

Circular 01/03

Learners with Learning Difficulties and/or Disabilities

Residential Arrangements, Criteria and Procedures for 2001-02

The *Learning and Skills Act 2000* places a duty on the Learning and Skills Council (LSC) to consider funding places for learners with learning difficulties and/or disabilities at residential specialist colleges. (Section 13, *Learning and Skills Act 2000*). This circular outlines the criteria against which LSC staff will consider requests for residential placements, and also suggests new administrative procedures. These arrangements replace those established by the FEFC for recommendations from local authorities.

The procedures described in the circular will apply for all placements beginning on or after 1 April 2001.

Contents *paragraph*

Letter from John Harwood, Chief Executive, LSC	
Learning and Skills Council	1
The introduction of LSC and benefit to students	7
New arrangements for residential placements	18
Procedures for securing funding for a residential placement	35
Preparatory arrangements	43
The criteria for considering a residence request	57
Evidence	69

Annexes

- A Legal responsibilities
- B Requests for residential provision for new learners with learning difficulties and/or disabilities (under 25) in 2001-02
- C Matrix of learning difficulties and/or disabilities and associated support
- D Inspection of Council-funded provision in specialist colleges outside the sector
- E Requests for residential provision for new learners with learning difficulties and/or disabilities (over 25) in 2001-02
- F Support bands: tariff for 2001-02

Enquiries

Lynn Macqueen

Tel 024 7686 3348

E-mail: lynn.macqueen@fefc.ac.uk

Website www.fefc.ac.uk

Letter from John Harwood, Chief Executive, LSC

January 2001

Placements at specialist residential colleges

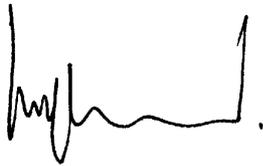
One of the duties of the Learning and Skills Council is to ensure that it can secure residential placements for those students over 16 who require it. The purpose of this letter and the circular is to explain how we are planning to ensure that the duty continues to be delivered during the transfer from the Further Education Funding Council (FEFC) to the Learning and Skills Council.

I have asked the FEFC to develop procedures based on the requirements of the *Learning and Skills Act 2000* that will ensure that student placements can be agreed with no disruption. The emphasis is on a simplification of the process and a reduction in the administrative burden. I hope that this will result in young people and their parents, carers and advocates being clearer about the basis on which decisions about placements are made.

The attached guidance outlines the new duties of the Learning and Skills Council as well as the new criteria and procedures. The Learning and Skills Council will continue to develop its criteria, particularly in relation to provision eligible for funding. I am hopeful that the guidance will enable my colleagues to work with colleagues in local authorities to identify appropriate arrangements for those young people who require a residential placement in order to further their skills and knowledge.

It is possible that, as these procedures are implemented, you may identify ways in which they might be improved. We will undertake a review of the process in due course. As part of that review, we will be canvassing views on the extent to which changes might need to be considered for the following year.

In the meantime, if you have any queries about the process please direct them to Lynn Macqueen who oversees the process for the FEFC. She may be contacted on 024 7686 3348.



John Harwood
Chief executive

Residential Arrangements, Criteria and Procedures for 2001-02

Part 1

Learning and Skills Council

1 The introduction of the *Learning and Skills Act 2000* will bring about a new coherence to the provision of education and training for people over 16. It seeks to put in place arrangements to maximise participation, particularly from those groups under-represented in education and training.

2 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.

3 The *Learning and Skills Act 2000* requires the Learning and Skills Council (LSC) in the discharge of its main duties to consider the needs of people with learning difficulties. This carries forward the duties currently placed on the Further Education Funding Council (FEFC) under the *Further and Higher Education Act 1992* (the 1992 Act).

4 In addition the LSC has duties and powers in respect of boarding accommodation. These differ slightly to those in the 1992 Act and apply to three groups of potential students 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];

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].

5 The extracts above are taken from the *Learning and Skills Act 2000* (the 2000 Act). Other sections of the 2000 Act which relate to the LSC's duties towards students with learning difficulties and/or disabilities are given in full at annex A.

6 This circular outlines the procedures and criteria by which LSC's legal duties and powers towards the funding of residential placements for students with learning difficulties and/or disabilities will be carried out.

The Introduction of LSC and Benefits to Students

7 It is inevitable that legislative change causes anxiety to those who look to public bodies for the delivery of vital services. It is hoped that this circular will give reassurance that learners will benefit from the changes introduced as a result of the new legislation.

