

Inclusive Learning



Principles and Recommendations

**A Summary of the
Findings of the Learning
Difficulties and/or
Disabilities Committee**

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**



**THE FURTHER EDUCATION FUNDING
COUNCIL**

The Council is responsible for allocating the funds put at its disposal by parliament to those colleges in England which comprise the further education sector and to local education authorities and others for those further education courses which are prescribed in schedule 2 to the Further and Higher Education Act 1992.

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Introduction by the Chairman, Professor John Tomlinson

In this introduction I try to convey an idea of the informing spirit of the committee and our report. I touch upon the values and perspectives which we brought to bear, some main lines of analysis and argument, and our pivotal insights and recommendations. It is not a substitute for the report; there can be no substitute for reading the careful analysis and interlocking recommendations in the body of the report. It is only the key to the door. Please tour the house and enjoy its design and furniture in your own way .

The Further Education Funding Council (the Council) had asked the committee to examine current educational provision for those with learning difficulties and/or disabilities and to say whether the new legal requirements of the *Further and Higher Education Act 1992* were being satisfied and, if they were not in any respects, how that could be remedied. Tackling these questions has been a major undertaking. There was not any complete description of existing provision as inherited from the former local education authorities (LEAs) and in the specialist residential colleges. There were no agreed definitions by which to set the boundaries of the enquiry. There had been very little research into appropriate ways of learning, curriculum or management. Means by which to assess the learning achieved, by stages to assist in further learning or summatively to register achievement, were comparatively under-developed. Progression from school to college was not managed to the same depth in all areas. And, although many LEAs, colleges, health and social services authorities, and voluntary organisations had collaborated successfully in the interests of students with learning difficulties, progress countrywide had been very uneven and everywhere the sudden lifting of the further education colleges out of the local

government system had left jagged edges.

In consequence, we have had to undertake some fundamental research. We commissioned a review of the research literature (Bradley *et al.*, 1994) and a report on the law as it bore upon both the Council and other agencies or authorities. We commissioned a nationwide mapping of the provision for students with learning difficulties and the incidence of disabilities and learning difficulty. We arranged for evidence to be submitted in ways that gave all concerned opportunities to put their views and recommendations; and we commissioned a unique series of workshops in which the students themselves and their advocates could speak directly (SCPR, 1996).

As a result of these enquiries and our visits, oral evidence and discussions, we have a great deal of robust quantitative and qualitative data on which we have based our findings and recommendations. Most important of all, we have thought our way through to an approach to learning which represents another step forward, perhaps the final step, on the long march towards embracing students with learning difficulties and/or disabilities fully and unequivocally within the general approach to learning appropriate for all students.

The intellectual challenge set the committee was considerable. So also has been the excitement of finding ways to meet it as perennial educational dilemmas and problems of effective management have been faced, argued out, and resolved into clear and realistic proposals.

Like any human group who spend three years together on a daunting task, we ourselves learned a great deal and therefore were changed people by the end. Likewise the world moved on as we worked. The new further education system called into being in 1992 not only expanded rapidly but grew more self confident as new relationships between a national funding council and college corporations became established. This confidence and capacity to cause effective action will be needed if the Council and its collaborators decide to implement our report. Change is easier in a period of expansion and that period is virtually at an end so that resources are likely to become more scarce, at least in the immediate future. Our contacts with colleges and others in the further education world and especially the results of the testing we arranged for our proposed approaches, in some 20 colleges, convince us that there is a hunger in the system to move forward and that a lead from the Council and others in authority will be welcomed and acted upon, if the conditions we recommend can be created.

The report

The immediate purpose of this report is radically to improve educational opportunities for about 130,000 of our citizens who are currently attending further education colleges and other centres. To that end we make a number of proposals that can be put in hand in the next two years within current resources. Its deeper purpose is to extend further education to thousands not now included. To that end, we make structural proposals requiring a five- to ten-year timescale and the reordering of some priorities. The combined effect would be to

transform the further education system of this country to the immeasurable benefit of future generations, our economy and the quality of our whole society.

The background

When I first entered educational administration, nearly 40 years ago, some of our citizens were deemed ineducable and never offered any formal educational opportunity or stimulus, seeing out their childhood and adult lives in families (who received little help or advice), in hospitals or in occupation centres (later called training centres). That regime was brought about by the terms of the *Mental Deficiency Act 1913*, and the attitude it betokened was altered in law only in 1970 (1980 in Northern Ireland) and then only so far as schoolchildren were concerned. Those who experienced that regime, at least for some of their lives, may still be as young as 30. If they are over 45, it will have covered what for other children would have been their whole experience of school.

For those with disability or learning difficulty who were permitted to attend school, the starting-point was usually the description of their condition given by doctors. Whatever may have been the intentions of those passing the *Education Act 1944*, the effect was to define special educational need as springing from physical or mental disability. The formal process that was required in order that an LEA could 'ascertain' the need for special education often entailed resort to compulsory medical examination or the use of intelligence testing and invariably meant assigning the child to one of the statutory categories of handicap. It was not until 1959 that parents were given a right to appeal against the LEA's decision. Once ascertained as needing special education, children were for the most part taught in separate schools or classes. The term 'educationally sub-normal' remained in law until 1981. Such rigidities and perceptions perpetuated the isolation of children receiving special education, even though they were technically within the education system.

However, attitudes and understanding were changing rapidly in the post-war years. In 1976 an Education Act declared that as far as practicable all children with special educational needs should be educated in ordinary schools. In 1978, the Warnock committee, in a landmark report, broke through with proposals to achieve this and much more which led to the *Education Act 1981*, now amended and extended by the Act of 1993. As a result, the lives and expectations of very many have been transformed. They include not only the children themselves, who have experienced a more sensitive and effective education, but also other children who have had the experience of working alongside them, and teachers, who had hitherto not worked in these ways; and not least, the families of the children and the organisations and services that collaborate with the education service.

Those working in further education need to remember this history and that our adult society contains at least three layers of experience. Depending on the period in which you grew up and the nature of your disability or learning difficulty, you may have been excluded altogether from education, included but isolated within it, or increasingly regarded as part of the whole work of the education service.

