

## **Annex 1      The Assessment process**

### **1      The legislation**

Sections 139A to 139C of the Learning and Skills Act 2000 (“the 2000 Act”) which were inserted into that Act by section 80 of the Education and Skills Act 2008 place statutory responsibility on local authorities in relation to assessments relating to learning difficulties. This replaces Section 140 of the 2000 Act, which no longer applies to England.

#### “Section 139A Assessments relating to learning difficulties: England

- (1) Subsection (2) applies if a local authority in England -
  - (a) maintains a statement of special educational needs for a person, and
  - (b) believes that the person will leave school, at the end of his last year of compulsory schooling, to receive post-16 education or training or higher education.
- (2) The authority must arrange for an assessment of the person to be conducted at some time during his last year of compulsory schooling.
- (3) Subsection (4) applies if a local education authority in England-
  - (a) maintains a statement of special educational needs for a person who is over compulsory school age, and,
  - (b) believes that the person will leave school, during or at the end of the current school year, to receive post-16 education or training or higher education.
- (4) The authority must arrange for an assessment of the person to be conducted at some time during the current school year
- (5) A local authority in England may at any time arrange for an assessment to be conducted of a person -
  - (a) who is within subsection (6), and
  - (b) for whom the authority is responsible.
- (6) A person within this subsection is one who -
  - (a) is in his last year of compulsory schooling, or is over compulsory school age but has not attained the age of 25,
  - (b) appears to the authority to have a learning difficulty within the meaning of section 13, and
  - (c) is receiving, or in the opinion of the authority is likely to receive, post 16 education or training of higher education.
- (7) In exercising its functions under this section an authority must have regard to any guidance issued by the Secretary of State.

#### Section 139B Assessments under section 139A: interpretation

- (1) This Section applies for the purposes of section 139A.
- (2) A statement of special educational needs is a statement maintained under section 324 of the Education Act 1996.
- (3) An assessment of a person is an assessment, resulting in a written report of:
  - (a) the person's educational and training needs, and
  - (b) the provision required to meet them.
- (4) A local education authority is responsible for:
  - (a) a person who is receiving education or training in its area
  - (b) a person who is not receiving education or training, but who is normally resident in its area,
  - (c) a person who is not receiving education or training, and who is not normally resident in its area or that of another authority, but who is otherwise within its area and, in its opinion, likely to receive post 16 education or training or higher education.
- (5) A person's last year of compulsory schooling is the last school year at his school during the whole or part of which he is of compulsory school age; and in the application of section 139A(6) to a person who is receiving education at an institution other than a school, that institution is to be treated for the purpose of determining his last year of compulsory schooling as though it were a school.
- (6) "Higher education" is education provided by means of a course of any description mentioned in Schedule 6 to the Education Reform Act 1988.
- (7) "Post-16 education or training" means post-16 education or post-16 training within the meaning of Part 1.
- (8) "School year" has the meaning given in section 579(1) of the Education Act 1996.

#### Section 139C Assessments under section 139A: persons educated at home

- (1) Section 139A applies in relation to a person who is receiving education at home, subject to the following modifications.
- (2) In section 139A(1)(b) and (3)(b), references to a person's leaving school to receive post-16 education or training or higher education are to be construed as references to a person's ceasing to receive education at home in order to receive, otherwise than in school, post-16 education or training or higher education.

Section 13 of the LSA 2000 is repealed by ASCL. This is “replaced” by section 15ZA of the Education Act 1996 (as inserted by section 41 of the ASCL Act):

### Section 41 of the ASCL Act

#### **41 Education and training for persons over compulsory school age: general duty**

Before [section 15A](#) of the Education Act 1996 (c 56) insert—

#### **“15ZA Duty in respect of education and training for persons over compulsory school age: England**

- (1) A local education authority in England must secure that enough suitable education and training is provided to meet the reasonable needs of—
- (a) persons in their area who are over compulsory school age but under 19, and
  - (b) persons in their area who are aged 19 or over but under 25 and are subject to learning difficulty assessment.
- (2) A local education authority may comply with subsection (1) by securing the provision of education or training outside as well as within their area.
- (3) In deciding for the purposes of subsection (1) whether education or training is suitable to meet persons' reasonable needs, a local education authority must (in particular) have regard to—
- (a) the persons' ages, abilities and aptitudes;
  - (b) any learning difficulties the persons may have;
  - (c) the quality of the education or training;
  - (d) the locations and times at which the education or training is provided.
- (4) In performing the duty imposed by subsection (1) a local education authority must—
- (a) act with a view to encouraging diversity in the education and training available to persons;
  - (b) act with a view to increasing opportunities for persons to exercise choice;
  - (c) act with a view to enabling persons to whom [Part 1](#) of the Education and Skills Act 2008 applies to fulfil the duty imposed by section 2 of that Act;
  - (d) take account of education and training whose provision the authority think might reasonably be secured by other persons.
- (5) A local education authority must, in—
- (a) making any determination as to the provision of apprenticeship training that should be secured under subsection (1), or
  - (b) securing the provision of any apprenticeship training under that subsection,
- co-operate with the Chief Executive of Skills Funding.
- (6) For the purposes of this section a person has a learning difficulty if—

(a) the person has a significantly greater difficulty in learning than the majority of persons of the same age, or

(b) the person has a disability which either prevents or hinders the person from making use of facilities of a kind generally provided by institutions providing education or training for persons who are over compulsory school age.

(7) But a person is not to be taken to have a learning difficulty solely because the language (or form of language) in which the person is or will be taught is different from a language (or form of language) which has at any time been spoken in the person's home.

(8) In this section—

“apprenticeship training” means training provided in connection with—

(a) an apprenticeship agreement (within the meaning given in [section 32](#) of the Apprenticeships, Skills, Children and Learning Act 2009),

(b) any other contract of employment, or

(c) any other kind of working in relation to which alternative English completion conditions apply under section 1(5) of that Act (meaning of “completing an English apprenticeship”);

“education” includes full-time and part-time education;

“training” includes—

(a) full-time and part-time training;

(b) vocational, social, physical and recreational training;

(c) apprenticeship training.

(9) The references in subsection (1) to—

(a) persons in a local authority's area who are over compulsory school age but under 19, and

(b) persons in a local authority's area who are aged 19 or over but under 25 and are subject to learning difficulty assessment,

do not include persons who are subject to a detention order.

### **15ZB Co-operation in performance of section 15ZA duty**

Local education authorities in England must co-operate with each other in performing their duties under section 15ZA(1).”

Appointment: 1 April 2010: see [SI 2010/303, art 3](#), [Sch 2](#)

Section 6(3) LSA 2000 refers to financial resources: conditions of the LSC. There is an equivalent provision for the YPLA in section 62 of the ASCL Act.