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

9 The arrangements which the LSC will put in place should benefit young people with learning difficulties and/or disabilities by clarifying procedures, widening choice and raising standards of achievement:

a. LSC will be 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;

-
- b. legislation is under consideration which will require colleges and other education providers not to discriminate against learners with disabilities or to treat them less favourably without justifiable cause;
 - c. the new Disability Rights Commission will support those who consider that they have been discriminated against in any aspect of their lives because of a disability;
 - d. the Special Educational Needs (SEN) Code of Practice is being revised to clarify the process of supporting pupils in schools and to give guidance on the relationship between schools and the post-16 sector.

10 The requirement placed on education and training providers by the *Learning and Skills Act 2000* will help realise the vision of the Tomlinson report *Inclusive Learning* on students 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 matched their provision to the needs of the learner. For all learners, however disadvantaged, the inclusive learning approach holds an answer to their continued and successful involvement in education and training.

11 The introduction of LSC coincides with the creation of the new ConneXions service. This service will ensure that young people are given every encouragement to participate in education and training with appropriate levels of support. As it is phased in across the country, ConneXions Personal Advisers will have a key role in supporting young people who are seeking a residential placement.

12 In the process of considering requests for residential placements, the LSC will continue to rely on the knowledge and opinions of those such as local education authorities (LEAs), careers officers or ConneXions Personal Advisers, who will have worked most closely with young people. To minimise any misunderstanding over procedures and to eliminate the need for complex paperwork, LSC staff will work directly with them in planning transition to post-16 provision.

13 The ConneXions service/careers service will play an important role with the LEA in advising young people about suitable further education and training to meet their needs. Where a ConneXions service is not fully operational, the careers service will continue to have responsibility.

14 The ConneXions service will be phased in over the next two or three years. LSC staff will liaise locally with whichever service is operational.

Developing provision: addressing gaps

15 The new legislation places a clear requirement on LSC through its committees and local arms to investigate provision and to consider its adequacy for the needs of the local population. LSC nationally will approve all local plans. This will enable it to ensure that the needs of those with disabilities are addressed.

16 The Lifelong Learning Partnerships will make a significant contribution to the development of provision. Where gaps in provision are identified, local LSCs will determine and implement an appropriate response.

17 All LSC providers will be open to regular inspection. New arrangements for these will be the subject of future guidance.

New Arrangements for Residential Placements

18 The Further Education Funding Council has been asked to develop these procedures on behalf of the LSC which will assume responsibility for this funding on 1 April 2001.

19 This document outlines the new procedures that will be in place from April 2001 with regard to learners seeking funding for a residential placement. These procedures will be used to consider placements from April 2001-02. They replace the recommendations for residential placements under FEFC as described in Circular 99/40. The procedures will enable the LSC to fulfil its duties and to ensure that the spirit of the new legislation is implemented.

20 Existing students seeking extensions to current placements will not be required to use these new procedures.

21 The over-riding imperative for the LSC is to ensure that students requiring residential placements are able to obtain them in line with the LSC's overall responsibilities. The procedures set out for use in this transition year will be reviewed and where appropriate revised for use in placements for the teaching year 2002-03.

22 New procedures are required because of the new legislative basis. They have been determined by the following principles:

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

23 The LSC recognises the difficulties for young learners and their families at a time of transition. It intends to work closely with key partners and to seek to harmonise its procedures with those already in existence. In seeking coherence with transition arrangements already in place, the LSC hopes to minimise the anxiety involved in seeking funding approval.

24 The Learning and Skills Council will work on the development of a common system for support funding as outlined in the government's consultation on LSC funding. It is hoped to introduce the new funding arrangements from August 2002.

LSC funding of residential placements

25 Where learners can demonstrate that they meet the criteria for residence, (see Part 3 para. 57ff. on criteria) the LSC has duties and powers to consider funding the placement. Funding will be secured for a boarding placement following a request on behalf of the learner by his/her local authority, careers service or ConneXions Personal Adviser.

26 Procedures for residence requests are described in full in Part 2 (para. 35ff.).

27 In contrast to arrangements under the 1992 Act, where a learner wishes to attend a residential establishment as a matter of choice, but does not meet the residence criteria, the LSC will be willing to meet the costs of the programme and the additional support required. This will allow an increased level of personal choice for learners. In these

circumstances, the learner will be required to secure the cost of residence from another source. This may be from another agency such as social services or from benefits, or other allowances. It is hoped that this change will come into effect in 2002-03.

28 Entry requirements and the allocation of places in these circumstances will involve the local ConneXions service/careers service and the young person and his or her parent/carer/advocate.

