who are disabled and persons who are not. The report must also include an assessment of how effective the arrangements were in promoting equality of opportunity.

85 The arrangements described in this circular have been enhanced to incorporate the collection and analysis of data on learner achievements and destinations. Specialist colleges are asked to complete the form at annex D to this circular, when a Council-funded learner leaves the college or completes a course or period of Council funding. The form should be completed and returned to the relevant local Learning and Skills Council.

86 Any queries regarding the completion of this form should be directed to the Equality and Diversity Division of the Quality and Standards Directorate at the Council's national office.

87 Where a learner completes their programme, there is no requirement to complete a **final** review form. Instead, colleges are asked to complete the destination data form.

First Term and End of Year Reviews

88 Since 2000/01 specialist colleges have been required to reaffirm a learner's learning

programme and matrix cell selection in the end of first term review report. This allows colleges to identify those learners who require a different level of support or programme. Where a change in the level of support is identified, colleges are required to forward a brief rationale, with the review report, in support of their request and their local Learning and Skills Council will confirm that:

- the new matrix cell selection will allow the learner to receive the most appropriate level of support and that the learner's needs can be met at this level
- the college is able to meet the learner's needs and provide the support indicated.

89 The college will also be able to review the support provided for a learner at the end of the first year and this will be considered as detailed above.

Length of Programmes

90 The Council would usually expect to fund a placement for a maximum of three years. Funding will normally be for between two and three years, depending upon the type of course provided.

91 Specialist colleges are required to submit annual reports on the learner's progress against their learning programme.

92 The Council does not expect to receive many requests for funding for programmes longer than three years. It is aware, however, of the need for arrangements to reflect individual patterns of learning and will consider, in exceptional circumstances, requests for further funding on an individual basis.

Funding

93 For all placements beginning at specialist colleges in August 2002, the fees matrix arrangements will apply. The fees matrix is set

out at annex E to this document. The new rates for the matrix for 2002/03 are still the subject of review.

94 The Council's funding reflects the comparable costs of support for a course or programme of study of 38 weeks a year. The funding levels are gross and any third party contributions will be deducted from this in accordance with the General Conditions of Purchase (the contract). Contributions made by third parties towards the 14 weeks over and above the Council's funding period will not be deducted. Referring agencies should ensure that the request for a placement clearly denotes the period to which any third party contribution refers.

95 In exceptional circumstances where the cost of a placement can be evidenced to be in excess of the funding provided by the Council and is above matrix column (H), the Council is prepared exceptionally to consider funding on an individual basis. The matrix of learning difficulties and/or disabilities and associated support is given at annex F.

96 Colleges who believe they have learners whose support needs are exceptional and beyond matrix column (H) should approach the appropriate local Learning and Skills Council to discuss individual cases **prior to offering a place to the learner**. Each case will be reviewed on an individual basis, taking account of the rationale for the funding provided by the college and the learner's best interests.

Extended Provision at Specialist Colleges

97 Some learners currently undertaking courses may wish to extend their placements beyond the duration originally agreed by the Council.

98 The Council would only expect to receive a request to extend the originally agreed placement:

- for learners currently funded by the Council for a period shorter than that originally requested, or
- in very exceptional cases when a learner may require a further period to complete a course of study. For example, as a result of illness the learner may need to have a longer period to complete his/her course
- where the learner has completed his/her original course of study and wishes to progress to another programme of study.

99 It is expected that extension requests will be forwarded to the Council as early as possible before the start of the course extension. In particular, the extension form (annex G) should show that the learner has been able to consider a range of options and that local colleges have been considered to see whether provision is adequate to meet the needs of the learner.

100 Only in exceptional circumstances (for example, prolonged or unexpected illness) would the Council consider an extension request where a final year of funding had previously been specified. Colleges in doubt should contact their local Learning and Skills Council.

101 For learners currently funded by the Council for a period shorter than that originally sought, the local Learning and Skills Council and LEA should be sent a review report by the college detailing the learner's educational progress and with a justification for extended funding. This should be received at the local Learning and Skills Council by the end of the penultimate term funded by the Council. If information in the review report is not adequate to enable the Council to make a decision using its criteria, an extension form (annex G) may be requested.

102 In very exceptional cases a learner may require a further period to complete a course of study, for example, where a learner has been ill. To make a decision the Council will require:

- a summary of the progress made by the learner
- an assessment of the learner's achievements against the original objectives
- a detailed explanation of why the learner requires extended provision, indicating, amongst other things, the new objectives to be achieved and why the proposed provision remains in the learner's best interests
- evidence that provision local to the learner's home has been considered.

Progression strategies

103 The Council is concerned that specialist colleges make early contact with appropriate agencies to ensure that learners remain supported in their programmes once Council funding has concluded.

A handwritten signature in black ink, appearing to read 'John Harwood', with a stylized, cursive script.

John Harwood, Chief Executive

Annex A: Legal Responsibilities²

Section 2

1 The Council must secure the provision of proper facilities for:

- a. Education (other than higher education) suitable to the requirements of persons who are above compulsory school age but have not attained the age of 19;
- b. Training suitable to the requirements of such persons;
- c. Organised leisure time occupation connected with such education; and
- d. Organised leisure time occupation connected with such training.

2 Facilities are proper if they are:

- a. Of a quantity sufficient to meet the reasonable needs of individuals; and
- b. Of a quality adequate to meet those needs.

3 In performing the duty imposed upon it by subsection (1) the Council must:

- a. Take account of the places where facilities are provided, the character of facilities and the way they are equipped;
- b. Take account of the different abilities and aptitudes of different persons;
- c. Take account of the education and training required in different sectors of employment for employees and potential employees;
- d. Take account of facilities whose provision the Council thinks might reasonably be secured by other persons;

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

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

5 For the purposes of this section:

- a. Education includes both full-time and part-time education;
- b. Training includes both full-time and part-time training;
- c. Training includes vocational, social, physical and recreational training;
- d. Higher education is education provided by means of a course of any description mentioned in Schedule 6 to the *Education Reform Act 1988*.