## **Section 62 of the ASCL Act**

### **62 Financial resources: conditions**

- (1) Financial resources provided by the YPLA may be provided subject to conditions.
- (2) The conditions may include—
  - (a) information conditions;
  - (b) operational conditions;
  - (c) repayment conditions.
- (3) Information conditions are conditions which—
  - (a) require the YPLA, or a person designated by the YPLA, to be given access to a person's accounts and documents and to be given rights in relation to a person's computers and associated apparatus and material, or
  - (b) require a person to whom financial resources are provided to give to the YPLA such information as the YPLA may request for the purpose of carrying out its functions.
- (4) Operational conditions are conditions which require a person providing or proposing to provide education or training (“the provider”) to make arrangements providing for all or any of the matters mentioned in subsection (5).
- (5) The matters are the following—
  - (a) the charging of fees by the provider by reference to specified criteria;
  - (b) the making of awards by the provider by reference to specified criteria;
  - (c) the recovery by the provider of amounts from persons receiving education or training or from employers (or from both);
  - (d) the determination of amounts by reference to specified criteria where provision is made under paragraph (c);
  - (e) the operation of specified exemptions where provision is made under paragraph (c);
  - (f) the making by the provider of provision specified in a report of an assessment under [section 139A](#) or [140](#) of the Learning and Skills Act 2000 (c 21) (assessments relating to learning difficulties).
- (6) Repayment conditions are conditions which—
  - (a) enable the YPLA to require the repayment (in whole or part) of sums paid by the YPLA if any of the conditions subject to which the sums were paid is not complied with;
  - (b) require the payment of interest in respect of any period in which a sum due to the YPLA in accordance with any condition is unpaid.

## **2. Who should receive an assessment?**

### **Under the Duty**

2.1 Local Authorities, under section 139A of the 2000 Act, are placed under a duty to arrange for an assessment to be conducted of all persons in respect of whom they maintain a statement of special educational needs and whom they expect to leave school to receive post 16 education, training or higher education. This applies whether the young person is in Y11, 12 or 13. It also applies whether the young person leaves school at the end of the academic year, or in the case of young people over the age of compulsory schooling, at any point during the year.

2.2 Statements of special educational need can last until a person's 19th birthday and, as part of the funding agreement the LSC has with local authorities, local authorities should continue to fund statements past the 19th birthday if that allows the person to finish a course or an academic year that they would have to give up otherwise.

### **Under the Power**

2.3 It is a matter for local authorities to satisfy themselves that they are lawfully exercising their statutory functions with regard to assessments relating to learning difficulties. However, it is likely that they will decide whether an assessment would be beneficial in consultation with the young person, their parents/carers, their school and other relevant professionals. If a young person or their parent requests an assessment and they fall within the group covered by the Power, the authority should decide whether an assessment would be beneficial, taking account of section 1 of the guidance and the paragraphs below.

2.4 The power to arrange for assessments to be conducted is there for the benefit of those reaching transition points from schooling into post 16 education, or training, enabling their special educational needs to be met as far as possible. This is essential if they are to fulfil their potential and reduces the risk of them dropping out of learning. It is also important to recognise that those who will benefit most from an assessment process will be learners whose needs are around the level where they would be considered for statementing in a school setting but whose needs have been met without the need for a statement. A local authority should arrange for an assessment of learning difficulties to take place for:

- a. any young person with a learning difficulty but without an SEN statement, in his/her last year of compulsory schooling, who is believed likely to need additional support as part of his/her future education or training and who would benefit from an assessment to identify his/her learning needs and the provision required to meet those needs.
- b. any young person with a learning difficulty but without a SEN statement including young people at School Action Plus, who is over compulsory school age but under 25 who is receiving or in the opinion of the authority is likely to receive post 16 education or training or higher education and:
  - i. is likely to leave school, during or at the end of the current school year, is believed likely to need additional support as part of their future education or training and would benefit from an assessment to identify his/her learning needs and the provision required to meet those needs;

- ii. is currently in, or about to start, post 16 education or training, but has not previously received an assessment, but whose circumstances are now considered by the local authority to indicate that an assessment of his/her learning needs and the provision required to meet them is appropriate;
- iii. has previously received an assessment but whose circumstances have since changed to such an extent that a further assessment is necessary to ensure his/her learning needs are met; or
- iv. was previously covered by a statement of special educational needs, but did not receive an assessment under the local authority's duty, because he/she did not move from school into other education or training. This might apply should a young person undertake employment for a year before wanting to return to education or training.

2.5 There may also be those who acquire a learning difficulty and/or disability through injury or disease where an assessment will benefit re-orientation of learning plans and consequent life decisions. Additionally those learners who continue learning beyond 19 may well need to be reviewed and a refreshed assessment agreed because of the need to ensure the most appropriate provision and support to meet changing needs. It is also possible that a learner's conditions may deteriorate requiring new assessment of need.

### **3 Which local education authority is responsible for assessing a particular young person?**

3.1 This section is not seeking to overturn existing home/host arrangements between local education authorities where these are working well. It is intended to minimise the possibility of disputes between local authorities by providing guidance that should be followed unless alternative local arrangements are agreed.

#### **3.2 An individual for whom a SEN statement is being maintained.**

In these cases responsibility for the assessment rests with the local education authority that is maintaining the statement of SEN even if this is a different local education authority area from the local education authority area where the person is receiving their education.

#### **3.3 An individual has a learning difficulty but no statement is being maintained.**

Section 139B(4) of the 2000 Act makes provision about which persons local education authorities are responsible for.

A local education authority is responsible for arranging an assessment for a person where the person is receiving education or training in its area.

If the young person is not currently receiving education or training, then arranging an assessment lies with the local education authority where the young person is normally resident.

If the young person is not receiving education or training and is not normally resident in any area (for example, they split their time equally between the homes of two parents or carers in different local

education authorities) it is the local education authority where they present themselves for assessment that is responsible. Annex 4 identifies some special cases.

#### **4 The Process for an individual with a statement of special educational needs**

4.1 Young people with statements relating to their special educational needs, and about to move from schooling to alternative education or training will fall into the group for which the local authority has a duty to arrange an assessment.

##### Timing

4.2 Section 139A requires that assessments are conducted for young people at some time during their last year of schooling up to the age of 18 (for those young people who remain at school post 16).