29 If the learner wishes to attend a residential establishment which has not previously received funds from LSC or FEFC, the establishment will first have to satisfy the threshold criteria which will be set out for new establishments. These will be published by the LSC and will ensure that providers are capable of delivering high-quality provision and are fit to receive public funds.

30 LSC has powers to fund providers who previously were described as 'outside the sector'. Where providers such as specialist residential colleges can demonstrate that they can meet the needs of young people locally, it will be possible for the local LSC to fund provision. LSC will develop detailed arrangements on how providers will receive funds. These will cover those specialist colleges who wish to contract with the LSC for provision other than residential placements.

31 Arrangements for specialist colleges to offer provision other than individual student placements will not be in place during the first year of the LSC's operation. Day provision at specialist colleges will continue to be funded through the placement process for 2001-02, and the criteria have been adapted to reflect this. From 2002 onwards however, day provision at specialist colleges should be funded under contract to the local LSC. All procedures described will be subject to the learner being eligible for LSC funding and wishing to follow a course or programme which falls within the LSC's responsibilities.

32 The government has yet to finalise arrangements for LSC funding for all education and training provision. It has identified the teaching year 2001-02 as a transitional year during which new funding arrangements will be introduced.

33 For residential placements beginning in August 2001, the existing fees matrix arrangements will apply for placements at specialist colleges. The fees matrix is set out in FEFC Circular 99/40 and attached at annex C to this circular.

34 For learners attending further education colleges (not specialist residential colleges) in August 2001, provision for additional support for those with learning difficulties and/or disabilities will continue to be funded through the additional support mechanism. A common system for additional support will not be in place until August 2002 at the earliest to allow adequate time for its development.

Part 2

Procedures for Securing Funding for a Residential Placement

35 The FEFC recognised the importance, not least to individual learners, of beginning the planning process for a residential placement as early as possible in the context of transition from school.

36 FEFC has in the past encouraged LEAs to make recommendations on behalf of those students requiring residential places by December in the student's last year of schooling. To achieve this target date, FEFC would have expected to publish in August of any year, details of the arrangements for the placement of students at specialist residential colleges for courses beginning in August/September of the following year.

37 For placements beginning in August 2001, which will be the first to be funded by the LSC under new legislation, arrangements for the process should be under way during autumn 2000.

38 The LSC will be sensitive to the uncertainties which all parties will experience in carrying out the process for this initial year in the context of:

- new funding arrangements including new arrangements for the additional support element
- partial staffing in LLSCs
- new arrangements for inspection
- the developments in the ConneXions service.

39 The LSC will ensure that it considers requests for residential placements in such a way that learners are not disadvantaged by their applications for funding coming at a time of great organisational change.

40 The new 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, LSC's arrangements will build on the information held by the LEA, not seek to replicate it

- involve local LSC staff working closely with the LEA. To minimise the time taken to reach decisions and to reduce the administrative requirements, a local LSC officer will check that criteria for placements are met during meetings specifically arranged for this purpose with the LEA/careers/ConneXions service. An officer from LSC will initiate meetings to consider placements for individual students wishing to start their placement during 2001-02
- be carried out within each of the 47 local LSCs. Each local LSC will have responsibility for planning the education and training provision for its locality. Plans will be approved by LSC nationally.

41 The LSC will take note of SEN procedures and Code of Practice and will seek to develop coherence between school and post-16 provision. The involvement of local LSC staff should contribute to a smoother transition process and help reduce anxieties for both learners and their parents/guardians.

42 Section 140 of the *Learning and Skills Act 2000* describes arrangements for statutory assessments. The LSC 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

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

44 The procedures outlined below will be used to consider residential placements for students due to begin their courses from April 2001.

45 For this interim year only, the placement process will be carried out on behalf of local LSCs by experienced staff working with FEFC's regional offices. The placement process will continue to be monitored and managed by FEFC students' team.

46 It is expected that from April 2001 all local LSCs will be appropriately staffed to deal with the placement process and other tasks relating to disability and equal opportunities.

47 A placement officer will contact each LEA with the purpose of establishing placement discussions for those learners which it has identified as requiring residential provision. Before discussions begin on individual placements, these criteria and procedures will have been sent to each LEA, social services, Careers and ConneXions services. LEAs should contact FEFC regional offices if they have not been provided with the name of their placement officer by the end of February 2001.

48 These discussions will take place within the transition arrangements which the LEA provides for students with special educational needs. The placement officer will convene meetings specifically for the purpose of considering residence requests. Liaison with Careers services and ConneXions Personal Advisers will be particularly important. The long-term aim will be to incorporate the placement process into regular multi-agency panel meetings where post-16 transition is discussed.