Section 3

1 The Council must secure the provision of reasonable facilities for:

- a. Education (other than higher education) suitable to the requirements of persons who have attained the age of 19;
- b. Training suitable to the requirements of such persons;
- c. Organised leisure time occupation connected with such education; and
- d. Organised leisure time occupation connected with such training.

2 Facilities are reasonable if (taking account of the Council's resources) the facilities are of

²Source: *The Learning Skills Act 2000*

such a quantity and quality that the Council can reasonably be expected to secure their provision.

3 In performing the duty imposed upon it by subsection (1) the Council must:

- a. Take account of the places where facilities are provided, the character of facilities and the way they are equipped;
- b. Take account of the different abilities and aptitudes of different persons;
- c. Take account of the education and training required in different sectors of employment for employees and potential employees;
- d. Take account of facilities whose provision the Council thinks might reasonably be secured by other persons;
- e. Make the best use of the Council's resources and in particular avoid provision which might give rise to disproportionate expenditure.

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

5 For the purposes of this section:

- a. Education includes both full-time and part-time education;
- b. Training includes both full-time and part-time training;
- c. Training includes vocational, social, physical and recreational training;
- d. Higher education is education provided by means of a course of any description mentioned in schedule 6 to the *Education Reform Act 1988*.

6 References in this Part to post-16 education are to:

- a. Education falling within section 2 (1)(a) or subsection (1)(a) above; and

- b. Organised leisure time occupation connected with such education.

7 References in this part to post-16 training are to:

- a. Training falling within section 2 (1)(b) or subsection (1)(b) above; and
- b. Organised leisure time occupation connected with such training.

Section 13

1 In discharging its functions under sections 2, 3, 5 (1)(a) to (d) (g) and 8 the Council must have regard:

- a. To the needs of persons with learning difficulties; and
- b. In particular, to any report of an assessment conducted under section 140.

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

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

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

- 5 A person has a learning difficulty if:
- a. He has a significantly greater difficulty in learning than the majority of persons of his age; or
 - b. He has a disability which either prevents or hinders him from making use of facilities of a kind generally provided by institutions providing post-16 education or training.
- 6 But a person is not to be taken to have a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which has at any time been spoken in his home.

Section 140

Subsection (2) applies if:

- a. A local education authority maintains a statement of special educational needs for a person under section 324 of the *Education Act 1996*; and
 - b. The secretary of state believes that the person will leave school at the end of his last year of compulsory schooling to receive post-16 education or training (within the meaning of Part 1 of this Act) or higher education (within the meaning of the *Education Reform Act 1988*).
- 2 The secretary of state must arrange for an assessment of the person to be conducted at some time during the person's last year of compulsory schooling.
- 3 The secretary of state may at any time arrange for an assessment to be conducted of a person:
- a. Who is in his last year of compulsory schooling or who is over compulsory school age but has not attained the age of 25;
 - b. Who appears to the secretary of state to have a learning difficulty (within the meaning of section 13); and

- c. Who is receiving, or in the secretary of state's opinion is likely to receive, post-16 education or training (within the meaning of Part 1 of this Act) or higher education (within the meaning of the *Education Reform Act 1988*).

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

- a. His educational and training needs; and
- b. The provision required to meet them.

5 A local education authority must send a copy of a statement maintained by it under section 324 of the *Education Act 1996* to the secretary of state on his request.

6 In its application to Wales this section shall have effect with the following modifications (in addition to those specified in section 137):

- a. The reference to Part I of this Act shall be construed as a reference to Part II; and
- b. The reference to section 13 shall be construed as a reference to section 41.

Annex B: Requests for Residential Provision for New Learners with Learning Difficulties and/or Disabilities (under 25) in 2002/03

101 Lockhurst Lane
Foleshill, Coventry
CV6 5SF
T 024 7670 3241
F 024 7670 3334

www.lsc.gov.uk
info@lsc.gov.uk

(Reference Circular 02/01)

Confidential

For completion by the Council placement officer following discussions with other agencies and relevant parties

Please read Circular 02/01 and complete a form for each learner for whom the request is made. The completed document should be forwarded to the executive director of the local LSC office for endorsement of decision.



Learning+Skills Council

Name of learner (<i>please print</i>)	Date of birth	/	/
Address			

Section A: Decision criteria

LSC Criterion 1

- That no day provision which is sufficient in quantity and adequate in quality is available. Boarding is necessary to secure provision for the individual.

Information in support of request: ensure evidence of documentation provided is indicated on the boarding request record sheet (this should include consideration of other options and pre-entry assessment)

Criterion met Yes No

LSC Criterion 2

- That boarding provides an essential element of the learner's education and/or training needs, which cannot be provided in a non-residential setting.

Evidence provided

Criterion met Yes No

Factors: consider evidence that:

- the proposed placement meets the assessed needs of the learner
- the residential setting meets the relevant care and educational standards
- the learner is following a programme eligible for Council funding
- the provider has approved provider status with national LSC
- the placement does not represent a disproportionate use of public funds

Section B: Placement details

Proposed provider

- Has a place been offered? Yes No
- What is the programme start date?
- What is the programme end date?
- What is the duration of the residence? (weeks per year)

Confirm provider status with central team in regard to the following areas:

- Is the provider in receipt of Council funds?
- Satisfactory inspection report or satisfactory pre-placement visit? (Ofsted, LSC, Care Standards, RTU, other)
- Compliance with LSC contract?
- Satisfactory financial returns?
- Satisfactory policies and procedures for protection of learners?
- Satisfactory access, suitability of buildings and residential facilities?
- Satisfactory status at national review?

Does the provider satisfy the criteria for placing learners? Yes No

Section C: Programme details

Please give details of the individual's learning programme including the programme title where relevant

Will the learner's educational programme be provided solely at the institution?