4.3 Assessments should take account of person-centred transition planning and the outcomes of the young person's last annual review. The assessment relating to learning difficulties will be the culmination of an ongoing process of assessment and review, geared towards the production of an action plan, which builds on and updates the Transition Plan that has been in place since year 9. Assessments should also take account of any other statutory assessment process which may apply to a young person, for example, in relation to the content of a looked after child's personal education and pathway plans. Wherever possible, reviews should be timetabled to inform the assessment relating to learning difficulties.

4.4 Ideally, the assessment would be in place to support the application process to further education, training, or higher education, and the local authority's timetable for delivering the September Guarantee. Therefore, the ideal timeline for the process for young people in Year 11 (or Years 12 or 13 for those who remain in school) would be:

- Annual review in autumn term leading to the completion of assessment relating to learning difficulties,
- Assessment relating to learning difficulties supports application to education and training providers.
- Ideally all assessments should be completed to give an indication of likely numbers requiring possible specialist provision by March, and therefore timely progress towards a successful placement the following September

4.5 An alternative model, for consideration by the LA, would be

- Annual review in spring or summer term of Year 10 informs the completion of assessment relating to learning difficulties in the autumn term of Year 11, 12 or 13;
- Assessment relating to learning difficulties supports application to education and training providers and should be completed wherever possible by March
- Education and training provider interview process is timed to feed the outcome of the application into the Year 11, 12 or 13 reviews.



4.6 The second model is preferable in that it gives slightly more planning time. An assessment can always be reviewed and updated so that when a young person moves on the most up to date information goes with them. The second model may have significant implications for caseloads, as personal advisers would not automatically attend reviews in Year 10. However, the best outcomes for the young person should be the basis for deciding at what point to carry out the assessment.

4.7 However, it is important to remember that the duty is to carry out an assessment during a young person's last year of schooling, when the local authority believes that they will leave school to undertake alternative education or training. The duty applies whether the young person has very clear, fixed, long-term plans (meaning an assessment in Autumn term is possible), or whether the young person makes a decision or changes their mind later in the year, or indeed in late August after receiving exams results. In the latter case, it might be that for practical reasons, the assessment is not carried out until early September, but that does not stop the duty to arrange the assessment from applying.

4.8 Practical advice on transition planning for young people with statements of special educational needs can be found in the SEN Toolkit.<sup>1</sup>

## **5 The process for an individual without a statement of special educational needs**

5.1 Young people with learning difficulties, but without statements relating to their special educational needs, who are planning to undertake further education, training or higher education, will fall into the group for which the local authority has a power to arrange an assessment.

### Timing

5.2 For young people who will be moving from school to alternative education or training, the timing of an assessment would be very similar to those young people with statements – the assessment should take place as early in the academic year as possible – and ideally in the autumn term – in order to support applications to college and training. However, there will always be young people who are identified at later stages who require assessments relating to learning difficulties and these should be carried out as the need becomes apparent.

5.3 Some young people who fall into the group for which the local authority has a power to arrange an assessment will not necessarily still be attending school. They might have been in full time employment, and have decided to return to training, or they might already be in education and training, but their circumstances have changed to the extent where an assessment is now deemed necessary when it has not been previously. In these instances the assessment should take place as soon as possible so as to help the young person consider their options for further learning, and give chosen providers the maximum amount of time to arrange appropriate support for the young person.

## **6 Ongoing Support for learners with a Learning Difficulty Assessment**

6.1 It is good practice for periodic reviews (frequency of review should be according to client need but be at least every two years) of the assessment to be arranged by the local authority, involving relevant agencies as required, whilst the person remains in further education, training or higher

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<sup>1</sup> The SEN Toolkit, along with the SEN Code of Practice can be ordered from DCSF publications centre on 0845 60 222 60 – Code Reference 581/2001, Toolkit Reference 558/2001. Local authorities should already have the Code and the Toolkit. However, they are also available on website [www.teachernet.gov.uk/sen](http://www.teachernet.gov.uk/sen)

education, up to their 25<sup>th</sup> birthday). This will enable the assessment process to be built upon and remain current.

6.2 Continuity of support for each person is highly beneficial. However, where this is not possible, a local authority may want to ensure early liaison takes place, before the person takes up their place in FE or training, between the person who completed the assessment relating to learning difficulties, the personal adviser who will provide ongoing support and the education /training provider. This liaison would aim to ensure that everyone, in particular the young person, is clear about their role and what can be expected. It would be beneficial to the process to clarify:

- How Connexions will liaise with the college/training provider to ensure that the young person is receiving the support that was identified as being needed through the assessment?
- Which personal adviser will follow up the person when they have taken up their place in college or training?
- How the person will be introduced to the new personal adviser?
- What review processes will be put in place for the learner in their new learning environment?

6.3 The process of assessment and transition planning, which leads to assessments relating to learning difficulties would enable the following to take place if the need is identified:

- Further/specialist assessment; and/or
- a placement with an independent specialist provider to be considered by the local authority. **or**
- a local FE college/work-based training placement **or**
- If the student has support needs which involve other agencies, it may be appropriate for another agency (in conjunction with Connexions) to take the lead in putting forward the placement request to the local authority.

## **7 How do I ensure that the assessment report complies with the law?**

7.1 The key to this is ensuring that the report is fit for its purpose. The assessment should enable the LA and education, training and other support service providers to determine that the provision will meet a young person's needs.

7.2 Local authorities will have to satisfy themselves that reports of assessment are compliant with section 139A of the 2000 Act.

7.3 The judgement in the case of *Alloway v London Borough of Bromley* (dated 17 September 2008) includes the requirement that "the assessment must not simply be a set of recommendations in theory but must deal with what actual real provision can be made".

7.4 The report should be clear where and how the learner's needs can be met and identify appropriate provision. It should also include support needed to access learning provision, sensory aids, aids to assist movement or manipulation, staff ratios, level of supervision needed, specific professional support e.g. nursing or physiotherapy. Specific consideration should be made of the

learner's travel/transport needs including the recommendation of travel training as an aid towards independence. Travel arrangements should be among the first considerations ensuring that the learner is able to access identified provision and does not spend lengthy periods travelling which may aggravate conditions or mean that the learner is not ready to learn on arrival. Local authorities will be better placed to commission more effective transport if learner needs are widely shared through the assessment process. This requires input from a number of agencies and professionals and should be collated, possibly using the Learning for Living and Work framework, to allow appropriate provision to be identified and to inform the LA funding decision. When transition planning is carried out effectively the provision is identified at an early stage and the provider will have a good understanding of the learner's needs and can prepare to accommodate them well in advance.