49 The placement officer will be working to the national criteria and documentation that appear in this circular and will be able to advise LEA staff of the LSC's evidence requirements. While the LSC must ensure that it acts within its duties and is accountable for public funds, it must also aim to keep the process administratively simple. The documentation within this circular has been kept to a minimum. A system of national guidance and moderation on the process will be established.

50 Many of the criteria evidence checks will be carried out at the meeting. Where the relevant criteria are met, it will be possible for the placement officer to give an indication of this. Formal endorsement will be obtained from the FEFC regional director and/or local LSC executive director, where he or she is in post.

51 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 dates can be arranged. The young person will be kept informed of the progress of the discussions.

52 Where criteria are not met, and the decision is taken not to fund the placement, the officer will consult the executive director and confirm in writing, within 14 days of the meeting, to the young person, the LEA and the Careers/ConneXions service, the reasons for the LSC'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.

53 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 FEFC students' team.

54 The LSC will shortly publish guidance on its arrangements for independent appeals against decisions. These are expected to be similar in format to the appeals panels which considered appeals against FEFC decisions.

55 The LSC will aim to take decisions on all requests for places for August 2001 by 31 May 2001. Residence requests will however be considered throughout the year.

56 The LSC is willing to consider approaches for funding contributions from social services where they are exercising their responsibilities towards young people in their care. The LSC would need to be satisfied that there is an educational element to a social services placement and if this is identified, the LSC will be willing to consider making a proportionate contribution towards the placement.

Part 3

The Criteria for Considering a Residence Request

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

58 The criteria will focus on establishing whether residence is necessary:

- to enable the learner to access provision
- where she/he 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.

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

60 The LSC would usually expect to fund a placement for a maximum of three years. It is however aware of the need for arrangements to reflect individual patterns of learning and will consider requests for further funding on an individual basis.

61 In relation to its duty towards learners up to the age of 25, the LSC'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 educational and/or training needs, which cannot be provided in a non-residential setting (Criterion 2).

For young people aged 19 to 25, the LSC 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 these criteria.

62 For people aged 25 and over, the criteria against which the LSC 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/trainee (Criterion 4).

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

64 In all cases the LSC 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 LSC funding
- the placement does not represent a disproportionate use of public funds.

Day provision: special arrangements

65 For those specialist colleges which take only day students, those which regularly enrol a significant number of day students, and those specialist colleges which occasionally provide for a small number of day students, it is important in this transition year that those for whom such a placement is appropriate, are able to be funded.

66 For this interim year only, until arrangements can be put in place to enable such day provision to be funded through the local LSC, it will be necessary to use the placements process to maintain this provision as an option for students.

67 Requests for such placements will, for 2001-02, be considered at the placement meetings called to consider requests for residential placements.

68 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 student.

Evidence

The LSC 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.

69 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.

70 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 *Learning and Skills Act 2000* will also provide key information. The LSC would expect to see evidence that the decision to propose a residential placement was taken in full and updated knowledge of other available opportunities.

71 Reference made in any evidence about facilities and provision at local providers should be confirmed by the providers themselves in order to ensure factual accuracy.

72 Unlike requirements under the *Further and Higher Education Act 1992*, a student need not be turned down for a place at a sector college before a specialist college placement, either day or residential, can be considered. When the new post-16 assessments introduced under section 140 of the *Learning and Skills Act 2000* are in place, these are likely to 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.

73 The LSC would normally expect to see the arguments for the need for a residential component to fall into one of the following three categories.

Category 1: Medical

74 In these circumstances a person would have need of continuous, on-going and on-the-spot medical support and/or supervision to enable full access to an educational programme.

75 In this category, learners might also require periods of rest or physiotherapy to enable them to meet the demands of the programme.

76 It is likely that these people are already in residential placements or have deteriorating conditions which require future placements to be residential.

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

78 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.

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

Category 2: Educational

80 The programme of study identified for the learner addresses his/her needs in a way that can be found only in a residential setting.

81 The learner requires an intensive period in an environment in which a particular disability is the norm. Relevant skills such as communication, mobility and self-care will be developed. These are prerequisites for further learning.

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

83 Evidence must show that these needs and aspirations can be met only in a residential setting.

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

Category 3: Social

85 Residence will be identified as an essential element in supporting learning. In some cases, the influence of family or environment could be described as a negative influence on learning.

86 In others, the learner's behavioural difficulties will be such that regular attendance at a non-residential placement might be in doubt.

87 For some learners, one of the main educational needs identified will be to develop away from the supportive influence of home and family.