Yes No

If all or part at another institution, which one?

What course or programme will the learner be following?

Provision eligible?

Yes No

Comments

Section D: Agency support for placement and endorsement of rationale

Local LSC office

Local authority

Social services

Health authority

Connexions

Other (*please state*)

Comments

Section E: Funding arrangements

Indicate the agreed matrix support selection _____

Indicate possible joint funding arrangements _____

Local authority Social services Health authority

Other (*please state*)

These arrangements will be followed up and co-ordinated by the central team

Section F: Review

Proposed month for review

First review to be forwarded by (month)

All agencies should ensure they are available for this meeting, which will be co-ordinated by the local LSC office near to the date.

Signature	Date / /
Name (<i>please print</i>)	
Position	Local LSC office
Authorised by	Date / /

This document should be shared with all parties present at the meeting as a record of the decision taken by the local LSC officer

Annex C: Requests for Placement for New Learners with Learning Difficulties and/or Disabilities (over 25) in 2002/03

101 Lockhurst Lane
Foleshill, Coventry
CV6 5SF
T 024 7670 3241
F 024 7670 3334

www.lsc.gov.uk
info@lsc.gov.uk

(Reference Circular 02/01)

Confidential

For completion by the Council placement officer following discussions with other agencies and relevant parties

Please read Circular 02/01 and complete a form for each learner for whom the request is made. The completed document should be forwarded to the executive director of the local LSC office for endorsement of decision.



Learning+Skills Council

Name of learner (<i>please print</i>)	Date of birth	/	/
Address			

Section A: Decision criteria

LSC Criterion 1

- That no day provision which is sufficient in quantity and adequate in quality is available. Boarding is necessary to secure provision for the individual.

Information in support of request: ensure evidence of documentation provided is indicated on the boarding request record sheet (this should include consideration of other options and pre-entry assessment)

Criterion met Yes No

LSC Criterion 2

- That boarding provides an essential element of the learner's education and/or training needs, which cannot be provided in a non-residential setting.

Evidence provided

Criterion met Yes No

LSC Criterion 3

- That the proposal for the placement comes as the result of appropriate assessment and guidance

Evidence provided

Criterion met Yes No

LSC Criterion 4

- that the cost of the placement is reflected in the likely benefits to the learner/trainee

Evidence provided

Criterion met Yes No

Factors: consider evidence that:

- the proposed placement meets the assessed needs of the learner
- the residential setting meets the relevant care and educational standards
- the learner is following a programme eligible for Council funding
- the placement does not represent a disproportionate use of public funds

Section B: Placement details

Proposed provider

Has a place been offered? Yes No

What is the programme start date?

What is the programme end date?

What is the duration of the residence? (weeks per year)

Confirm provider status with central team in regard to the following areas:

- Is the provider in receipt of Council funds?
- Satisfactory inspection report or satisfactory pre-placement visit?
- Compliance with LSC contract?
- Satisfactory financial returns?
- Satisfactory policies and procedures for protection of learners?
- Satisfactory access, suitability of buildings and residential facilities?
- Satisfactory status at national review?

Does the provider satisfy the criteria for placing learners? Yes No

Section C: Programme details

Please give details of the individual's learning programme including the programme title where relevant

Will the learner's educational programme be provided solely at the institution? Yes No

If all or part at another institution, which one?

What course or programme will the learner be following?

Provision eligible? Yes No

Comments

Section D: Agency support for placement and endorsement of rationale

LLSC Local authority Social services
Health authority Connexions Other (*please state*)

Comments

Section E: Funding arrangements

Indicate the agreed matrix support selection

Indicate possible joint funding arrangements

Local authority Social services Health authority
Other (*please state*)

These arrangements will be followed up and co-ordinated by the central team

Section F: Review

Proposed month for review

First review to be forwarded by (month)

All agencies should ensure they are available for this meeting, which will be co-ordinated by the local LSC office near to the date

Signature	Date / /
Name (<i>please print</i>)	
Position	Local LSC office
Authorised by	Date / /

This document should be shared with all parties present at the meeting as a record of the decision taken by the local LSC officer

Annex D: Record of Learner Achievement and Destination

101 Lockhurst Lane
Foleshill, Coventry
CV6 5SF
T 024 7670 3241
F 024 7670 3334

www.lsc.gov.uk
info@lsc.gov.uk

(Reference Circular 02/01)

Confidential

For completion by the specialist college.

This form should be returned to the relevant local Learning and Skills Council within six weeks of the learner's leaving date.



Learning+Skills Council

College details

Name of college

Learner details

Name of learner *(please print)*

Date of birth

/ /

Course or programme

Course or programme title and description

Pre-entry/course objectives and learning goals

Start date

/ /

End date

/ /

Did the learner complete the course?

Yes No

If no please state why

If partly completed please give details

Qualifications

Did the learner undertake a course leading to external accreditation/qualification?

Yes No

If yes, please indicate which

Please outline the learner's qualifications. Please indicate only those that are achieved in full. If results have yet to be received, please indicate and forward to the local LSC office as soon as possible

Achievements other than full qualifications

Did the learner achieve the individual learning objectives established for and with him/her?

Yes No

Outline the extent to which the learner's individual learning goals have been achieved

Final Review

Date of final review

/ /

Destination

Has the learner had access to independent careers advice?

Yes No

If yes, was this the learner's home careers service
or the college's local careers service?