While these developments in attitudes towards children of school age were taking place, further education, in the post-war years, became a more recognised and vigorous part of the education service. It was thus better able, when called upon from the 1970s, to play a part in providing for older people with learning difficulties and/or disability. Section 41 of the *Education Act 1944* had placed a duty on every local education authority 'to secure the provision for their area of adequate facilities for further education, that is to say, full-time and part-time education for persons over compulsory school age'. Growth was slow and achieved with difficulty. Immediately after the war, resources were concentrated on rebuilding and extending the school system. From the mid-1950s,

governments began to emphasise the need for technical education and during the next 20 years building programmes were introduced and numbers grew dramatically so that in 1974 there were 335,000 full-time day students compared with 52,000 in 1953; and 727,000 part-time day students compared with 333,000 (Bristow, 1976). However, the general expectation was that students who entered further education courses would have the required minimum standard of educational achievement and be able to take the courses as offered. A survey of 1973, which did not include those with severe learning difficulties who had not been in the school system up to that time, found that only 10% of those leaving special schools entered further education. A further 9% entered special residential courses, an important reminder of the historical significance of specialist residential colleges and the foundations which supported them. Some 51% of those considered 'suitable' for further education were without any provision at all.

The impetus for change came from two directions. Some LEAs encouraged and funded provision, often spurred on by colleges themselves, by expert advisory staff and the experience of implementing the 1970 and 1981 Education Acts in schools. And the Manpower Services Commission, formed in 1974, promoted a series of youth training schemes as youth unemployment rose dramatically. Courses in basic education became a significant element in the programmes, as those with learning difficulties were increasingly disadvantaged in the changing labour markets. A survey of 1987 identified some 250 courses of this kind, in approximately half the colleges of further education in England (Stowell, 1987).

This, crudely summarised, was the situation at the passing of the *Further and Higher Education Act 1992* in which students with learning difficulties and/or disabilities are the only group of students specially mentioned. It not only places these students fully within the scope of further education, itself a powerful message, but also signifies the



importance attached by government and parliament to provision for them. It is a landmark in the development of education policy. The Act says that the Further Education Funding Council 'shall have regard to the requirements of persons having learning difficulties' in the course of carrying out its general duties to provide full-time and part-time education. 'Have regard' is a relatively flexible duty in law and gives the Council room for the exercise of judgement as to what should be done for any individual according to circumstances. It is thus the starting-point of the Council's turning to the committee for advice and of the advice we now offer.

Our approach to learning

Central to all our thinking and recommendations is the approach towards learning, which we term 'inclusive learning', and which we want to see adopted everywhere. We argue for it because it will improve the education of those with learning difficulties, but believe it is also true that such an approach would benefit all and, indeed, represents the best approach to learning and teaching yet articulated. When we tested our approach in a number of colleges, that is what we were told.

Put simply, we want to avoid a viewpoint which locates the difficulty or deficit with the student and focus instead on the capacity of the educational institution to understand and respond to the individual learner's requirement. This means we must move away from labelling the student and towards creating an appropriate educational environment; concentrate on understanding better how people learn so that they can better be helped to learn; and see people with disabilities and/or learning difficulties first and foremost as learners.

It may sound simple, even obvious; but it has profound consequences. There is a world of difference between, on the one hand, offering

courses of education and training and then giving some students who have learning difficulties some additional human or physical aids to gain access to those courses, and, on the other hand, redesigning the very processes of learning, assessment and organisation so as to fit the objectives and learning styles of the students. But only the second philosophy can claim to be inclusive, to have as its central purpose the opening of opportunity to those whose disability means that they learn differently from others. It may mean introducing new content into courses, or it may mean differentiated access to the same content; or both.

Let it be clear that this approach does not involve glossing over disability or learning difficulty, still less pretending that given some change to the ways we teach they make no difference. Many individuals with disabilities and/or learning difficulties told us bluntly that we should not seek to minimise still less ignore the real difficulties or differences that a disability or learning difficulty can bring into a person's life. I recall vividly, for example, at one of the many conferences I have addressed since we started, a man who had been blind from birth telling me emphatically:

I am blind, I have always been blind and always will be. I don't mind people knowing that: in fact I want them to know it. What I do not want is their pity or condescension. And what I do want is to be able to learn the same kinds of things as sighted people learn.

I have not forgotten. However, that instance and many others in the evidence we received only serve to re-emphasise that for a teacher the focus should not be on the disability itself but on what it means for the way that person can learn, or be helped to learn even more effectively.

Moreover, all students in further education bring with them a history of earlier educational experiences of more or less success in learning. That is especially true for those with disability or learning difficulty

quality assurance or data collection and analysis. Few questions are asked about the purpose or relevance of what students with learning difficulties and/or disabilities are being asked to learn. Monitoring and evaluation of students' achievements is less common in this work than elsewhere and managers often lack awareness or understanding of what is required. We recognise fully that there is good provision with skilled teachers and knowledgeable managers, but remain concerned about the overall quality of provision nationally.

So much remains to be done, even in the best served areas, especially in terms of enfranchising those now mainly excluded — those with mental ill-health, with emotional and behavioural difficulties, and those with profound and multiple disabilities — that no college or service which may wish to develop its provision need be denied the opportunity. With so much still needing to be done, a co-operative and interdependent approach is essential.

Increasing participation

An inclusive approach to the education of those with learning difficulties and/or disabilities has two aspects. The approach to learning just outlined would raise the quality of the educational experience of students in the colleges. But we must also find ways to increase participation and ensure that all who may want further education can be welcomed on terms they can accept. This means both trying to understand the underlying dynamic of current patterns of participation and creating ways to help the Council and colleges to know better how far they may be satisfying the potential demand. There is no escaping the fact that this requires clear definitions of who may be included in the phrase 'learning difficulties and/or disabilities'. A process that allows us to know in broad terms for how many we should be providing does not require the definitions that used to be attached to individuals once they are within

education, and we have demonstrated that it is more effective to concentrate on providing the education environment needed to meet an individual's learning goals.

We commissioned major research projects to map existing provision and participation and also to create an instrument — a practical guide — for measuring how far need is being met in a locality, which could be placed in the hands of the colleges. While we were doing this, the Council's committee on widening participation in further education, chaired by Helena Kennedy QC, began its work and we have shared our thinking and results closely with it. A general strategy to widen access and participation can only be of benefit to those with learning difficulties and would create a strong framework for the more specific strategies we recommend.

The mapping exercise provided the best data now available about the number of students with learning difficulties in sector colleges (Meager *et al.*, 1996). The figure is 131,000, roughly 5% of the total student population. This figure is about three times the number found by a survey in 1985, allowing for the addition of sixth form colleges to the sector since and remembering that our definitions were more fully thought through and the data collected more rigorously, thanks to the quality of the work by the researchers at the Institute for Employment Studies and the co-operation of the colleges. There is little difference between type of college in the 'average share' per college of students, evidence that most colleges are strenuously seeking to extend their work in this field. There is, however, considerable variation between regions. In future, the individualised student record (ISR), if adapted in the ways we suggest, will allow both colleges and the Council to maintain statistics on a consistent basis so that for the first time, we shall have a reliable picture of how provision and participation may be changing over time.