7.5 It is important that the LA receives this information in a timely and consistent manner to inform planning and development with providers to ensure the most effective use of funding and the availability of appropriate provision to meet the needs of young people,

7.6 It is expected that reports are produced to a high quality and consistently. To assist this it is good practice to ensure that reports are subject to robust quality assurance systems, which include line management sign-off and checking compliance on a regular basis. Senior managers will want to be assured that assessments conform to organisational standards and there should be regularly updated guidelines available as part of the quality assurance system. Local authorities may wish to consider how they can be assured of high quality assessments which meet learner's needs and should consider building in quality standards such as expected outcomes in their commissioning process.

#### CASE STUDIES Active Leadership

Derbyshire Connexions has trained all its team leaders in reflective practice to support PAs completing learning difficulty assessments, and to be able to discuss cases. A senior manager signs off all assessments prior to their submission to the LA and quality assurance checks are made on a random 20% sample of those submitted to ensure compliance and as part of the continuous improvement process

In Central London Connexions a senior manager makes spot checks on completed s139(A) assessments as part of the quality assurance process, to ensure compliance and consistency. Feedback is also provided to line managers

### **8 Making difficult judgements**

8.1 One of the most challenging aspects of an assessment is synthesising a clear and coherent set of judgements from complex, varying and changing evidence. If an assessment involves conflicting views from more than one professional this can create difficulties for the person conducting the assessment who may be uncertain how far he/she can come to their own view. Those conducting assessments should avoid producing a report that just records the different professional opinions and does not come to an independent view. Otherwise the report may appear ambiguous and may not provide a robust evidence based assessment as to the education and training provision needed.

### **9 How should the assessment be recorded?**

9.1 There is no set format for producing a report of an assessment although it must be in writing. It is important that the person conducting the assessment works with the LA and other agencies to agree a format which is appropriate. It is strongly advised that the assessment report is not incorporated into the Action Plan - the assessment report should always be distinguishable as a discrete document. Although for operational purposes it is generally convenient to have the report of assessment and the Action Plan together it is important to appreciate that the assessment report is an important document which can be subject to legal challenge with consequences for Local Authorities and the YPLA. Experience has shown it is very important that there is no confusion over what is, and what is not, part of the assessment.

## **10 Use of assessments in strategic planning**

10.1 It is important for formal mechanisms to be developed to ensure that these assessments have a real role in helping the LA and education and training providers plan to develop provision for students with learning difficulty and to meet the education and support needs of individual students. The outcomes of this process should be fed back to those conducting assessments so that they see the value of the work they undertake. Annex 2 provides an approach to strategic planning in respect of young people with learning difficulties.

## **11 Where can I get advice on sharing information about young people?**

11.1 Information about a person with learning difficulties can be sensitive, complex and detailed, and the effectiveness of support offered to the person in questions will depend upon the extent to which information necessary to provide appropriate support is recorded, used and shared with other agencies.

11.2 The Education (Special Educational Needs) (England) Regulations 2001 at the back of the SEN Code of Practice allow for the disclosure of a young person's Statement to the Connexions Service for the purpose of writing or amending a transition plan, without the young person's consent.

11.3 Guidance on the Client Caseload Information System (CCIS) is also available in the CCIS Specification and the information sharing: Practitioners Guide available on the ECM Website at: <http://www.everychildmatters.gov.uk/deliveringservices/informationsharing/> . The purpose of this guidance is to help Connexions by:

- advising Connexions of their responsibilities under the Data Protection Act;
- advising Connexions of the appropriate use of the enabling powers (to share information for Connexions purposes) detailed in the Learning and Skills Act 2000 and Education and Skills Act 2008;
- providing guidance on drawing up information sharing agreements; and
- clarifying expectations regarding consent.

11.4 With few exceptions, consent will be needed to share information with other agencies. Consent will be given by the young person if they are judged to be competent to give consent and understand the implications; otherwise, it may be appropriate for consent to be given on their behalf

by a parent or carer but local authorities will need to satisfy themselves as to the lawfulness of any information sharing about those being the subject of learning difficulty assessments.

11.5 The *Code of Practice for Connexions PAs* provides guidelines for Connexions Personal Advisers on key ethical issues and general orientation of professional practice. It is intended to be a written point of reference to ensure that practice develops within criteria and standards that have been widely agreed across the professions contributing to Connexions. The Code of Practice for Connexions Personal Advisers (PAs) can be ordered from DCSF publications centre on 0845 60 222 60 – Code reference CXPXCODE

## **12 Useful resources**

'*A Guide to Special Educational Needs*' has been produced for personal advisers participating in the Connexions training programme. The publication is designed to give an overview of special educational needs and the processes that operate in relation to it, and directs personal advisers to support services that may be available from other agencies.

<http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=CNUTM%2fR14>

SEN Code: paras 8.117 to 8.123 and 9.51 to 9.69.

"<<http://www.transitionssupportprogramme.org.uk/>> (under "Resources")

**A Transition Guide for all Services** - an overarching view of all the services that need to work together to ensure appropriate support for disabled children throughout each stage of their life. (Hard copy guide available from Prolog on 0845 60 222 60, quoting 00776-2007DOM-EN.)

**Transition: Moving on Well** good practice guide on effective transition from children's to adult services for young people with complex health needs.

**Future Positive** - a resource pack for people working with disabled young people leaving care.

## Annex 2 - The Strategic Planning Context

1 Assessments relating to learning difficulties and/or disabilities provide valuable information which, if gathered at an early stage supports agencies in their strategic planning. The LA requires information about a young person that provides objective, comprehensive evidence of their educational and support requirements to allow objective and realistic decisions to be made regarding funding for provision. The Learning for Living and Work Framework <http://readingroom.lsc.gov.uk/lsc/National/nat-learningforlivingworkFWOCT08-mar09.pdf> indicates the range of information that is required by the YPLA and the LA and will assist in complying with section 139A of the Learning and Skills Act. A planning timeline is provided in Appendix 2 of the framework to support strategic planning and is recommended for use from year 9, or earlier. This process could also be valuable to prevent young people from becoming NEET (not in education, employment or training).

2 The following is a possible approach to strategic planning for local authorities

### Year 9

- Collate information about numbers of young people with Statements and their identified special educational need.
- Identify numbers of young people without statements who have been assessed as having SEN and the type and level of need. Identify those who are likely to need an assessment from the group nearest those with statements. Collate this information. (There are a number of ways in which this can be done, e.g. through Partnership Agreement negotiations or meetings in schools to identify the support needs of different year groups).
- Share information with the, sub regions and regions to inform strategic planning.

### Year 10

- Some colleges have said that they would find it helpful to be aware of students with complex support needs who are likely to apply to college for the end of Year 11. In these cases, with the young person's agreement, share the transition plan or outcome of CAF to inform the college's initial planning and assessment for the learner.