Give details of learner's destination on
completing the course: another course
(please state which)

FE sector college *(please state which)*

Specialist college *(please state which)*

HE institution *(please state which)*

Employment *(please state which)*

Day care

Long-term residential placement

Learner returning home

Other *(please give details)*

Signature (Principal/owner/proprietor)

Date / /

Please return this form, within six weeks of the learner's leave date, to the executive director of local LSC office. Local LSC office addresses are at annex H of the circular

Annex E: Support Bands – Rates for 2001/02

Tuition		
Independence training		
Personal care support		
Therapy and/or counselling		
Equipment		
1 <ul style="list-style-type: none"> Moderate learning difficulties Sensory impaired Emotional and/or behavioural difficulties 	<ul style="list-style-type: none"> Specific learning difficulties Partially disabled but ambulant Medical condition – little supervision 	Day Residential
2 <ul style="list-style-type: none"> Moderate learning difficulty – compounded by one other difficulty Physically disabled – mobility difficulties Aspergers syndrome Speech and language disorders 	<ul style="list-style-type: none"> Sensory impaired – compounded by one other difficulty Mild autism Emotional and/or behavioural and/or mental ill health Medical condition – some supervision 	Day Residential
3 <ul style="list-style-type: none"> Severe learning difficulty Physically disabled – affecting upper body and mobility, manual wheelchair user Aspergers syndrome with moderate learning difficulties Complex speech and/or language disorders 	<ul style="list-style-type: none"> Sensory impaired with moderate learning difficulty Autism Moderate emotional and/or behavioural difficulties Medical condition – requiring input 	Day Residential
4 <ul style="list-style-type: none"> Severe learning difficulty with challenging behaviour Sensory impaired with severe learning difficulty Aspergers syndrome with disturbed behaviour Vulnerable through child abuse and/or mental illness 	<ul style="list-style-type: none"> Severe learning difficulty with communication difficulty Physically disabled (as 3) compounded by moderate learning difficulty and/or communication difficulty, manual wheelchair user Debilitating medical condition 	Day Residential
5 <ul style="list-style-type: none"> Severe learning difficulty and partial disability and behavioural difficulties Sensory impairment with severe learning and/or behavioural difficulty Severe emotional and behavioural difficulties Uncontrolled medical condition 	<ul style="list-style-type: none"> Autism with behavioural difficulties Vulnerable and disturbed due to child abuse and/or mental illness Multiple disabilities, electric wheelchair user 	Day Residential
6 <ul style="list-style-type: none"> Severe learning difficulty compounded by other complex difficulties Vulnerable, disturbed and volatile as a result of child abuse and/or mental illness Permanently disabled with significant memory loss 	<ul style="list-style-type: none"> Deaf/blind Physically disabled – no independent movement or speech, electric wheelchair user Uncontrolled life threatening medical condition 	Day Residential

Band A	Band B	Band C	Band D
<ul style="list-style-type: none"> access to specialist teaching support some curriculum support support with basic skills work experience support 	<ul style="list-style-type: none"> specialist teaching support for one hour a week curriculum support (1:7) 	<ul style="list-style-type: none"> specialist teaching support for three hours a week curriculum support (1:5) 	<ul style="list-style-type: none"> specialist teaching support for three hours a week curriculum support (1:4)
<ul style="list-style-type: none"> encouragement in independence 	<ul style="list-style-type: none"> supervision in independence skills 	<ul style="list-style-type: none"> regular independence training 	<ul style="list-style-type: none"> structured independence training
<ul style="list-style-type: none"> access to medical care minimum care supervision 	<ul style="list-style-type: none"> some supervision in personal and/or medical care 	<ul style="list-style-type: none"> some help with personal care 	<ul style="list-style-type: none"> regular help with personal care
<ul style="list-style-type: none"> occasional access to counselling and/or therapy 	<ul style="list-style-type: none"> access to counselling and/or therapy 	<ul style="list-style-type: none"> weekly therapy regular counselling support 	<ul style="list-style-type: none"> weekly therapy immediate access to counselling support
	<ul style="list-style-type: none"> some equipment needs 	<ul style="list-style-type: none"> standard equipment requires modifications 	<ul style="list-style-type: none"> standard equipment requires modifications
£3,690 £11,378	£5,740 £13,428	£8,610 £17,015	£10,455 £20,090
£3,793 £11,480	£5,894 £13,581	£8,815 £17,220	£10,660 £20,295
£3,895 £11,583	£5,996 £13,684	£8,918 £17,323	£10,763 £20,398
£3,998 £11,685	£6,099 £13,786	£9,020 £17,425	£10,865 £20,500
£4,100 £11,788	£6,201 £13,889	£9,123 £17,528	£10,968 £20,603
£4,203 £11,890	£6,304 £13,991	£9,225 £17,630	£11,070 £20,705

Tuition	
Independence training	
Personal care support	
Therapy and/or counselling	
Equipment	
1 <ul style="list-style-type: none"> • Moderate learning difficulties • Sensory impaired • Emotional and/or behavioural difficulties 	<ul style="list-style-type: none"> • Specific learning difficulties • Partially disabled but ambulant • Medical condition – little supervision
2 <ul style="list-style-type: none"> • Moderate learning difficulty – compounded by one other difficulty • Physically disabled – mobility difficulties • Aspergers syndrome • Speech and language disorders 	<ul style="list-style-type: none"> • Sensory impaired – compounded by one other difficulty • Mild autism • Emotional and/or behavioural and/or mental ill health • Medical condition – some supervision
3 <ul style="list-style-type: none"> • Severe learning difficulty • Physically disabled – affecting upper body and mobility, manual wheelchair user • Aspergers syndrome with moderate learning difficulties • Complex speech and/or language disorders 	<ul style="list-style-type: none"> • Sensory impaired with moderate learning difficulty • Autism • Moderate emotional and/or behavioural difficulties • Medical condition – requiring input
4 <ul style="list-style-type: none"> • Severe learning difficulty with challenging behaviour • Sensory impaired with severe learning difficulty • Aspergers syndrome with disturbed behaviour • Vulnerable through child abuse and/or mental illness 	<ul style="list-style-type: none"> • Severe learning difficulty with communication difficulty • Physically disabled (as 3) compounded by moderate learning difficulty and/or communication difficulty, manual wheelchair user • Debilitating medical condition
5 <ul style="list-style-type: none"> • Severe learning difficulty and partial disability and behavioural difficulties • Sensory impairment with severe learning and/or behavioural difficulty • Severe emotional and behavioural difficulties • Uncontrolled medical condition 	<ul style="list-style-type: none"> • Autism with behavioural difficulties • Vulnerable and disturbed due to child abuse and/or mental illness • Multiple disabilities, electric wheelchair user
6 <ul style="list-style-type: none"> • Severe learning difficulty compounded by other complex difficulties • Vulnerable, disturbed and volatile as a result of child abuse and/or mental illness • Permanently disabled with significant memory loss 	<ul style="list-style-type: none"> • Deaf/blind • Physically disabled – no independent movement or speech, electric wheelchair user • Uncontrolled life threatening medical condition