Turning to the other question, of how many ought we to be providing for, it is far more difficult to make progress. The Council's

statisticians examined carefully the large national data sets that are available, but each has been compiled on a different basis from the rest, relating to its prime purpose. Regretfully we have had to conclude that it is possible at the moment only to make incomplete estimates of the incidence of learning difficulties and/or disabilities in the population. The data we would need in order to do better have not been collected, presumably because public policy has not hitherto embraced the desire to offer further education to adults with learning difficulties. Only now is it possible to think of an entitlement and hence to ask how far policy is providing it.

The data that are available, however, are thought-provoking. The 1991 census records just under 3,000 16 to 19 year olds with a limiting long-term illness living in communal establishments and a further 69,000 living in private households. This is considerably higher than the estimated 46,000 16 to 19 year olds with a disability estimated from the OPCS disability survey of 1995. The 1991 census records nearly 2 million aged 16 to 59 with a limiting long-term illness, while the labour force survey of 1993 gives a figure of just over 3 million based on answers to questions about health problems or disabilities which affect the kind of paid work the person can do. The general household survey (GHS) of 1992 gives the highest figure for 16 to 64 year olds with health problems, namely almost 6 million. This is likely to be due to the phrasing of the question in the GHS which relates to any long-standing illness, disability or infirmity that limits the activities of the respondent. The general impression seems inescapable: there must be many more who could benefit from education than the 130,000 now involved. The statistical instrument that we have had devised, if used by colleges in the future, should allow them to make useful estimates of the incidence of learning disabilities and/or difficulties in their area, as part of a strategic approach to needs analysis, itself one of the many approaches needed to widen access.

The student

Our proposals are rooted in the belief that students with learning difficulties should be helped towards adult status. This requires the achievement of autonomy, and a positive self-image realistically grounded in the capacity to live as independently as possible and contribute both to the economy and the community.

The case for providing further education for those with learning difficulties is fundamentally no different from that for providing it for anyone, just as the Warnock Report declared 20 years ago (HMSO, 1978, para. 1.4). Moreover, the economic case for improving educational opportunities for those with learning difficulties and/or disabilities should loom much larger in public policy than it has done hitherto. Involvement in productive economic activity of people of working age with disability is one half that of those without disability (40% compared with 83%). Two-fifths (41%) of disabled people of working age have no educational qualifications compared with under one-fifth (18%) of non-disabled people; but for those who are economically active the proportion is 26% (compared with 16% for non-disabled). The economic advantage of education for both individual and society is manifest. Yet, unemployment rates (on the International Labour Organisation definition) among people with disabilities are around two and a half times those for non-disabled people (21.6% compared with 9%), and this is about the same for both men and women. (Sly *et al.*, 1995, and Institute of Manpower Studies, 1995). There can be little doubt that many of our citizens are failing to contribute as they and society would wish because low educational opportunities have reinforced the difficulties presented by disability.

We developed strategies to meet our concern for the involvement of the students. The call for evidence was couched so as to encourage responses in many modes and we received audio- and video-tapes, drawings, paintings and artefacts as well as text in many languages and in Braille, amounting to over

1,000 items many of which could be deemed the direct voice of the student. In addition, we organised 10 workshops in various parts of England through which students and their advocates could speak directly. Their testimony is vibrant, direct and often moving. It has been an important shaper of our recommendations (SCPR, 1996). Many of our recommendations are designed to ensure a continuing place for students in both their own learning and the management and review procedures of the colleges.

A further essential feature of an improved service will be extended collaboration with other services, especially health, social work, the LEAs, TECs and voluntary organisations. Where such arrangements already exist, their value and effect speak for themselves and we recommend that time is found to work at the many inter-disciplinary relationships which are necessary for a comprehensive further education service, from counselling and assessment, through teaching and assessment on course to transition from further education into work or other settings. Not least, such inter-disciplinary co-operation and the development of mutual understanding and support will need to suffuse the enhanced programmes of staff training for both teachers and managers, which are another major feature of our recommendations.

Quality: Management; teaching and assessment; inspection

The part played by college governors and managers in colleges and services is one of the constant factors determining the quality of what the student receives. Evidence from all parts of further education confirms that unless senior management is knowledgeable, committed and energetic in the pursuit of creating a good service for students with learning difficulties, the work and dedication of middle management and teachers is diminished or frustrated. Likewise those

holding departmental, faculty and similar senior but middle-range positions of responsibility must ensure that teachers are supported in making the provision intended by college plans. Their role is crucial also, and we were given evidence from many quarters that strong and sympathetic middle managers can help create the optimum conditions for learning and teaching.

It is clear beyond all doubt that those teaching students with learning difficulties bring a dedication and humanity to the task that is admirable and deeply appreciated by the students. To join a class or workshop session, or to observe an assessment or review is often to see a range of human understanding and giving and receiving (by both teacher and student) which is at a level of emotional intensity greater than the common modes of teaching require. Moreover, as those with disability and learning difficulty have increasingly become members of the 'ordinary' classroom or workshop, so both teachers and other students have had the humanising experience of these extended relationships and procedures in the pursuit of learning. Just as in the school system over the last 15 years, so increasingly in further education, the system and the experience of all in it has been enriched as those with disability have taken a full place and made a unique contribution.

However, the existing levels of training of teachers working with those with learning difficulties are not sufficient, taken overall, and urgently need improvement.

Some salients have been made in the recent past so the system does not lack the seed corn now needed. The Further Education Unit produced several key documents in the 1980s which show the way to a richer curriculum. *A Special Professionalism* (Stafford, 1987), an enlightened clarion call, was produced by a joint committee following a report by the Advisory Council on the Education and Training of Teachers (ACSET) in 1984. There are some regional

described by clarifying standards of high quality, the evidence that may be gathered for their presence and the use made of additional units of funding.