### Year 11

- With the necessary consent:
- 
- Share assessments relating to learning difficulties with colleges to support applications;
- Share assessments relating to learning difficulties with the Sub regions and regions.
- Ensure that all young people with learning difficulties have an offer of a place in post-16 education or training.

3 N.B. The processes in Year 10 and 11 can be applied to young people in Years 12, 13 and 14 where they stay on at school beyond Year 11.

4 This process could help the YPLA, LAs, Sub regions, regions Connexions and colleges:

- identify trends and plan to meet them
- plan for funding
- identify and meet staff training and development needs
- consider staff resources needed to support young people with learning difficulty.

## **Sharing Information**

5 Assessments relating to learning difficulties are designed to support students in future FE, HE and training placements. However, the information they produce will be valuable in planning integrated provision for these young people and would be useful to Social Services, Local Authorities and Voluntary Organisations as well as Connexions Partnerships and YPLA, sub regions and regions. Because of this, it would be helpful if, with young peoples' permission, collated information from learning difficulty assessments were to be fed into appropriate strategic multi agencies which have a responsibility to plan for young people with learning difficulty.

### **Annex 3 The process for assessing need for pre 16 learners with a statement of educational need.**

1 The Education Act 1996 and accompanying Regulations and the SEN Code of Practice set out the arrangements for assessing children's special educational needs. Local authorities are under a duty, where necessary, to assess children's SEN and draw up SEN statements - and then arrange the special educational provision in those statements. Parents or the school or other responsible bodies can ask for a child to be assessed. The LA itself can decide to assess a child.

2 If, following a request for an assessment the LA decides to go ahead they are then under a duty as part of the assessment to seek advice from the parents, the school, health and social services and from educational psychologists and any one else the LA considers desirable. On the basis of the advice the LA decides whether to draw up a statement or not. The statement must set out the child's SEN, the special educational provision to meet those SEN, the type of school or particular school the child will attend or the education otherwise that will be provided, the child's non educational needs and the provision that should be made to meet those needs.

3 LAs are under a statutory duty to arrange the special educational provision set out in the statement and maintained schools named on a statement are under a statutory duty to admit the child. Parents have the right to appeal to the First-tier Tribunal (SEND) if the LA decides not to assess. The whole process from beginning to end should take 26 weeks. The parents and carers guide to SEN also explains the process in an accessible way.

<http://www.teachernet.gov.uk/wholeschool/sen/parentcarers>

The guidance published by dcsf on developing special educational provision is available at <http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=24>



## Annex 4 Examples of specific cases

### i) Specific cases where there may be doubt as to whether an assessment should be carried out.

These scenarios assume unless otherwise stated that the young person has a statement of special educational needs and is in their final year of compulsory education.

Scenario	Approach to take
1. The young person has a change of plan which appears to put them outside the scope of the duty. An example would be a young person who decides late in the academic year that rather than FE, they want to stay on in school following the end of compulsory education.	Since the young person is no longer likely to leave school at the end of compulsory schooling an assessment is not required at this point.
2. A young person has a change of plan which appears to put them within the scope of the duty. An example would be a young person who decides late in the academic year that rather than stay on in school, they wish to go on to post 16 education or training or higher education.	Where it is believed that the person will leave school the young person falls within the duty group and therefore requires an assessment.
3. A young person makes it clear in year 10 that they intend to return to school. (They would therefore not have an assessment as it was believed they were not leaving school). However, they change their mind before the start of the new school year and plan to leave school and engage in post-16 education or training (perhaps because their exam results were not as good as they expected),	The young person falls within the duty group and therefore requires an assessment.
4. A young person initially stays on at school to study post-16 but decides part way through the year to leave for alternative education or training.	The young person falls within the duty group and therefore requires an assessment.
5 The young person becomes detained under a court order during the final year of compulsory education.	Local authorities have the power to conduct 139A assessments for young people detained in custody. Because many young people are detained in establishments in different local authority areas to where they usually live and usually return to, local authorities will

need to consider the most appropriate point to conduct a learning assessment for young person where they meet the criteria for an assessment. Local authorities may consider this necessary to inform the provision they receive in youth custody, or it may be appropriate for this to occur on the persons release so that it can be used to inform their provision in their home community.

The ASCL Act contained legislation to make local authorities responsible for the education of young people detained in youth custody and further guidance for local authorities will be published regarding this.

6. The young person becomes pregnant or becomes a parent.

The key point here is the impact on the young person's plans. If the young person will be leaving school to pursue post 16 education or training or higher education then s139A(2) applies.

If they have no statement, but do have a learning difficulty, are in their last year of schooling or later up to age 24, are receiving or likely to receive post 16 education or training or higher education and would benefit from an assessment then s139A(5) applies .

7. The young person is being educated at home during the period of compulsory education and it is expected that they will go on to post 16 education and training other than at school.

An assessment is needed-see section 139A(2) read with section 139C

8. The young person is being educated at home during the period of compulsory education and it is expected that they will go on to post 16 education in a school.

If a statement of SEN is being maintained into the post 16 period then an assessment would be unnecessary since the young person would be protected by the statement. If there is a learning difficulty but no SEN statement then an assessment may be needed.

9. The young person refuses an assessment.

Local authorities must have taken sufficient and reasonable steps to ensure that the young person or their parent or guardian understands the purpose of the

assessment, what is involved and the possible consequences of not having an assessment.

10. The young person is not making himself available for an assessment.

There is no single criterion (e.g. 5 missed appointments) that would be sensible to apply since such an approach would fail to take account of individual circumstances and the range of support that is available to different young people. The decision to give up trying to engage the young person in an assessment should:

- be seen as reasonable in the light of the resources available to deal with individual young people;
- take account of the support available to the young person to enable them to attend appointments;
- take account of the level of understanding about the consequences of non assessment that the young person is presumed to have;
- take account of their general maturity;
- and
- reflect the likelihood of adverse consequences arising as a result of non assessment.

11. The parent is refusing assessment - should the person conducting the assessment accept a parent's refusal given on behalf of a young person?

Every reasonable effort should be made to obtain the agreement or otherwise of the young person. Where a parent has a very good understanding of the needs of the young person and the implications for their prospects in post 16 education and training and if there appear to be no adverse consequences likely from the decision not to provide an assessment the parent's refusal will be a highly relevant factor. However, consideration needs to be given to the individual's rights under the Mental Capacity Act (2005) to consent to an assessment if they are deemed to have capacity.

ii) Specific cases where there may be uncertainty over the exercise of the learning difficulty power

1. Young people with a learning difficulty but no statement who have stayed on at school after year 11 but plan to leave at end of year 12 or 13 for post-16 further education, training or higher education, and who have a level of needs which require a learning difficulty assessment

They should receive an assessment.