Band E	Band F	Band G	Band H
<ul style="list-style-type: none"> specialist teaching support for greater than three hours a week curriculum support (1:3) 	<ul style="list-style-type: none"> specialist teaching support for greater than three hours a week curriculum support (1:2) 	<ul style="list-style-type: none"> curriculum support (1:1) in most areas 	<ul style="list-style-type: none"> curriculum support (1:1) at all times
<ul style="list-style-type: none"> high level of support for independence training (up to two hours a day) 	<ul style="list-style-type: none"> high level of support for independence training (more than two hours a day) 	<ul style="list-style-type: none"> personal facilitation for independence 	<ul style="list-style-type: none"> one or more staff to facilitate independence
<ul style="list-style-type: none"> daily support with personal care (up to one hour) daily medical support 	<ul style="list-style-type: none"> daily support with personal care (more than one hour) daily access to nursing staff 	<ul style="list-style-type: none"> 1:1 care to meet personal needs 	<ul style="list-style-type: none"> more than one staff member for care needs 24-hour specialist support specialist medical staff and/or equipment continual intervention to ensure learner safety
<ul style="list-style-type: none"> therapy twice a week immediate intervention for emotional and/or behavioural support 	<ul style="list-style-type: none"> therapy more than twice a week structured and immediate emotional and/or behavioural support 	<ul style="list-style-type: none"> daily programme of therapy daily programme of emotional and/or behavioural support 	<ul style="list-style-type: none"> constant support for emotional and/or behavioural difficulties individual counselling and/or psychiatric support
<ul style="list-style-type: none"> equipment requires significant adaptations 	<ul style="list-style-type: none"> equipment requires significant adaptations 	<ul style="list-style-type: none"> dedicated but standard equipment care equipment 	<ul style="list-style-type: none"> dedicated personal equipment
<p>£14,145</p> <p>£23,883</p>	<p>£17,835</p> <p>£28,188</p>	<p>£26,138</p> <p>£37,208</p>	<p>£35,875</p> <p>£51,250</p>
<p>£14,401</p> <p>£24,139</p>	<p>£18,091</p> <p>£28,444</p>	<p>£26,445</p> <p>£37,515</p>	<p>£36,234</p> <p>£51,609</p>
<p>£14,504</p> <p>£24,241</p>	<p>£18,194</p> <p>£28,546</p>	<p>£26,548</p> <p>£37,618</p>	<p>£36,388</p> <p>£51,763</p>
<p>£14,606</p> <p>£24,344</p>	<p>£18,296</p> <p>£28,649</p>	<p>£26,650</p> <p>£37,720</p>	<p>£36,541</p> <p>£51,916</p>
<p>£14,709</p> <p>£24,446</p>	<p>£18,399</p> <p>£28,751</p>	<p>£26,753</p> <p>£37,823</p>	<p>£36,695</p> <p>£52,070</p>
<p>£14,811</p> <p>£24,549</p>	<p>£18,501</p> <p>£28,854</p>	<p>£26,855</p> <p>£37,925</p>	<p>£36,849</p> <p>£52,224</p>

Annex F: Matrix of Learning Difficulties and/or Disabilities and Associated Support

Support Band A

	Descriptor	Further information
Tuition	Access to specialist teaching support	This is for specific aspects of the curriculum over and above the base level of taught curriculum (eg, mobility).
	Some curriculum support	Learner needs within group teaching context, an individualising of the teaching style.
	Support with basic skills	Learner has some basic literacy and/or numeracy skills, but will require some support and instruction within curriculum areas to improve/develop skills. (eg, social, literacy, numeracy including forms, maps, time).
	Work experience support	Some supervision and/or encouragement required.
Independence training	Encouragement in independence	Learner either has skills but little confidence, or skills need to be encouraged. Learner able to work with others on independence skills – reminders and encouragement only.
Personal care support	Access to medical care	Learner will not routinely require medical intervention.
	Minimum care supervision	Levels of supervision consistent with safety of young people, little requirement for intervention anticipated.
Therapy and/or counselling	Occasional access to counselling and/or therapy	Learner has an occasional requirement for sessions with counsellors and/or therapists (eg, anger, stress, psychological, speech, audiology or occupational).
Equipment		

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell, which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
2. Support outlined within this band is in addition to that outlined in the core entitlement.

Support Band B

	Descriptor	Further information
Tuition	Specialist teaching support for one hour per week	Learner requires specialist teaching support, either individually or in small group setting, in addition to base teaching hours for about an hour a week (eg, in key skills, communications or IT).
	Curriculum support (1:7)	The base ratio of curriculum staff: learner support to be 1:7.
Independence training	Supervision in independence skills	Learner requires monitoring to ensure lifeskills tasks are thorough/appropriate.
Personal care support	Some supervision in personal and/or medical care	Learner requires support to ensure safe medication (or other procedures).
Therapy and/or counselling	Access to counselling and/or therapy	Learner as part of agreed programme has access to sessions with counsellors and/or therapists (eg, anger, stress, psychological, speech, audiology or occupational).
Equipment	Some equipment needs	Learner requires access to specialist equipment either for learning or mobility (eg, radio hearing aids, CCTV).