88 The learner may be following 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 LSC recognises as appropriate for it to fund.

89 Separate guidance will be provided on programme eligibility.

90 Detailed assessment reports from Careers officers, ConneXions Personal Advisers, social workers, educational welfare, probation or psychological services would indicate the presence of the above features.

91 For placements beginning in 2001-02, the LSC will take note of the reasonable expectations of parents and carers whose plans will have been made on the basis of FEFC criteria.

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.

92 The LSC would expect that in reaching a decision to seek a residential 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.

93 Some learners may have acquired a learning difficulty 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.

94 Reports from Careers services, employment advisers, social services and other agencies should provide evidence of the provision which has been accessed to date and the rationale for the decision to seek a residential placement through LSC.

95 Information should be available, showing 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 student/trainee.

96 In exercising its power to fund residential placements for those over 25, the LSC 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.

97 There should be a clear identification of the outcomes of the learning programme and the likelihood of these being achieved by the student in the context of the proposed placement.

98 Evidence should be provided of the likely impact of the programme on the learner's prospects for employment.

Course eligibility

99 LSC will shortly publish guidance on the eligibility of programmes for all learners and providers and details of rates of funding.

100 For residential placements in 2001-02, LSC will fund the programmes previously funded by FEFC.



Legal Responsibilities*

Section 2

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

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

(2) Facilities are proper if they are:

- (a) of a quantity sufficient to meet the reasonable needs of individuals, and
- (b) of a quality adequate to meet those needs.

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

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

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

(5) For the purposes of this section:

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

- (c) training includes vocational, social, physical and recreational training;
- (d) higher education is education provided by means of a course of any description mentioned in Schedule 6 to the *Education Reform Act 1988*.

Section 3

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

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

(2) Facilities are reasonable if (taking account of the Council's resources) the facilities are of such a quantity and quality that the Council can reasonably be expected to secure their provision.

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

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

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

(5) For the purposes of this section:

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

*Source: *Learning and Skills Act 2000*

- (b) training includes both full-time and part-time training;
 - (c) training includes vocational, social, physical and recreational training;
 - (d) higher education is education provided by means of a course of any description mentioned in Schedule 6 to the *Education Reform Act 1988*.
- (6) References in this Part to post-16 education are to:
- (a) education falling within section 2 (1)(a) or subsection (1)(a) above, and
 - (b) organised leisure-time occupation connected with such education.
- (7) References in this Part to post-16 training are to:
- (a) training falling within section 2 (1)(b) or subsection (1)(b) above, and
 - (b) organised leisure-time occupation connected with such training.

Section 13

- (1) In discharging its functions under sections 2, 3, 5 (1)(a) to (d) (g) and 8 the Council must have regard:
- (a) to the needs of persons with learning difficulties, and
 - (b) in particular, to any report of an assessment conducted under section 140.
- (2) If the Council is satisfied that it cannot secure the provision of facilities for education and training which are sufficient in quantity and adequate in quality for a person with a learning difficulty who is over compulsory school age but who has not attained the age of 19 unless it also secures the provision of boarding accommodation for him, the Council must secure the provision of boarding accommodation for him.
- (3) If the Council is satisfied that it cannot secure the provision of reasonable facilities for education or training for a person with a learning difficulty who has attained the age of 19 but not the age of 25 unless it also secures the provision of boarding accommodation for him, the Council must secure the provision for him.
- (4) If the Council is satisfied that it cannot secure the provision of reasonable facilities for education or training for a person with a learning difficulty who

has attained the age of 25 unless it also secures the provision of boarding accommodation for him, the Council may secure the provision for him.

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

Section 140

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

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

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

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

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

Confidential

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

Requests for Residential Provision for New Learners with Learning Difficulties and/or Disabilities (under 25) in 2001-02

Cheylesmore House
Quinton Road
Coventry CV1 2WT

Telephone 024 7686 3000
Fax 024 7686 3100

(Reference Circular 01/03)

**For completion by the Learning and Skills Council placement officer
following discussions with other agencies and relevant parties.**

Please read Circular 01/03 and complete a form for each learner for whom a request is made. The completed document should be forwarded to the executive director of the local LSC office for endorsement of decision.

Name of learner

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 educational and/or training needs, which cannot be provided in a non-residential setting

Evidence provided:

Criterion met yes no

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 first review ___/___

First review report 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 nearer to the date.

Signature _____ Date ____/____/____

Name (*please print*) _____

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.