2. Young people with a learning difficulty under the age of 25 who have left school and gone on to further education, training or higher education, and who have needs which may be equivalent level to a statement

They should receive an assessment if:

- they are considering leaving their current provision or have already done so or
- a new learning difficulty has appeared which may have implications to their learning needs or
- further issues related to their learning difficulty have emerged since their last assessment.

3. Young people who have not reached 25 years with a learning difficulty but no statement who enter employment without training, or are not engaged in education or training after leaving school or college, and have needs which may be equivalent to a statement

They should receive an assessment if in the opinion of the authority they are likely to engage in post 16 education and training.

iii) Specific cases where there may be doubt over which area is responsible for the assessment

- |   |   |   |
|---|---|---|
| 1 | A young person is being educated outside their home area                | The local authority in which the young person receives education or training – the ‘host’ local authority - is responsible for ensuring that an assessment takes place.   |
|   |   | If there is a statement of SEN being maintained then the area maintaining the statement should be responsible for the assessment. If there is no statement the area where the young person is receiving education should be responsible.                                  |
| 2 | A young person normally residing in Wales but being educated in England | If there is a SEN statement being maintained by Wales it would be the responsibility of Careers Wales to arrange the assessment. If there is no statement then it should be the responsibility of the corresponding local authority in England to arrange the assessment. |
| 3 | A young person normally residing in England but being educated in Wales | If there is a SEN statement being maintained by a local authority in England it will be responsible for arranging the assessment. If there is no statement then it should be Careers Wales that is responsible for the assessment.  |

## **Annex 5 - Independent Specialist Providers**

### i) Procedure for making applications

Please see '*Funding Guidance: Placement for learners with learning difficulties and/or disabilities at Independent Specialist providers 2009/10*' for the policy and criteria for applications for securing funding. <http://readingroom.lsc.gov.uk/lsc/National/nat-llddfundingguidance201011-jan10.pdf>

### ii) Example of an application

#### **Connexions Report (section 139) and supporting information for ISP Placement Request**

Name of young person: **John Smith**

Date of birth: **01/04/1990**

### **Contents**

**Not all these reports are provided below but the contents list provides a good example of what should be included a report for a placement request.**

1. Connexions report and s139 assessment
2. Annex F
3. Statement of SEN
4. Most recent review of statement of SEN
5. Most recent school report
6. Transition Plan
7. Occupational Therapy Report
8. Speech and Language Therapy Report
9. Supporting letter from Speech and Language Therapist
10. Feedback from visit to local provider
11. Assessment Report from RNIB College Loughborough
12. Annex N
13. Local sector college report
14. Information from AB: Guide dogs for the blind
15. Information from adult social services
16. Letter of consent – John Smith
17. Letter of Consent – Parent
18. Supporting letter – Parent

**Assessment of learning needs  
Report completed by Connexions XXXX**

**Name: John Smith**

**Date of birth: 01/04/1990**

**Address: XXXX**

XXXX

**Report completed on: 11/5/2009**

**Report completed by: Jane Brown**

### **Background**

John and his family moved to XXXX in 2002 in order for John to access specialist education at a local independent sector special school catering for learners with speech, language and communication disorders.

John lives with his Mum and younger brother and travels to school daily using a taxi provided by the local authority. He is currently in year 14, his final year at school.

John is a selective mute with a complex communication disorder and has associated difficulties with literacy and numeracy and delayed social skills. He has Marfans Syndrome and experiences difficulties with coordination and joint laxity. He has severe sight impairment, with no sight in his left eye due to retinal detachment and is registered blind. It is anticipated that he will lose all of his sight at some point in the future. John's mobility is reasonable in day light but is very poor in the dark and in low lighting. He needs support with daily self help skills such as brushing teeth and other personal care tasks; he puts clothes on inside out and frequently knocks things over in the family home.

As a result of his selective mutism John will not say if he is ill or hurt, he does not communicate well with his Mum and does not communicate with wider family or family friends. He is very insular and isolated when at home where he is less communicative than at school. This is very difficult for his Mum and brother.

When he first arrived at Xxxxx school John would not speak at all. He can now interact with a few individuals and will use some non verbal and verbal communication with less familiar and unknown people when he needs to, however this is extremely limited; his speech is mainly functional, using single words but he can use longer utterances and sentences with encouragement. He has made progress at Xxxxx school and can now initiate interaction with familiar staff and peers. He continues to have difficulties formulating sentences and expressing ideas and he has limited receptive and expressive vocabulary. He rarely asks for help or clarification and is generally quite passive.

John has difficulty sharing and talking about his feelings and emotions particularly negative ones. In difficult situations he will freeze, close down and panic. This behaviour makes John very vulnerable in the community.

John is very sensitive to his difficulties and very self conscious about being different. As a result he will not use a long cane in public. John has a sense of humour, demonstrated by practical jokes including hiding other students' belongings; this can however irritate his friends and wind them up. He enjoys the company of his peers and loves playing football to a point his vision allows.

John is keen to access residential learning and has demonstrated that he benefits from being away from his home environment. He is very aware that his sight may deteriorate further and that he will need to develop independence skills to prepare for this actuality whilst continuing to pursue his education in order to fulfil his potential capabilities.

John is currently undertaking an assessment for having a guide dog. He had initially been reluctant to have a dog as it drew attention to his difficulties. He is now keen to go ahead with this plan as it will provide help and importantly given the nature of his difficulties, companionship. He is very fond of animals and this will be a positive development.

### **Educational history**

Xxxxx School is an independent special school for students with speech language and communication difficulties. It takes students from age 9 to 19 and provides residence to students from different parts of the country. Day students are usually from XXXX or neighbouring counties. Placements are funded by Local Authorities. The post sixteen provision in the school provides informal environment and students have the opportunity to attend a local mainstream FE college as part of their transition. It is an opportunity to sample mainstream but with the continuing specialist support of school enabling a gradual introduction to mainstream education.

Classes are usually very small with groups of no more than 8. Teachers work side by side with speech and language therapists and there is access to Occupational Therapy.

John's family initially identified Xxxxx school primarily because of its speech language and communication specialism as John's main difficulty at the time was the selective mutism. However, his eyesight has deteriorated since starting at the school and has added significantly to the support he now requires. School work in partnership with the local authority visually impaired service and he benefits from low vision aids and adapted classroom materials.

John is following a course that consists of key skills in application of number, communication, ICT, problem solving, working with others and improving his own learning and performance. He is doing an Educe Entry Level Certificate in Life Skills, PSHE, Work Experience and BTEC Introductory Certificate in Art, Design & Media. He is doing the latter at XXX XXX XXXX College for one day each week with a group of three students and one member of staff from school. Support is present at all times including breaks and meal times.