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell, which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
2. Support outlined within this band is in addition to that outlined in the core entitlement.

Support Band C

	Descriptor	Further information
Tuition	Specialist teaching support for three hours per week	Learner requires specialist teaching support, either individually or in small group setting, in addition to base teaching hours for three hours a week (eg, in key skills, ESOL, Braille or social use of language).
	Curriculum support (1:5)	The base ratio of curriculum staff: learner support to be 1:5.
Independence training	Regular independence training	Learner requires daily oversight to develop independence skills.
Personal care support	Some help with personal care	Learner requires some help with self-care and a degree of monitoring for safety purposes (eg, for dressing, hygiene).
Therapy and/or counselling	Weekly therapy	Learner requires weekly input from a therapist in order to support his/her continued presence on the course (eg, anger, stress, psychological, physio, speech, audiology or occupational).
	Regular counselling support	Regular counselling support is built into the learner's programme.
Equipment	Standard equipment requires modifications	Equipment that is widely available requires some modifications for the learner's personal use.

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell, which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
2. Support outlined within this band is in addition to that outlined in the core entitlement.

Support Band D

	Descriptor	Further information
Tuition	Specialist teaching support for three hours a week	Learner requires specialist teaching support, either individually or in small group setting, in addition to base teaching hours for three hours a week (eg, in key skills, ESOL, Braille, social use of language).
	Curriculum support (1:4)	The base ratio of curriculum staff: learner support to be 1:4.
Independence training	Structured independence training	Learner requires a structured programme to develop independence skills.
Personal care support	Regular help with personal care	Learner requires regular help with self-care, supervision for medical requirements and a degree of monitoring for safety purposes (eg, dressing, hygiene).
Therapy and/or counselling	Weekly therapy	Learner requires weekly input from a therapist in order to support his or her continued presence on the course (eg, anger, stress, psychological, physio, speech, audiology or occupational).
	Immediate access to counselling support	Learner has immediate access to counselling support.
Equipment	Standard equipment requires modifications	Equipment that is widely available requires some modifications for the learner's personal use.

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell, which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
2. Support outlined within this band is in addition to that outlined in the core entitlement.

Support Band E

	Descriptor	Further information
Tuition	Specialist teaching support for more than three hours a week	Learner requires specialist teaching support, either individually or in small group setting, in addition to base teaching hours for more than three hours a week (eg, in key skills, ESOL, Braille, social use of language).
	Curriculum support (1:3)	The base ratio of curriculum staff: learner support to be 1:3.
Independence training	High level of support for independence training (up to two hours a day)	Learner requires a daily (up to two hours) structured programme to develop independence skills (eg, specific supervision or guidance to facilitate living skills and social development).
Personal care support	Daily support with personal care (up to one hour)	Learner requires daily help (up to one hour) support for self-care (eg, from a care assistant for personal hygiene, bathing, toilet).
	Daily medical support	Learner requires daily medical support (eg, access to nursing staff).
Therapy and/or counselling	Therapy twice a week	Learner has input from a therapist twice a week (eg, anger, stress, psychological, speech, physio, audiology, occupational).
	Immediate intervention for emotional and/or behavioural support	Learner may require immediate intervention for support with emotional and/or behavioural problems.
Equipment	Equipment requires significant adaptations	Learner requires equipment to be adapted in order to access curriculum (eg, special keyboards, joystick, mouse).

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell, which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
2. Support outlined within this band is in addition to that outlined in the core entitlement.

Support Band F

	Descriptor	Further information
Tuition	Specialist teaching support for more than three hours a week	Learner requires specialist teaching support, either individually or in small group setting, in addition to base teaching hours for more than three hours a week (eg, in key skills, ESOL, Braille, social use of language).
	Curriculum support (1:2)	The base ratio of curriculum staff: learner support to be 1:2.
Independence training	High level of support for independence training (more than two hours a day)	Learner requires a daily (more than two hours) structured programme to develop independence skills (eg, specific supervision or guidance to facilitate living skills and social development).
Personal care support	Daily support with personal care (more than one hour)	Learner requires daily help (more than one hour) support for self-care (eg, from a care assistant for personal hygiene, bathing, toilet).
	Daily access to nursing staff	Learner requires daily medical support.
Therapy and/or counselling	Therapy more than twice a week	Learner has input from a therapist more than twice a week (eg, anger, stress, psychological, speech, physio, audiology, occupational).
	Structured and immediate emotional and/or behavioural support	Learner requires a weekly structured programme and may require immediate intervention for support with emotional and/or behavioural problems.
Equipment	Equipment requires significant adaptations	Learner requires equipment to be adapted in order to access curriculum (eg, special keyboards, joystick, mouse).

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell, which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
2. Support outlined within this band is in addition to that outlined in the core entitlement.

Support Band G

	Descriptor	Further information
Tuition	Curriculum support (1:1) in most areas	Learner is taught 1:1 for the majority (75%) of the learning programme.
Independence training	Personal facilitation for independence	Learner has 1:1 worker for independence training.
Personal care support	1:1 care to meet personal needs	Learner requires support for all aspects of personal care for at least three hours a day.
Therapy and/or counselling	Daily programme of therapy	Learner has daily input from a therapist (eg, anger, stress, psychological, speech, physio, audiology, occupational).
	Daily programme of emotional and/or behavioural support	Daily emotional and/or behavioural support is built into the learner's programme.
Equipment	Dedicated but standard equipment	Learner has been allocated equipment for personal use to aid learning (eg, laptop, Lightwriter, Keystone).
	Care equipment	Learner requires specialist individual equipment for care needs (eg, hoists, baths, toilet chairs).

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell, which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
2. Support outlined within this band is in addition to that outlined in the core entitlement.