The funding methodology will remain the bedrock of the Council's policy. It not only provides the resources, but sends signals about priorities. When we started our work the methodology was brand new. Both Council officers and college staff were learning what it meant. There was a good deal of anxiety, even some suspicion in places. Three years on, our conclusion is that the basic concept of providing additional units on a mounting scale of need is appropriate and has helped most colleges to improve their provision. We do not suggest a radical re-design, though as we worked, the Council made some changes that we recommended and in the report further significant detailed amendment is proposed. We do think, however, that there is a need to explain the system more clearly so that colleges may realise its potential value. Amendments to the interpretation of schedule 2(j) to the *Further and Higher Education Act 1992* are strongly recommended, which should meet the most urgent concerns put to us by colleges, students and voluntary organisations. Individual equipment and learning technology should be brought within the scope of the additional support bands. And, as local or regional development plans are approved, so new funding arrangements will be needed to set up new provision in key places, because the present system cannot provide for the quantum leap, especially in the capital funding, that is required. Development planning needs to promote co-operation between specialist colleges and sector colleges backed by continued convergence between fee levels for comparable provision. For at least five years there must be ear-marked central funding for the staff development programme. Our most radical proposal is that the Council should urge the government to establish a common funding

base for all post-16 education whether in schools or further education. We have been convinced that current differences affecting students with learning difficulties make no sense in educational terms and are not in the public interest because they only add to the anxieties of students and their families or advocates at times when choice should be based solely on the quality and appropriateness of educational provision.

The Council asked the committee: 'Is the system properly "having regard" to students with learning difficulties and/or disabilities and is the provision made "adequate" and "sufficient"?' The answers must be 'no' in enough respects to require concerted action. Whilst the sector is, we believe, complying with the law as it is written, a more generous interpretation is clearly needed in the light of changing conditions. The volume of provision is probably meeting demand as currently expressed, but there is clear evidence that many groups are under-represented, including adults with mental health difficulties, young people with emotional and behavioural difficulties and people of all ages with profound and multiple disabilities. For those who *are* taking part, the quality of provision is not good enough, and as a result student experience is too often unacceptably inferior. A combined effort to improve management, teaching, support systems and collaboration with other services is essential to build the framework for learning and the inclusive system we could now create. The levers for doing that are largely already in the hands of the Council. Others require action by government and other authorities and agencies. Our proposals set out a programme of immediate action and middle-term structural change, all dependent on increased expertise in the managers and the teachers. To deliver all this would not only transform the opportunities for the students, but would also release a vital flow of further talent into the economic life of the country.

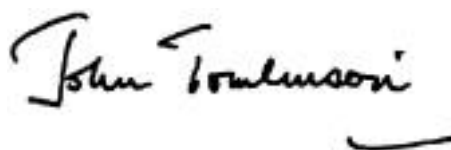
The British ought to feel some pride in the approach they have made to the education beyond school of those with disabilities and/or learning difficulties. Without the structure of a formal constitution bestowing rights on individuals, we have yet found a powerful way in which to promote the enfranchisement of those with learning difficulties. During school age this is done through formal requirement for a statement, now backed up by a transition plan, and access to special education for up to about 20% of the age group as may be required by individuals from time to time. In the USA, for example, a similar legal framework brings between 14 and 16% of the school population within reach of the Individual Education Plan. Beyond school in the USA, however, the individual has no rights under any education law. He or she must claim a right to 'reasonable accommodation' under laws to do with disability or rehabilitation. In the USA the system shifts its basis abruptly from paternalism relying on professional expertise during the compulsory school period to individualism, relying on the student's strength in the market, thereafter. And there is much concern in that country about the extent of exclusion from education, training and employment of adults with disabilities, considerable though the provision for those brought within scope may be in many respects. In England by contrast, the *Further and Higher Education Act 1992* required the Further Education Funding Council 'to have regard' to students with learning difficulties in all aspects of discharging its responsibilities. The more we have examined the implications that follow from this formulation, coupled with the requirement that further education should be 'adequate' and 'sufficient', the more we have come to appreciate how strong the foundations of an excellent further education service for such students are. Our report and its recommendations are, in an essential way, designed to reveal them and provide the blueprint for the building.

Everything we propose is within the grasp of the system if we all want it enough, because its full growth or its seeds are already present somewhere: we are not recommending an idealistic dream, but the reality of extending widely the high quality which already exists in pockets, locked in the minds and actions of the few who must become the many.

Postscript

'Reports are not self-executive', Florence Nightingale, an energetic writer of reports for government, continually reminded herself. And indeed some good reports have only gathered dust and some good ideas in others have not been taken up.

We urge that if the Council sees merit in some or all of our analysis and recommendations, it will set up mechanisms to attend to their implementation. Every step needs not only resourcing, but monitoring and evaluating so that we learn from our new experiences. It is the strength of an executive agency that it has executive authority.



John Tomlinson
June 1996

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The Committee's Principles and Recommendations

This section reproduces the committee's principles and recommendations from each chapter of the report. Chapters 1 and 2 do not include either principles or recommendations.



Background

This document is based on the report of the committee set up by the Further Education Funding Council to advise it on further education for students with learning difficulties and/or disabilities. It reproduces the committee chairman's introduction to the report, the key principles underpinning the committee's recommendations, and the recommendations themselves.

The full report is available from HMSO. Publication details of reports produced by the committee or associated with its work are on page 27.

CHAPTER 1: MAIN FINDINGS AND RATIONALE

In this chapter, the committee describes its terms of reference; the early work by the Council and its concerns; the committee's evidence strategy; and the committee's main findings. The committee argues that the weaknesses it finds in the quantity and quality of provision can be explained in part by the history of the provision; and that the weaknesses can only be addressed if there is a renewed focus on learning.

CHAPTER 2: INCLUSIVE LEARNING

In this chapter, the committee describes its thinking about inclusive learning, and looks at how a focus on inclusive learning will improve the quality of learning for students with learning difficulties and/or disabilities. There is also discussion of how this focus will make participation in further education more inclusive, and what the implications of the committee's thinking are for colleges, teachers, learners, and the Council. Finally, the committee looks at how to combine inclusive learning with the continued need to allocate resources for students with learning difficulties and/or disabilities and to monitor the level and quality of their participation in further education.

CHAPTER 3: THE COUNCIL'S LEGAL DUTIES

In this chapter, the committee explores the Council's legal duties towards students with learning difficulties and/or disabilities, as required in its terms of reference; and in particular assesses how the Council can best interpret and act upon its legal duties in order to promote inclusive learning across the sector as a whole.



The Committee's Principles

The committee adopted two principles which informed its analysis and guided its recommendations, that:

- the committee should aim to understand fully the Council's legal duties; to explore the full extent of its powers; and to help others to understand those duties and powers
- wherever possible, the committee should encourage the Council to take a broad and proactive view of its duties.

The committee made no recommendations in this chapter of the report.