Matrix of Learning Difficulties and/or Disabilities and Associated Support

Support Band A

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

Notes

1. Not all of these descriptors will apply to one student. 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 student.
2. Support outlined within this band is in addition to that outlined in the core entitlement.

Support Band B

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

Notes

- Not all of these descriptors will apply to one student. 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 student.*
- Support outlined within this band is in addition to that outlined in the core entitlement.*

Support Band C

	<i>Descriptor</i>	<i>Further information</i>
Tuition	Specialist teaching support for three hours a week	Student requires specialist teaching support, either individually or in a 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:student support to be 1:5.
Independence training	Regular independence training	Student requires daily oversight to develop independence skills.
Personal care support	Some help with personal care	Student requires some help with self-care and a degree of monitoring for safety purposes (eg: for dressing, hygiene).
Therapy and/or counselling	Weekly therapy	Student requires weekly input from a therapist in order to support his or her continued presence on the course (eg: anger, stress, psychological, speech, physio, audiology or occupational).
	Regular counselling support	Regular counselling support is built into the student's programme.
Equipment	Standard equipment requires modifications	Equipment that is widely available requires some modifications for the student's personal use.

Notes

- 1. Not all of these descriptors will apply to one student. 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 student.*
- 2. Support outlined within this band is in addition to that outlined in the core entitlement.*

Support Band D

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

Notes

- Not all of these descriptors will apply to one student. 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 student.*
- Support outlined within this band is in addition to that outlined in the core entitlement.*

Support Band E

<i>Descriptor</i>	<i>Further information</i>
Tuition Specialist teaching support for more than three hours a week	Student requires specialist teaching support, either individually or in a small group setting, in addition to base teaching hours for more than three hours a week (eg: in key skills, ESOL, Braille or social use of language).
Curriculum support (1:3)	The base ratio of curriculum staff:student support to be 1:3.
Independence training High level of support for independence training (up to two hours a day)	Student 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)	Student requires daily (up to one hour) support for self-care (eg: from a care assistant for personal hygiene, bathing, toilet).
Daily medical support	Student requires daily medical support (eg: access to nursing staff).
Therapy and/or counselling Therapy twice a week	Student has input from a therapist twice a week (eg: anger, stress, psychological, speech, physio, audiology or occupational).
Immediate intervention for emotional and/or behavioural support	Student may require immediate intervention for support with emotional and/or behavioural problems.
Equipment Equipment requires significant adaptations	Student 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 student. 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 student.*
2. *Support outlined within this band is in addition to that outlined in the core entitlement.*

Support Band F

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

Notes

1. Not all of these descriptors will apply to one student. 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 student.
2. Support outlined within this band is in addition to that outlined in the core entitlement.

Support Band G

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

Notes

1. *Not all of these descriptors will apply to one student. 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 student.*
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 Student 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 Student requires high level of support for self-care. 24-hour specialist support Continual access to specialist care support (eg: night care staff on awake duty). Specialist medical staff and/or equipment Instant access to high levels of specialist medical care (eg: nursing staff on night duty). Continual intervention to ensure student safety Constant staff oversight to attain required personal safety levels.
Therapy and/or counselling	Constant support for emotional and/or behavioural difficulties Student is constantly supported. Individual counselling and/or psychiatric support 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 student's personal use (eg: Liberator).

Notes

1. Not all of these descriptors will apply to one student. 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 student.
2. Support outlined within this band is in addition to that outlined in the core entitlement.

Inspection of Council-funded Provision in Specialist Colleges Outside the Sector

FEFC-funded provision has been graded 3 or above at the following currently FEFC-funded specialist colleges outside the sector. A description of the FEFC grading system appears at the end of this annex.

Arden College	Langdon College
Ashleigh College	Lindeth College of Further Education
Banstead Place	Linkage College – Sampson Campus
Beaumont College	Linkage College – Toynton Hall Campus
Belford College	Linkage College – Weelsby Hall Campus
Bridge College	Loppington House Further Education Unit
CABIR	Lord Mayor Treloar College
Coleg Elidyr	Lufton Manor College
David Lewis Centre*	Meldreth Manor School*
Derby College for Deaf People	Minstead Training Project
Derwen College	Mount Camphill Community School
Dilston College of Further Education	Nash Further Education Centre
Doncaster College for the Deaf	National Star Centre
Dorincourt Centre	Pengwern College
Dorton College of Further Education	Pennine Camphill Community
Fairfield Opportunity Farm	Portland College
Fortune Centre of Riding Therapy	Queen Alexandra College for the Blind
Green Laund	RNIB Vocational College Loughborough
Henshaws Society for the Blind	RNIB College Redhill
Hereward College of Further Education [†]	RNIB New College Worcester
Hinwick Hall College of Further Education	RNIB Condover Hall School*
Homefield College of Further Education	Royal National College for the Blind
Hope Lodge School	Royal School for the Deaf, Manchester*
Iver House Ltd	Royal West of England School for the Deaf*
Kisharon Adult Centre	Ruskin Mill Further Education Unit
Landmarks	SENSE East
	South-Hill College
	St Pier's, Lingfield*
	Strathmore House
	Tasker House
	The Interact Centre
	Thornbeck College
	West of England School for Children with Little or No Sight*
	Westgate College*
	Whitegates Autistic Community
	William Morris Camphill Community