Support Band H

	Descriptor	Further information
Tuition	Curriculum support (1:1) at all times	Learner requires constant support for learning.
Independence training	One or more staff to facilitate independence	May require one or more member of staff for independence training.
Personal care support	More than one staff member for care needs 24-hour specialist support Specialist medical staff and/or equipment Continual intervention to ensure learner safety	Learner requires high level of support for self-care. Continual access to specialist care support (eg, night care staff on awake duty). Instant access to high levels of specialist medical care (eg, nursing staff on night duty). Constant staff oversight to attain required personal safety levels.
Therapy and/or counselling	Constant support for emotional and/or behavioural difficulties Individual counselling and/or psychiatric support	Learner is constantly supported. Concentrated periods of counselling, daily support from more than one therapist (eg, anger, stress, psychological, speech, physio, audiology or occupational).
Equipment	Dedicated personal equipment	Equipment allocated for learner's personal use (eg, Liberator).

Notes 1. Not all of these descriptors will apply to one learner. The use of the matrix requires selecting the cell, which most closely reflects (in some or all of the descriptors) the profile of support received by the learner.
2. Support outlined within this band is in addition to that outlined in the core entitlement

Annex G: Extension to Placement at a Specialist College 2002/03

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F 024 7670 3334

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info@lsc.gov.uk

(Reference Circular 02/01)

Confidential

For completion by the referring agency and specialist college

Please read circular 02/01 and refer to the notes at the end of this form before photocopying and completing it. Please complete a form for each learner for whom a recommendation is made and return to the Executive Director at the relevant local Learning Skills Council office, listed in annex H to Circular 02/01.



Learning+Skills Council

(Sections 1 and 2 are to be completed by LEA or referring agency)

Section 1: General details (see note 1)

1 (a) Referring agency

Name of agency (<i>please print</i>)	
Address	
Postcode	
Contact name	
Position	
Tel	Fax

1 (b) Learner details

Name	
Learner's Address	
Postcode	
Date of birth	/ /
Name of parent/advocate	
Relationship to learner	
Address if different from above	
Postcode	
Tel	Fax

Section 2: The Learner's learning difficulty and/or disability (see note 2)

2 (a) Description of the learner's learning difficulty and/or disability

2 (a) Description of learner's additional support requirements arising from their learning difficulty/disability

Describe the assessment procedures used to arrive at this recommendation

2 (c) Statement information

Has the learner been the subject of a statement of special education need? *(please tick)*

Yes No

If yes, date of statement

 /

Date of most recent annual review

 /

Date of final review

 /

(Sections 3 to 5 may be completed by the learner's current specialist college)

Section 3: Specialist college placement (see note 3)

3 (a) Original placement

Start and completion dates of original placement	<input type="text" value="/ /"/>	<input type="text" value="/ /"/>
--	----------------------------------	----------------------------------

Achievement/qualifications gained

Placement secured and funded by

3 (b) Course programme details for extension

Does the learner have a long-term career/vocational/ educational objective?

Yes No

If yes, please describe briefly

Start and completion dates of proposed extension	<input type="text" value="/ /"/>	<input type="text" value="/ /"/>
--	----------------------------------	----------------------------------

Programme aim/qualification aim for extension

Please give details of content

3 (c) Provision at a sector college

Will the learner’s educational programme be provided solely at the specialist college or will all or part of it be provided at a sector college?

If so, which sector college will the learner be attending

What course or programme will the learner be following?

How many days per week will the learner be attending the sector college?

Name of sector college contact

Section 4: (see note 4)

4 (a) Details of specialist college at which extension is sought

Name <i>(please print)</i>	
Address	
Postcode	
Tel	Fax
Principal	

4 (b) Fees

If the Council agrees to the extension, the placement will be funded at the Council's agreed fee for that college for 2002/03

Other funding body contributing to the approved fees for the learner for fee year 2002/03
(please name)

--

Where another funding body is contributing to the total annual fee please indicate whether this contribution is definite or provisional or whether it has changed from the fee year 2001/02
(please tick)

Definite <input type="checkbox"/>	Provisional <input type="checkbox"/>	Changed <input type="checkbox"/>
Amount		£ <input type="text"/>
What is the duration of the residence? (No. of weeks a year)		<input type="text"/>

Section 5: Learner's progress (see note 5)

5 (a) Background information

Please provide details of the learner's progress to date against his/her original objectives and attach a copy of his/her most recent review. This should include details of progress at a sector college, if relevant

--

5 (b) Please summarise the learner's needs which led to the original placement

5 (c) State the reasons for seeking an extension to the previously agreed placement

- (a) For learners currently funded by the Council for a period shorter than that originally sought
- (b) In very exceptional cases where a learner may require a further period to complete a course of study

5 (d) State the learning objectives to be achieved during the period of extension. How will the extension contribute to the learner's long-term career/vocational/ education objective described in section 3?

5 (e) What alternatives have been considered for the learner, other than the extension now sought, at the end of their current placement?

5 (f) Which sector colleges have been consulted about future provision for the learner beyond the current placement³ ?

Do local sector colleges provide the course or programme recommended in 3(a) above, or a similar programme at an equivalent level to that sought at the specialist college? *(please tick)*

Yes

No

Which sector colleges have been consulted?

What were the outcomes of the discussions? Please explain why this provision is not considered adequate

³This does not mean that the student should have to be turned down for a place by a sector college.