CHAPTER 4: PARTICIPATION

In this chapter, the committee considers how further education as a whole can provide adequate and sufficient provision to match the number and individual requirements of those who might participate. The committee concludes that this match has not yet been achieved and therefore that certain groups are significantly under-represented and recommends ways of addressing this.

The Committee's Principles

The committee adopted the following principles:

- everyone who can benefit from further education should be able to participate
- further education provision should match the individual requirements of those who might participate
- the further education sector should work in conjunction with other providers to ensure a pattern of provision which maximises participation.

Recommendations

The key recommendations about participation:

Strategic planning

The Council should provide colleges with more help in planning their provision

strategically and should require them to take more systematic account of local needs. It should also promote collaborative planning between colleges and other agencies in a local area. Specifically, the Council should:

- develop and publish the practical guide for colleges which is currently being produced as a result of collaborative work between the committee and the widening participation committee
- require colleges to use that guide in their needs analysis
- require colleges to explain in their strategic plan why the student population does not reflect the local population and comment on this in the published inspection reports, including a grading based on the extent of the match between the two populations
- set up regional subcommittees charged with monitoring the participation of those with learning difficulties and/or disabilities in the region and with encouraging colleges and others to respond collaboratively, possibly by setting targets and using start-up funding, where there is evidence of gaps in provision
- report on the effectiveness of these arrangements in its annual report to the secretary of state which is required under the *Disability Discrimination Act 1995*
- consider extending to colleges a requirement to 'have regard' to the local needs of these learners in their strategic plans, as a condition of funding.

Data

The Council should amend its individualised student record (ISR) so that more effective data on the participation of students with disabilities and/or learning difficulties are collected. Specifically the Council should:

- rename the existing 'registered' disability field in the ISR as 'disability and/or learning difficulty'. This field would refer to students identifying

themselves as having a disability and/or learning difficulty and would allow them to specify the type(s) of disability and/or learning difficulty they have

- issue broader guidance on the definition of disability to be used in the ISR to include moderate and severe learning difficulties, specific learning difficulties, emotional and behavioural difficulties, and mental health difficulties
- introduce a new field in the ISR which identifies whether the student has been assessed as requiring additional support for learning, irrespective of whether such support is funded through the Council's additional support funding methodology
- retain the field in which Council-funded additional support is recorded.

Disaffected young people

The Council should encourage the Department for Education and Employment to produce a national strategy by which colleges, schools and others can better address the needs of disaffected young people, as highlighted in the Dearing Review of the 16 to 19 curriculum.

Funding

The Council should encourage concerted action by colleges and other agencies to promote opportunities for participation particularly by under-represented groups, through their funding. Specifically:

- the Council should encourage local education authorities to transfer management of their discretionary awards and transport budgets to colleges to explore how far a more coherent system of funding can be developed which better matches the learning and learner support needs of students
- the government should consider the advantages of a single post-16 funding agency which includes discretionary awards and funding for schools and

external institutions, to ensure that there is greater consistency of participation between areas and so that the choice of provision made by students is not adversely affected by differences in the way courses are funded

- the Council should urge the Department of Health and the Department for Education and Employment to work together to create a joint strategy and provide guidance and advice to purchasers and providers. The guidance should make specific reference to adults with profound and complex learning difficulties; and those with mental health difficulties.

CHAPTER 5: ASSESSING STUDENTS' REQUIREMENTS

In this chapter, the committee examines how students' requirements should be assessed effectively in order to ensure inclusive learning.

The Committee's Principles

The assessment of students' requirements must be continuous and properly funded.

It should be inclusive in that it is:

- *guided by the students' wishes*; the assessment process should offer opportunities and support to the individual, or their advocate, to make their views and wishes known and to influence decision-making
- *fair*; the assessment process should be impartial and take into account individual differences, including any effects of the student's ethnicity, gender and age in relation to their disability or learning difficulty
- *transparent*; the purpose, criteria, and outcomes of the assessment process should be understood by the student and, where relevant, their parents, carers or advocates
- *accessible*; the assessment process should be straightforward and uncomplicated so that the students and their parents or advocates may participate more easily and fully.

Recommendations

Funding the assessment of students' requirements

The Council should continue to recognise the costs of providing effective individual assessment and should promote a wider understanding of its funding by publishing accessible information on its funding arrangements.

The Council should consider allocating additional new funds to the entry stage of the learning programme within the tariff, to take account of the new costs of assessment which may arise for all students as a result of the committee's recommendations.

Assessment for placement at a specialist college

The Council should continue to improve its methods for funding students at specialist colleges. Specifically, in relation to the assessment of students' requirements, it should:

- publish details of its response rate for placement at specialist colleges, preferably as part of its report to the secretary of state
- take account of the importance and complexity of assessing students' requirements by retaining its insistence on an assessment and interview by a sector college before a placement decision is made. The Council should, however, recognise that for some students, the first term's placement might also represent an assessment which should be funded, without necessarily lengthening the overall period of the course
- work with representatives of the careers service, local education authorities and the Department for Education and Employment to ensure that careers officers retain and improve their knowledge of further education in sector and specialist colleges so that they may continue to advise students effectively on their

options. They should also be encouraged to maintain their contact with students at specialist colleges as part of their contractual obligations to students with learning difficulties and/or disabilities, until such students are settled in their career or future training intentions.

Students with transition plans

The Council should further encourage colleges to take account of a student's transition plan by:

- requiring evidence during inspection that the college has in place arrangements for using information in transition plans to contribute to the assessment of students' requirements and to subsequent reviews and assessment of students' progress and achievement.

Students with care plans

The Council should require evidence during inspection carried out by the Council, or jointly with OFSTED, or the social services inspectorate, that the college and other services participate jointly in assessment and reviews and that the learning opportunities provided by the college are consistent with the overall aims of the student's learning and care plan(s).

Assessment of progress in the learning of students at specialist residential colleges

The Council should promote more effective assessment of progress in the learning of students at specialist residential colleges. Specifically, the Council should require these colleges to:

- develop assessment and recording procedures which draw together different aspects of a student's learning programme by strengthening this aspect of its inspection of specialist colleges and by requiring the colleges to describe their assessment and recording policies when a placement is being considered

- improve the skills of staff in assessing how students with profound and multiple difficulties learn best, what their learning goals are and how their learning environment can best match their requirements.

CHAPTER 6: TEACHING, LEARNING AND MANAGEMENT

In this chapter, the committee examines the factors that contribute to effective teaching and learning, and considers the implications for college management.

The Committee's Principles

The committee's principles in this chapter are:

- good teachers take account of how students learn and of their learning goals and help students to progress and achieve success
- good management supports and promotes good teaching and improves learning opportunities.