* schools making post-16 provision

[†] incorporated college

Please note:

- this list of establishments primarily includes colleges and in some instances, schools making post-16 provision (marked*)
- inclusion in this list does not guarantee Council funding for new placements. Each recommendation will be considered against the requirements of individual students and the Council's legal duties and criteria
- this list does not include a small number of colleges where Council-funded provision may be inspected for the first time in 2000-01. Referring agencies with queries are advised to contact Julie Lynes-Grainger at the Council's Coventry office on 024 7686 3031.

Grade Descriptors

- *grade 1* outstanding provision which has many strengths and few weaknesses
- *grade 2* good provision in which the strengths clearly outweigh the weaknesses
- *grade 3* satisfactory provision with strengths but also some weaknesses
- *grade 4* less than satisfactory provision in which the weaknesses clearly outweigh the strengths
- *grade 5* poor provision which has few strengths and many weaknesses

Inspection Schedule 2000-01

<i>College</i>	<i>Date</i>
Banstead Place	Sep 2000
Belford College	Sep 2000
Green Laund	Nov 2000
Homefield College of Further Education	Nov 2000
Iver House Ltd	Jan 2001
Landmarks	Jan 2001
Langdon College	Feb 2001
Royal School for the Deaf – Manchester	Feb 2001
SENSE East	Mar 2001
Meldreth Manor School	Mar 2001
RNIB New College, Worcester	Mar 2001
RNIB Condover Hall	Apr 2001
Thornbeck College	Apr 2001
Westgate College	Jun 2001
Whitegates Autistic Community	Jun 2001

Confidential

THE FURTHER EDUCATION FUNDING COUNCIL

Requests for Residential Provision for New Learners with Learning Difficulties and/or Disabilities (over 25) in 2001-02

Cheylesmore House
Quinton Road
Coventry CV1 2WT

Telephone 024 7686 3000
Fax 024 7686 3100

(Reference Circular 01/03)

**For completion by the Learning and Skills Council placement officer
following discussions with other agencies and relevant parties.**

Please read Circular 01/03 and complete a form for each learner for whom a request is made. The completed document should be forwarded to the executive director of the local LSC office for endorsement of decision.

Name of learner

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 educational and/or training needs, which cannot be provided in a non-residential setting

Evidence provided:

Criterion met yes

no

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 first review ___/___

First review report to be forwarded by (month): ___/___

All agencies should ensure they are available for this meeting which will be co-ordinated by the LLSC office nearer to the date.

Signature _____ Date ___/___/___

Name (*please print*) _____

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.

**Support Bands:
Tariff for 2001-02**

Support Bands: Tariff for 2001-02

Tuition	
Independence training	
Personal care support	
Therapy and/or counselling	
Equipment	
1 Moderate learning difficulties Specific learning difficulties Sensory impaired Partially disabled but ambulant Emotional and/or behavioural difficulties Medical condition – little supervision	Day Residential
2 Moderate learning difficulty – compounded by one other difficulty Sensory impaired – compounded by one other difficulty Physically disabled – mobility difficulties Mild autism Aspergers syndrome Emotional and/or behavioural and/or mental ill health Speech and language disorders Medical condition – some supervision	Day Residential
3 Severe learning difficulty Sensory impaired with moderate learning difficulty Physically disabled – affecting upper body and mobility, manual wheelchair user Autism Aspergers syndrome with moderate behavioural difficulties Moderate emotional and/or behavioural difficulty Complex speech and/or language disorders Medical condition – requiring input	Day Residential
4 Severe learning difficulty with challenging behaviour Severe learning difficulty with communication difficulty Sensory impaired with severe learning difficulty Physically disabled (as 3) compounded by moderate learning difficulty and/or communication difficulty, manual wheelchair user Aspergers syndrome with disturbed behaviour Vulnerable through child abuse and/ or mental illness Debilitating medical condition	Day Residential
5 Severe learning difficulty and partial disability and behavioural difficulties Autism with behavioural difficulties Sensory impairment with severe learning and/or behavioural difficulty Vulnerable and disturbed due to child abuse and/or mental illness Severe emotional and behavioural difficulties Multiple disabilities, electric wheelchair user Uncontrolled medical condition	Day Residential
6 Severe learning difficulty compounded by other complex difficulties Deaf/blind Vulnerable, disturbed and volatile as a result of child abuse and/or mental illness Physically disabled – no independent movement or speech, electric wheelchair user Permanently disabled with significant sensory loss Uncontrolled life threatening medical condition	Day Residential