(Sections 6 to 9 to be completed by LEA or referring agency)

Section 6: Contributions from other agencies (see note 6)

6 (a) Social services

Has the local authority social services department been involved in this recommendation? <i>(please tick)</i>	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

Has it been asked to contribute to the cost of provision? <i>(please tick)</i>	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

Has it agreed to provide financial or other support for this learner? <i>(please tick)</i>	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

If yes, please state amount of social services department contribution	£ <input type="text"/>
--	------------------------

Will this contribution continue throughout the duration of the learner's programme? <i>(please tick)</i>	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

Please describe the nature and level of social services involvement with this learner, for example, whether a care plan has been drawn up

Please state the name and address of contact in social services department

Name <i>(please print)</i>	
Address	
Postcode	
Tel	Fax

6 (b) Benefits

Is the learner currently in receipt of social security benefit(s)? *(please tick)* Yes
No

If yes, please identify the benefit(s)

If the learner is not currently in receipt of benefit(s) does the college intend to apply for benefits on behalf of the learner once the learner has started the course? *(please tick)* Yes
No

If yes, please specify which benefits are to be applied for

6 (c) Health Authority

Has the relevant health authority been involved in this recommendation? *(please tick)* Yes
No

Has the relevant health authority been asked to contribute to the cost of the provision? *(please tick)* Yes
No

Has the relevant health authority agreed to provide financial or other support for this learner? *(please tick)* Yes
No

Is the funding confirmed or provisional? (*please tick*)

Confirmed

Provisional

If yes, please state amount of health authority's contribution

--

Please state name and address of contact in health authority

Name (<i>please print</i>)	
Address	
	Postcode
Tel	Fax

6 (d) Transport

Does the recommendation require the LEA to provide transport? (*please tick*)

Yes

No

If yes, has the LEA agreed to meet the cost of transport? (*please tick*)

Yes

No

If no, describe other arrangements that will apply

--

6 (e) Agreement of relevant parties

Please indicate whether the recommendation has the support of:

The learner	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Parent/advocate	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
LEA	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Social services	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
	Not relevant			<input type="checkbox"/>
Health authority	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
	Not relevant			<input type="checkbox"/>

If no or not relevant to any of the above please give reasons

Section 7: Documentation (see note 7)

Please indicate which of the following documents are attached:

Care plan/other relevant social services documentation	<input type="checkbox"/>
Careers/Connexions report	<input type="checkbox"/>
Consent letter signed by the learner and his/her parents/advocate	<input type="checkbox"/>
Medical report (<i>if relevant</i>)	<input type="checkbox"/>
Progress report/review (this should include a progress report from the sector college where appropriate)	<input type="checkbox"/>
Transition plan (<i>if applicable</i>)	<input type="checkbox"/>
Confirmation letter of social services or other agency funding	<input type="checkbox"/>
Other (<i>please list and label</i>)	<input type="checkbox"/>

Section 8: LEA comments on (see note 8)

Please comment further on the degree of progress achieved by the learner to date and the relevance of continued attendance or on any relevant aspects of this recommendation

Section 9: Signature (see note 9)

The form should be signed by a senior authorised officer of the LEA

I confirm that this extension request has the support of the LEA

Signature
Name <i>(please print)</i>
Position
Date / /

Please return this form to the Executive Director of the relevant local Learning and Skills Council office. Local addresses are at annex H of Circular 02/01.

Appendix to Annex G: Notes for Completion of Extension Form 2002/03

Please read Circular 02/01 before completing the form. Please pay particular attention to **annex A** setting out the scope of the Council's legal duties. If you are still unsure about these you should contact your local LSC office, details of which are set out at **annex H**.

Section 1

1 The referring agency will normally be the learner's home LEA. Sections 1, 2, 6, 7, 8 and 9 should be completed by the LEA or referring agency. Sections 3, 4 and 5 may be completed by the provider. The view of the LEA will always be sought, whatever the source of the request, because the Council's arrangements are based on requests received from LEAs. Please see also notes 8 and 9.

Section 2

2(a) Please describe the learner's learning needs. Please avoid using medical or other labels as a substitute for a full and accurate description of the educational implications of a particular condition or disability.

2(b) Please describe the learner's additional support requirements which arise from their learning difficulty/disability.

Section 3

3(a) and (b) Please make clear the distinction between the original course of study and the proposed extension in the

context of the learner's long-term career/vocational/ academic objectives.

A detailed individual programme showing the course or modules to be taken should be attached.

Section 4

4(b) Please indicate whether other contributors are meeting part of the Council's approved fee and whether the position in respect of other contributions has changed since the fee year 2001/02. If so, please explain reasons for the change.

Section 5

5 This section should be fully completed to provide evidence of the need for the extension.

5(c) and (d) The referring agency may wish to make reference to how the extension will enable the learner to progress beyond their current placement and why the learner cannot achieve their aspirations without the extension now sought.

5(e) and (f) Evidence of involvement with statutory bodies will be important to demonstrate that forward planning for support beyond the current placement has taken place. It is important that full consideration has been given to a range of options for the learner other than the extension now sought. This should include consultation with sector colleges, probably in the learner's home

locality. Should the learner wish to investigate sector college provision local to the current specialist college, consideration should be given to the learner's future accommodation arrangements and related costs.

Section 6

6(a) and (b) Involvement at any level, not simply financial, should be recorded. If joint funding has been agreed, documentary evidence should be attached.

6(c) Please provide details of the learner's current social security benefits (It is not necessary to give the amount received).

6(d) Please ensure that if transport is required it is secured before the recommendation is submitted. The responsibility for transport does not fall within the Council's duties.

6(e) It is essential that the learner and his/her parents/advocate have been fully involved in the work leading up to a request for extended provision.

Section 7

7 Please ensure that all supporting documentation is clearly labelled and securely attached. It is anticipated that the majority of these documents will be readily available for the majority of learners. It is unlikely that the Council will fund an extension without persuasive supporting documentation. Failure to provide appropriate supporting information is likely to result in a delay in the Council's decision. The Council wishes to ensure that the learner and his/her parents/advocate are content for information to be made available to it about his/her educational needs.

Section 8

8 The local education authority is invited to comment on any relevant aspect of this recommendation.

Section 9

9 Recommendations for an extension will not be accepted without a signature from a senior officer of the local education authority, in particular to confirm that the authority has had the opportunity to consider the extent of the continuing involvement proposed in the recommendation, for example, from social services, and that it supports the recommendation.

Annex H: Local LSC Details

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Notes

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