Recommendations

The committee's key recommendations about teaching, learning and management:

The Council's role

The Council should support the evident wish of the sector to move towards inclusive teaching, learning and management and should encourage colleges to adopt the approach to teaching and management advocated in this report. Specifically, the Council should:

- review the factors which influence the quality of teaching and its impact on student achievement through the college self-assessment procedures using the criteria given in this chapter
- review the policy, resource allocation and management structures likely to provide learning which is inclusive and require these to be part of the colleges' self-assessment report.

College management

The Council should support college managers in developing a strategic approach to inclusive learning. Specifically, the Council should:

- encourage colleges to produce a long-term strategy and action plan to implement the principles identified in this report
- encourage colleges to establish forums for debate on management issues, to include all those agencies involved with students to enhance collaboration and partnership
- audit staff training requirements required to provide inclusive learning which provides opportunity for all to learn
- encourage colleges to review the role of the college co-ordinator and the establishment of inclusive learning managers
- offer briefings to college governors on inclusive learning
- involve corporation boards in monitoring the progress made by the college to provide learning which is inclusive.

CHAPTER 7: EFFECTIVE SUPPORT FOR LEARNING

The committee's focus on inclusive learning identifies support for learning as an essential component of the individual learning environment for many students. In this chapter, the committee examines college arrangements for support for learning, and describes how these might be made more effective.

The Committee's Principles

The committee believes that support for learning is essential because it:

- enables all students in a college to have equal access to the curriculum they have chosen

- helps students to progress and achieve
- assists effective transition to college, between courses and beyond college.

It follows that:

- the responsibility for support within the college should be clearly allocated and recognised by all staff within the college and be evident to those outside it
- the organisation and provision of support must be systematic.

Recommendations

The key recommendations in relation to effective support for learning are:

Funding

The Council should ensure that its funding arrangements continue to enable colleges to meet the costs of individual support for learning, currently achieved through the additional support bands. Further recommendations are made in chapter 11 on funding. Specifically, the Council should:

- work with colleges to derive a clear statement which indicates what generic support students can expect in every college
- require colleges to review and report on the effectiveness of their support for learning as part of their self-assessment within the inspection framework
- ensure that learning technology centres are funded for the development and support of staff working with students with learning difficulties and/or disabilities using enabling technology
- investigate the costs of external specialist support on a national basis with a view to identifying quality standards and reasonable levels of charges.

Regional arrangements

The Council and colleges should work with other agencies at regional level to ensure that internal and external support for learning is available throughout the region.

Specifically, the Council should ensure the remit for regional subcommittees includes review of the support available for students in their region in order that:

- there is adequate provision of specialist support for students throughout the region
- regional gaps in the provision of enabling technology may be identified
- start-up funds may be allocated to fill any gaps in the availability of support for learning
- collaborative arrangements between colleges, including specialist colleges, are promoted.

Information

The Council, through its regional committees, should encourage the agencies which provide and use support for learning, to provide information for each other on the standard, level and cost of the services each provides and on how funding is allocated.

Quality of external support for learning

The Council should encourage specialist support services to develop quality assurance systems, perhaps using a recognised, nationally validated quality hallmark.

CHAPTER 8: COLLABORATION

In this chapter, the committee addresses the role of collaboration between agencies and colleges in promoting inclusive learning.

The Committee's Principles

In relation to collaboration, we adopted the following principles concerning inclusive learning, which depends upon:

- the Council and colleges entering into mutually helpful agreements with other agencies that plan, fund, provide and monitor related services
- the Council actively encouraging colleges and other providers to work together collaboratively where students with learning difficulties and/or disabilities are concerned

- effective collaboration is based on the principles that:
 - individuals have the right to say what they want to do with their lives
 - individuals’ aspirations should be respected and acted upon by the organisations that work with them.

Recommendations

The key recommendation in relation to collaboration is that the Council should work with other agencies and government departments to create and define a framework for collaboration. Specifically, the Council should:

- urge the drawing up of a joint departmental circular setting out the powers and duties of education, health and social services where students with learning difficulties and/or disabilities are concerned; the circular would draw attention to the duties of these services, and the powers they have to work with, and to take account of, the work of other departments
- work with others to provide easily accessible information for students, parents and their advocates on the duties and powers of respective departments and relevant agencies
- establish subcommittees to its regional committees which include senior representatives from colleges, schools, TECs, LEAs, careers services, health and social services, voluntary organisations, advocacy groups and others, with a remit to advise the Council’s regional committees on the adequacy and sufficiency of provision at regional level and to act as a focus for collaborative, strategic planning
- work with others to encourage the support and development of local further education transition groups with a remit to plan the transition of individual students
- work with colleges and others to establish the concept of the ‘named person’ in each college and to test and refine the concept through a small-scale pilot project
- work with colleges and others to develop a further education plan, using the existing learning agreement as a starting point, together with a code of practice for its use
- encourage the undertaking of research on the cost benefits of collaboration to the Council, colleges and the individual.

CHAPTER 9: ASSESSING STUDENTS’ ACHIEVEMENTS

In this chapter, the committee examines how students’ achievements are assessed in the light of the objective of promoting inclusive learning.

The Committee’s Principles

The assessment of students’ achievements should be inclusive, in that the achievements of all students are given equal value and status; and in that it is:

- *based on self-advocacy*; students are involved in deciding what they wish to achieve and in evaluating their progress towards these achievements
- *fair*; assessment regimes are fair, impartial and objective
- *transparent*; the purpose of criteria for and outcomes of assessment should be understood by students, parents and employers
- *accessible*; assessment is conducted in a way that enables the individual to participate fully.

Recommendations

Pre-foundation award

The Council should support the development of a pre-foundation award called Skills for Adult Life which is relevant to all students, made up of the following units:

- employability (preparation for working life)

- understanding roles in the family, including parenting skills and relationships
- understanding the local community, including travel, leisure pursuits, and voluntary work
- understanding the society in which we live, including the laws and the individual benefits and allowances.

Skills for Adult Life should be:

- available as an award within the national qualifications framework at pre-foundation level
- incorporated with core skills into the GNVQ foundation level of courses
- designed to include opportunities for progression from pre-foundation to foundation level
- subject to quality criteria based on the assessment and recording arrangements set out in paragraph 9.45 of the report.

Enhanced national record of achievement

The Council should encourage the development and use of an enhanced national record of achievement (NRA).

Specifically, the Council should:

- consider how it might be used to contribute to evidence of progress in schedule 2(j) courses
- request evidence of its use during inspection
- support the development of quality criteria which draw on current or commissioned work on the value-added factor in programmes for students with learning difficulties and/or disabilities.