A	B	C	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
£3,600	£5,600	£8,400	£10,200
£11,100	£13,100	£16,600	£19,600
£3,700	£5,750	£8,600	£10,400
£11,200	£13,250	£16,800	£19,800
£3,800	£5,850	£8,700	£10,500
£11,300	£13,350	£16,900	£19,900
£3,900	£5,950	£8,800	£10,600
£11,400	£13,450	£17,000	£20,000
£4,000	£6,050	£8,900	£10,700
£11,500	£13,550	£17,100	£20,100
£4,100	£6,150	£9,000	£10,800
£11,600	£13,650	£17,200	£20,200

Support Bands: Tariff for 2001-02

Tuition	
Independence training	
Personal care support	
Therapy and/or counselling	
Equipment	
1 Moderate learning difficulties Specific learning difficulties Sensory impaired Partially disabled but ambulant Emotional and/or behavioural difficulties Medical condition – little supervision	Day Residential
2 Moderate learning difficulty – compounded by one other difficulty Sensory impaired – compounded by one other difficulty Physically disabled – mobility difficulties Mild autism Aspergers syndrome Emotional and/or behavioural and/or mental ill health Speech & language disorders Medical condition – some supervision	Day Residential
3 Severe learning difficulty Sensory impairment with moderate learning difficulty Physically disabled – affecting upper body and mobility, manual wheelchair user Autism Aspergers syndrome with moderate behavioural difficulties Moderate emotional and/or behavioural difficulty Complex speech and/or language disorders Medical condition – requiring input	Day Residential
4 Severe learning difficulty with challenging behaviour Severe learning difficulty with communication difficulty Sensory impaired with severe learning difficulty Physically disabled (as 3) compounded by moderate learning difficulty and/or communication difficulty, manual wheelchair user Aspergers syndrome with disturbed behaviour Vulnerable through child abuse and/or mental illness Debilitating medical condition	Day Residential
5 Severe learning difficulty and partial disability and behavioural difficulties Autism with behavioural difficulties Sensory impaired with severe learning and/or behavioural difficulty Vulnerable and disturbed due to child abuse and/or mental illness Severe emotional and behavioural difficulties Multiple disabilities, electric wheelchair user Uncontrolled medical condition	Day Residential
6 Severe learning difficulty compounded by other complex difficulties Deaf/blind Vulnerable, disturbed and volatile as a result of child abuse and/or mental illness Physically disabled – no independent movement or speech, electric wheelchair user Permanently disabled with significant sensory loss Uncontrolled life-threatening medical condition	Day Residential

E	F	G	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-hr specialist support specialist medical staff and/or equipment continual intervention to ensure student 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
£13,800	£17,400	£25,500	£35,000
£23,300	£27,500	£36,300	£50,000
£14,050	£17,650	£25,800	£35,350
£23,550	£27,750	£36,600	£50,350
£14,150	£17,750	£25,900	£35,500
£23,650	£27,850	£36,700	£50,500
£14,250	£17,850	£26,000	£35,650
£23,750	£27,950	£36,800	£50,650
£14,350	£17,950	£26,100	£35,800
£23,850	£28,050	£36,900	£50,800
£14,450	£18,050	£26,200	£35,950
£23,950	£28,150	£37,000	£50,950

**Published by the
Further Education
Funding Council**

© FEFC 2001

January 2001

**Extracts from this publication
may be reproduced for
non-commercial educational
or training purposes on
condition that the source is
acknowledged and the
findings are not
misrepresented.**

**This publication is available
in an electronic form on the
Council's website
(www.fefc.ac.uk).**

Further copies can be obtained
by contacting the
communications team at:

The Further Education
Funding Council
Cheylesmore House
Quinton Road
Coventry CV1 2WT.

Telephone 024 7686 3265
Fax 024 7686 3025
E-mail fehcpubs@fefc.ac.uk

The print run for this document was
12,000 copies.

Please quote the reference
number below when ordering.

Reference CIRC/1144/01