Speech and language therapy support a lifeskills programme that addresses independence, personal safety and daily living skills such as shopping and cooking. PSHE addresses areas of need like self awareness, friendship and relationship skills and assertiveness. John is working at Entry Level 2/3.

John receives individual and group speech and language therapy: one individual lesson per week, backed up by one group lesson. He receives a one hour occupational therapy session per week and OT is built into everyday class and care activities. The focus is on self help, life and organisational skills, social interaction skills, self confidence and self esteem and motor and sensory skills. John is provided with an adapted laptop. There is a holistic approach to supporting John at school with all specialists working together on agreed programme.

Connexions have been involved with John's transition planning and progression since he was in year nine ensuring awareness of all the options available to John when he leaves Xxxxx. John and his family have explored post school options thoroughly, visiting a range of local colleges and specialist residential colleges, including, RNC College in Hereford, Queen Alexandra in Birmingham, Henshaws in Harrogate and RNIB College Loughborough. John and family have been extremely impressed with RNIB Loughborough and are committed to this option.

### **Education and Training Needs**



John has a complex communication disorder, learning difficulties, selective mutism, Marfan's Syndrome, dyspraxia, visual impairment. He is registered blind and he has a heart condition. As a consequence John will need direct and regular speech and language therapy in order to access a broad curriculum and to maximise John's academic potential.

John should work with group sizes of six to eight students in small classes where he will be more confident about communicating with both staff and peers. This will also enable safe mobility. All written and pictorial material to be enlarged to a font size of N18 with low vision aids including a dome magnifier as required.

There should be awareness and knowledge of limitations and dangers linked to John's visual impairment. He may bump into things, he may not see notices or be able to read the board.

John should be prompted and encouraged to answer verbally, preferably in sentences but should not be pressurised to do so. The expectation for communication, verbal and non verbal should be reduced in more intimidating or emotional contexts. John will need time to answer and time to formulate a response, waiting long enough for him to realise that an answer is required. John needs encouragement to ask for clarification, meanings of words etc. He should be given opportunity to go back over work done, revisit new work, information and concepts. He should be provided with support for writing and spelling in the form of a teaching assistant.

John needs to be encouraged to talk about his feelings and concerns. This should be undertaken by familiar staff with counselling skills. John would benefit from being able to live and work with people who have similar difficulties to his own so that he does not feel different and has access to positive role models. He needs a social life, opportunity to develop friendships and relationships, this would contribute towards his self image and positive participation in a wider curriculum.

He needs to develop his independent living skills, personal care and mobility. John should continue to develop his literacy, numeracy, speaking and listening, reading, including use of Braille and touch typing.

John's ambition is to live as independently as possible with support that he chooses and controls and which facilitates access to the community. He wishes to work and have paid employment in a supportive environment. To achieve this potential John will need considerable and complementary support to develop independent living skills, mobility and personal and social skills. These need to be acquired in an environment where ongoing practice of new skills is possible in a realistic setting.

### **Local Provision**

John has visited local college supported by staff from school who were also able to examine the provision thoroughly. They visited the areas that John would need to access if he were to pursue his interest and ambitions in art, ICT and sport. The college were very accommodating and helpful and were prepared to purchase additional specialist support that was not readily available in the mainstream college. However, there are issues and concerns around mobility.

The college is a very expansive environment with narrow corridors, lots of different levels and stairs. There are lots of students around often blocking stairs etc. John would find this environment extremely hard to negotiate and would find it extremely intimidating. John would not be able to ask people to move out of the way or even ask for help. John has huge issues around appearing

different in this environment, with very few people with similar difficulties, he would not be able to cope at this stage of his life. He would not use a cane or other aids in front of people and this would restrict his capacity to access a full range of resources or activities which would impact on his development both educationally or socially. John desperately wants friends and to socialise. To be in an environment where there are very few people with similar difficulties would be negative and detrimental to his progress and could even reverse the gains made at Xxxxx.

His visual impairment results in significant difficulties but with additional significant communication difficulties he will require the support of specialist staff and specific strategies and interventions. He will continue to need speech and language therapy and occupational therapy which the local college will not be able to provide. John could have very limited access to local nhs and adult care therapy services but this would not be integrated into and complement his learning programme. It would not provide sufficient support to enable the progression in learning that John needs and is capable of.

John is likely to lose his sight completely and such a life changing eventuality needs to be addressed when looking at future provision. John needs the opportunity to maximise his learning and his capabilities at this crucial stage of his life.

John's capacity to access and progress in further education will be determined by the level and nature of the support that can be put in place. He will need to learn to manage every day living, independent skills, using specialist equipment, adapted tools and implements. John needs an environment where he feels comfortable and free to use a cane and in the future a guide dog, with all the facilities that this will entail. He will need close monitoring and access to counselling from professionals who have experience of the impact of visual impairment. Local College is not able to deliver the complex package of support needed and it is not therefore considered an appropriate placement for John at this time.

### **Independent Specialist Provision**

For the last two years John and his family have explored specialist provision at some length. They have visited a range of colleges throughout the country including RNC Hereford, Queen Alexandra College in Birmingham, Henshaws in Harrogate and RNIB College in Loughborough. John and his Mum felt RNIB Loughborough College offered the best provision possible at this time and Loughborough would be near enough to his home to make ongoing contact possible and relieve some of the anxieties that John's Mum experiences as she supports John's move to adulthood. As John is likely to lose his sight she feels it is imperative that he receives the best preparation for this eventuality.

RNIB Loughborough provides specialist staff with the skills to support John's difficulties and disabilities. Provision includes speech and language therapy, working in small groups, at a maximum ratio of 1:4, This will allow John to feel more confident about communicating. This will also be a safer environment in terms of mobility. John would be amongst people with similar visual impairments to his own which would help his confidence and enable him to use the aids he needs. At the moment he is reluctant to use a cane in public as he hates to stand out, and this is in turn holding up his progress substantially and it is seen as a major barrier to achieving his full potential.

RNIB Loughborough provides the opportunity to use the latest technology and resources for visually impaired people, taught by staff experienced in using this facility. He will have access to personal tutors, key workers, personal care workers and counselling. He will have the opportunity to learn Braille.

He has recently started local training with guide dogs and it is anticipated that he will be able to continue with this at RNIB Loughborough.

John will be able to continue to develop literacy, numeracy, speaking & listening and reading including use of Braille and touch typing. He will be able to develop his independent living skills, personal care and mobility.