Accessible and consistent assessment

The Council should encourage accessible and consistent assessment. Specifically, it should:

- encourage NCVQ, SCAA and others to review the assessment requirement for written tests at GNVQ foundation and level 1 and consider the development

of alternative, rigorous and more flexible approaches to assessment

- consider whether its funding methodology could do more to encourage colleges to offer units of accreditation by ensuring that colleges which offer them are not disadvantaged financially
- ensure that awarding and examination bodies are better informed about the Council's funding arrangements for students with learning difficulties and/or disabilities
- encourage these bodies to find a common language to describe students with learning difficulties and/or disabilities and their assessment requirements
- encourage examining and awarding bodies to allow centres greater freedom to make individual arrangements for students.

Schedule 2(j)

The Council should review its interpretation of requirements for schedule 2(j) by taking a wider view of the meaning of progression.

Specifically, the Council should:

- allow colleges a choice of two sets of criteria to demonstrate that a programme falls within the schedule; either:
 - i. progression to another course within schedule 2 is a stated aim of the student's learning programme: the student intends to progress to another course and is able to provide evidence of incremental or lateral progression or the maintenance of skills; or
 - ii. progression to another course within schedule 2 is a stated aim of the student's learning programme and the student is working towards accreditation which meets the quality criteria described below;
- seek to have the list of courses under schedule 2 amended to include specified courses which meet agreed quality criteria and which provide

suitable progression opportunities for students with profound and multiple learning difficulties. This recommendation is aimed at clarifying the intention of the Act rather than seeking new legislation. It is not the committee's aim that the Council should fund courses which are presently funded by local authorities and which are primarily leisure or recreational in purpose. Specifically, the courses should be concerned with the further development of life skills rather than with leisure or with recreational activities

- review the funding for programmes which help students to maintain the skills they have by conducting further analysis and discussion with providers and professionals who are experts in this area of work
- review the effects of implementing these recommendations after a certain period of time.

CHAPTER 10: QUALITY ASSURANCE

In this chapter, the committee examines how the quality of further education can be assured for students with learning difficulties and/or disabilities and considers the arrangements that are required on the part of colleges and the Council.

The Committee's Principles

The committee's principles in this chapter are that:

- quality assurance arrangements must be fit for the purpose of monitoring learning, participation and achievement
- good-quality assurance arrangements will apply to provision made for all students
- effective quality assurance arrangements use clearly-defined standards and are consistently implemented

- the Council's quality assessment arrangements should apply equally whether operated in independent or sector colleges.

Recommendations

The key recommendation is that the Council should encourage sector colleges to promote learning which is more inclusive.

Specifically, the Council should:

- establish a development fund to support colleges to deliver their action plan on inclusive learning (see chapter 12 on the quality initiative)
- inspect colleges on the extent to which they provide learning which is inclusive and which benefits all students and publish a specific grade for this
- give a specific inspection grade for provision for students with learning difficulties and/or disabilities where this constitutes 5% or more of the college's total provision
- review its performance indicators to include inclusive learning and participation
- ensure that the committee's recommendations in this chapter are reflected in inspection arrangements for further education
- encourage colleges to ensure that students receive support to participate in both formal and informal quality assurance activities, using the approach developed in the workshop series.

The Council should help specialist colleges to promote learning which is more inclusive and should adopt more demanding quality assurance arrangements. Specifically, the Council should:

- publish the inspection reports about provision it funds in specialist colleges
- encourage colleges to set standards for achieving high-quality learning for students with learning difficulties and/or disabilities.

The Council should ensure that students with learning difficulties and/or disabilities in residential settings are properly protected. Specifically, the Council should:

- suggest to the government that it extends the Utting review of the *Children Act 1989* to include potentially vulnerable students with learning difficulties and/or disabilities in further education
- take steps to secure the protection of vulnerable students in further education provision, for example by requiring that staff be subject to police vetting
- contract only with specialist colleges registered under the procedures of the *Registered Homes Act 1994*; and which have an effective students' complaints procedure.

The Council should ensure through its inspection process that all colleges make good-quality provision for students with learning difficulties and/or disabilities. Specifically, the Council should:

- require an annual report on the colleges' self-assessment of their development of learning environments for all students
- secure systematic joint working with other inspectorates responsible for assuring the quality of provision for students with learning difficulties and/or disabilities in further education
- provide training for inspectors on inclusive learning and participation and on how best to deliver joint inspection with other agencies responsible for the quality of provision for students with learning difficulties and/or disabilities
- encourage colleges to develop quality assurance arrangements which are fit for the purpose of inclusive learning
- ensure that the committee's recommendations in this chapter are reflected in inspection arrangements for further education.

CHAPTER 11: FUNDING

In this chapter, the committee considers how the Council should obtain, allocate and account for funds to colleges for students with learning difficulties and/or disabilities, so that learning can be inclusive.

The Committee's Principles

The committee's principles are that, to have regard for these students' requirements and to avoid disproportionate expenditure, the way these public funds are obtained, allocated and accounted for should aim to:

- maximise the extent to which learning is inclusive
- maximise the rate of change by which the sector is able to offer inclusive learning, consistent with realistic but demanding expectations on colleges
- operate for those with learning difficulties and/or disabilities in the same way as for other students
- retain both the college's responsibility to plan its provision and allocate funds and an allocation methodology from the Council which is based on students' individual requirements.

Recommendations

In the light of the evidence presented to us and our guiding principles, the committee makes the following recommendations to the Council:

Understanding the methodology

The Council should promote the ability of the methodology to secure inclusive learning. Specifically, therefore, we recommend that the Council:

- publish an accessible guide to the funding methodology designed for students, parents and those who work with them.

The Council's current funding methodology

The committee recommends that the Council make a number of limited refinements to the

current funding methodology that helps sector colleges to offer inclusive learning. Specifically, therefore, the committee recommends that the Council:

- include individual equipment, learning technology and minor adaptations within the scope of the additional support bands
- require colleges and students to sign the additional support form
- introduce new arrangements for regional subcommittees to recommend funding new provision where there is evidence of emerging need for this and/or it can be done more effectively than at specialist colleges
- introduce more bands above the value of the top band
- allocate new funds to the entry component to enable proper assessments of students' requirements.

Funding provision at specialist colleges

The committee recommends that the Council continue to fund individual placements at specialist colleges where necessary. Specifically, the Council should:

- ensure that these colleges give value for money, with particular reference to profit-making providers
- continue its policy of convergence between fee levels for comparable provision
- develop a list of approved specialist colleges which make high-quality provision and give better value for money, based on explicit criteria
- publish its inspection reports on provision it funds at these colleges
- promote funding arrangements that enable and encourage collaboration between specialist and sector colleges.

Capital funding

The committee recommends that if colleges are to be able to provide appropriately for those groups currently under-represented and to offer the technical support which

individuals need to learn effectively, then more attention needs to be paid to equipment for individual students and to the capital state of the sector. Specifically, the Council should:

- commission a survey of the accessibility of the sector colleges to students with learning difficulties and/or disabilities
- publish a guide about good practice, on the basis of the survey of accessibility
- include likely costings about individual equipment, enabling technology and accessibility in its representations on behalf of the sector about needs, in the light of the survey.

Long-term principles to underpin the development of the funding methodology

The committee recommends that the Council apply the following principles to any review of the methodology in order that it promotes inclusive learning and participation. To have regard for these students' requirements and avoid disproportionate expenditure, the way these public funds are obtained, allocated and accounted for should aim to:

- maximise the extent to which learning is inclusive
- maximise the rate of change by which the sector is able to offer inclusive learning, consistent with realistic but demanding expectations on colleges
- operate for those with learning difficulties and/or disabilities in the same way as for other students
- retain both the college's responsibility to plan its provision and allocate funds and an allocation methodology from the Council which is based on students' individual requirements.

Other sources of funds

The committee recommends that, whilst the Council's primary focus must be to allocate the funds put at its disposal, it should also have regard to the wider pattern of funds from other sources. Students and the public

purse would benefit if these were delivered on a more coherent basis. Specifically, therefore, the committee recommends that the Council:

- meet with the Department of Social Security (DSS) and the Department of Health (DoH) at the highest level to explore the scope for co-operation and simplification in the allocation of funds to ensure that funding opportunities for students are maximised and double funding minimised
- negotiate an agreement with the DSS and specialist colleges about the appropriate role of student benefits in meeting the costs of residential provision
- seek to have transferred to it funds currently allocated by LEAs in discretionary awards and transport to further education students, or, in the short term pending such a transfer, to help colleges and LEAs negotiate management agreements whereby the college manages the funds nominally allocated by the LEA
- explore the establishment of a single post-16 funding agency.

CHAPTER 12: QUALITY INITIATIVE – THE DEVELOPMENT OF STAFF AND ORGANISATIONS

In this chapter, the committee makes the case for a national quality initiative aimed at assisting colleges to implement the recommendations in the report, and describes the three main elements and intended outcomes of the initiative.

The Committee's Principles

The committee has adopted four principles in designing the quality initiative:

- high levels of knowledge, skills, experience and confidence on the part of staff are essential if the further education sector is to become more inclusive

- if our recommendations are to work, senior managers must understand the implications they have for their own strategic role
- a strategic, nationally co-ordinated approach is required to bring about the changes the committee wants to see in colleges
- the initiative must link with other initiatives in teacher education, staff development or curriculum development work in colleges.

Recommendations

The committee makes the following recommendations to the Council. It should:

- work with the Department for Education and Employment, the Teacher Training Agency, the Further Education Staff Development Forum, universities, institutes of higher education, awarding bodies, college and professional associations and others to establish a central co-ordinating and advisory body for accredited teacher education concerning students with learning difficulties and/or disabilities
- provide funds for a centrally co-ordinated programme of staff development to be provided over three years, supported by a consortium of interested bodies but centrally managed. The programme would have objectives that are linked directly to the committee's recommendations on learning and learning environments, assessment, collaboration, support for learning, organisation and management
- make available funds for a period of three years in order to assist colleges to implement the committee's recommendations.

Terms of Reference and Membership of the Committee

THE COMMITTEE'S TERMS OF REFERENCE

Having regard to the Council's responsibilities towards students with learning difficulties and/or disabilities, to review the range and type of further education provision available, and to make recommendations as to how, within the resources likely to be available to it, the Further Education Funding Council can, by working with colleges and others, best fulfil its responsibilities towards these students under the Further and Higher Education Act 1992.

MEMBERSHIP OF THE COMMITTEE

Chair:

Professor John Tomlinson CBE, Director,
Institute of Education, University of Warwick

Members:

Toni Beck	Head of the School of Learning Support, Oaklands College
Deborah Cooper	Director, Skill: National Bureau for Students with Disabilities
Gwynneth Flower	Chief Executive, CENTEC (from March 1995)
Mike Hanson	Former Chief Executive, South Thames TEC (until September 1994)
David Kendall	Principal, Derwen College
Lynn Lee	Principal, St Vincent College, Gosport
Peter Moseley	Principal, Hull College
Margaret Murdin	Principal, Wigan and Leigh College
Jill Murkin	Training Manager, Marks and Spencer (until July 1994)
Peter Raine	Former Executive Director of Social Services, London Borough of Brent
Jo Stephens	Chief Education Officer, Oxfordshire County Council
Sharon Welch	Former Director of Public Affairs, an international children's charity
Mike Young	Personnel Manager, Organisational Effectiveness, Personal Communications Division, British Telecom (from March 1996)

Assessors:

- Eddie Brittain Further, Higher and Youth Training Directorate, Department for Education and Employment
- David Tansley Training, Enterprise and Education Directorate, Department for Education and Employment (until December 1995)
- Eric Galvin Department for Education and Employment (alternate representative)

Observer:

- Richard Hart Further Education Funding Council for Wales

FEFC staff team:

- Elizabeth Maddison Education programmes division and secretary to the committee
- Pat Hood Adviser to the committee
- Peter Lavender Adviser to the committee
- Merillie Vaughan Huxley Inspectorate
- Lisa Young Clerk and administrator to the committee
- Beverley Mulvey Administrative assistant

Committee Publications

Beachcroft Stanleys *Duties and Powers: The Law Governing the Provision of Further Education to Students with Learning Difficulties and/or Disabilities: A Report to the Learning Difficulties and/or Disabilities Committee*, London, HMSO, 1996

J. Bradley, L. Dee and F. Wilenius *Students with Disabilities and/or Learning Difficulties in Further Education: A Review of Research Carried out by the National Foundation for Educational Research*, Slough, National Foundation for Educational Research, 1994

Nigel Meager, Ceri Evans and Sally Dench (of The Institute for Employment Studies) *Mapping Provision: The Provision of and Participation in Further Education by Students with Learning Difficulties and/or Disabilities: A Report to the Learning Difficulties and/or Disabilities Committee*, London, HMSO, 1996

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