He will benefit greatly from a residential placement that will enable development of social skills, so critical for John if he is to access his community and employment in the future. It would allow the integrated delivery of required skills in an environment that would allow him to practice and develop to achieve his future goals. He would flourish if he were able to develop friendships and relationships and to take part in evening and weekend activities currently very limited as he does not communicate at home. This would lead to increased employment and training opportunities due to the development of interpersonal and social skills.

The college are proposing a programme that will develop John's independence skills, particularly social interaction skills alongside his vocational and education skills. The programme proposed will include literacy, numeracy, Lifeskills, mobility, verbal communication and team enterprise. There will be an opportunity for work experience, enrichment activities including drama, music, sport and extended curriculum activities. They are offering BTEC Entry Level Certificate in Life Skills at entry level 2/3.

### **Other Agency Involvement**

#### **Social Services:**

The adult care sensory team are aware of John and would support John in the future to secure accommodation. Discussions have taken place to secure direct payments for activities in college holidays.

#### **Health**

John continues to have his heart condition monitored by specialist services.

### **Conclusion**

John is a very isolated young man as a result of communication difficulties and visual impairment. His selective mutism is impacting on the family and is restricting John's development socially and educationally. The progress John has made at Xxxxx could not have been achieved without the specialist support provided within a highly supportive environment. John's progress results from his abilities, determination and the framework of holistic support. It is imperative that a similar programme and model is replicated in his next placement if John is to build on the progress. I believe the programme offered by RNIB Loughborough is appropriate and residential provision will allow the integrated delivery of his curriculum and could be the key to him flourishing.

RNIB Loughborough can provide a comprehensive package of support to develop social, personal and educational skills which will maximise John's potential to achieve. He could in the future he could progress on to a mainstream environment, supported/supportive employment and, initially, living in supported accommodation, but possibly moving to independence at a later stage.

John is developing an interest in art and he is passionate about sport, swimming and football but he is constantly restrained because of his difficulties and disabilities. I feel that given the right support and the right environment he could be free of some of these debilitating constraints and anxieties and achieve his potential. Due to the likely deterioration in his condition John is likely to lose his sight completely, it is therefore critical that he is prepared thoroughly to cope with this. RNIB Loughborough can meet these requirements and the request for funding is supported.

## Annex 6 Example Good Practice LDA

Name	Date of Birth	Name of School/College attended

### 1. Please indicate circumstances for S139a Assessment: (tick appropriate box below)

Statement of Special Educational Needs	LDD School Action Plus	Other
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<b>2. Current attainments and further education and/or training needs identified:</b>	<b>Key documents</b> Put X if young person and/or parent/carer has <u>not</u> given permission for document to be shared with all organisations involved in post school transition State from whom/where the documents are obtainable (Do not attach copy to S139a)
Current achievements / grades / predicted grades. Assessment scores, reading/spelling/comprehension age . Work experience. Achievements out of school. Nature of disability/special educational needs. How does this affect the person? What can they/can't they do? What support does the young person currently receive / how are needs currently met?	<ul style="list-style-type: none"> <li>• eg Individual Education Plan</li> <li>• Statement of SEN</li> <li>• Annual Reviews</li> <li>• Assessment reports</li> <li>• Community Care Assessment</li> <li>• Progress File</li> </ul>
<b>3. What are the young person's short /long term goals ?</b>	
What courses / training programmes are being considered by the young person? What short term goals would the young person like to achieve? (Include goals outside education and training) What are their long term goals? (After this course/training and into adulthood)	Connexions Action Plan  1 page Person Centred Plan  Progress File / Webfolio
<b>4. FE or Work based provision explored and provision identified as appropriate by the young person and Personal Adviser.</b>	
What provision has been explored? What visits/links/discussions have taken place? Has application been made? Has place been offered? Why is this course/training programme suitable? How can the proposed placement ensure positive success in meeting the young persons short / long term goals?	Application forms  Records of college / training links  College/training assessments
<b>5. What support will the young person need in the above provision?</b>	
How will the college/training provider meet the learning needs of the young person? What staff – student ratio is needed? What specialist teaching / learning support / equipment is required (be specific – name the equipment, specify the number of hours of tuition). Will the young person need health or therapy support as part of their learning programme? Be specific. How will the proposed placement meet the non-learning needs of the young person? e.g. health care, behaviour	<ul style="list-style-type: none"> <li>• Health / therapy / clinical/ educational psychology reports</li> <li>• Communication passport</li> <li>• Behaviour Plan</li> <li>• Eating and drinking guidelines</li> <li>• Moving and handling guidelines</li> </ul>

<p>needs, social needs etc. (Specify support arrangements needed for break times, personal care, any specialist training needed by staff) Is transport an issue, has this been addressed?</p> <p>What transition strategies will take place with the proposed placement?</p>	<ul style="list-style-type: none"> <li>• Looked After Children's Plan</li> <li>• Health Action Plan</li> <li>• Health Summary</li> <li>• ACE / specialist equipment assessment</li> <li>• Social Worker / Care Manager reports</li> <li>• Transport training report</li> <li>• CAF</li> <li>• CAPIR Profile</li> <li>• Annual review/career planning meeting report</li> </ul>
<p><b>6. Has the above provision been secured? If not what action is being taken?</b></p>	
<p>Has an offer been made? Has it been accepted? Any further action needed? <b>Highlight gaps in provision – to team manager / LSC / 14-19 co-ordinator</b></p>	
<p><b>7. What other agencies are involved in helping to plan for the young person or to provide further support, and what other relevant assessment plans have been drawn up ? E.g. Social Services Assessment of Children in Need Plans, Care Plans, Youth Justice Plans etc.</b></p>	
<p>What other key agencies are involved with the learner and what support are they offering? (eg independent travel training, respite, anger management course) Will ongoing support be available from these agencies? Referrals made to any other agencies. Are assessments available from these agencies to support the application? Name key staff below.</p>	<ul style="list-style-type: none"> <li>• Assessment of Children in Need</li> <li>• Community Care Assessment</li> <li>• ASSET</li> <li>• Person Centred Plan</li> <li>• Behaviour plan</li> </ul>
<p><b>Personal Adviser Signature:</b></p>	<p><b>Date</b></p>
<p><b>Personal Adviser Name:</b></p>	<p><b>Tel:</b></p>
<p><b>Connexions Centre Address:</b></p>	

**Key staff**

Title	Name	Email	Phone Number
<b>SENCO</b>			
<b>Social Worker/Care Manager</b>			
<b>Other (Specify)</b>			

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**This form will be forwarded to the following agencies as appropriate:**

<b>Learning and Skills Council providers (please specify below)</b>	<b>Others (please specify below)</b>

Getting a Life pathway into paid work

