

**Funding  
Guidance:  
Placement for  
Learners with  
Learning  
Difficulties  
and/or  
Disabilities at  
Specialist  
Colleges  
2006/07**

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### Further information

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This guidance outlines the procedures and the criteria of the Learning and Skills Council (LSC) uses to fulfil its legal duties towards funding placements at specialist colleges for learners with learning difficulties and/or disabilities in 2006/07.

The arrangements for 2006/07 remain broadly the same as in previous years. It is likely, however, that arrangements for future years will change in line with *agenda for change*.

This document contains several action points. Forms should be completed and returned where appropriate.

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# Funding Guidance: Placement for Learners with Learning Difficulties and/or Disabilities at Specialist Colleges 2006/07

## Section 1: Introduction and Context

### Introduction

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

### Context

#### The Learning and Skills Council

2 The Learning and Skills Act 2000 (the Act) was introduced to deliver the Government's vision of a coherent and transparent funding system for post-16 education and training that will:

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

3 The LSC's responsibilities sit within the context of a number of government initiatives designed to promote equality of opportunity for individuals and to achieve social inclusion. There are also requirements placed on other agencies that contribute to the achievements of these aims. Some of those that relate to learners with learning difficulties and/or disabilities are summarised in Annex A.

#### Section 13 of the Act

4 The Act requires the LSC, in the discharge of its main duties, to consider the needs of people with learning difficulties and/or disabilities. Under the Act, a person is described as having a learning difficulty if he or she:

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

5 It also imposes duties and powers in respect of securing boarding accommodation (referred to throughout this document, apart from in extracts from the legislation, as 'residential provision'). These apply to the three groups of potential learners with learning difficulties and/or disabilities as follows:

- those learners over compulsory school age but not yet 19: if the LSC is satisfied that it cannot secure the provision of facilities for education or training that 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 LSC **must** secure the provision of boarding accommodation for him or her
- those learners aged 19 but not yet 25: if the LSC 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 LSC **must** secure the provision of boarding accommodation for him or her
- those learners aged 25 and over: if the LSC 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 LSC **may** secure the provision of boarding accommodation for him or her.

6 The LSC also considers securing day placements for learners at specialist colleges through this same process.

7 The provisions of the Act that relate to the LSC's duties towards learners with learning difficulties and/or disabilities are set out in full in Annex B.

8 It is envisaged that the requirement placed on education and training providers by the Act will help realise the vision of the Tomlinson Report (FEFC 1996) for learners with learning difficulties and/or disabilities in further education. The Tomlinson Report sets out a concept of 'inclusive learning' in further education according to which providers match their provision to the needs of the individual learner.

### Placements at specialist colleges

9 In carrying out its duties under section 13 of the Act, the LSC has a duty to consider funding placements at specialist colleges for those learners with learning difficulties and/or disabilities for whom it is appropriate to do so. It is likely, however, that for the majority of learners with learning difficulties and/or disabilities, their learning and support needs could be met within general post-16 provision.

10 In considering requests for placements at specialist colleges, the LSC expects that agencies involved with the young person will, with that young person and his or her family or carers, have considered all appropriate options for his or her post-16 education. It is envisaged that such options will have been considered during transition planning (in accordance with the Special Educational Needs (SEN) Code of Practice, DfES, January 2002) and through assessments carried out under section 140 of the Act (the LSC must have regard to any assessment under section 140). Section 140 of the Act is set out in Annex B. These assessments are a statutory duty of the Secretary of State for Education and Skills (the Secretary of State), which has been delegated to the Connexions Service.

11 Generally, where a learner is under the age of 19, has a statement of SEN, and the most appropriate placement is within a school, the learner remains the funding responsibility of the Local Authority. This includes transfers between schools and those within or outside the Local Authority area. Local Authorities also have a responsibility to continue to fund such learners until the end of the academic year in which they turn 19.

12 Funding for a placement (day or residential) will be considered following receipt, by the LSC, of a request on behalf of the learner by his or her referring agency (usually the Local Authority or the Connexions Service). The details of this process are described in Section 2 of this guidance and involve the LSC working closely with the agencies involved with the young person (the Local Authority, Connexions Service and others such as social services as appropriate).

13 The LSC **will not** process any request that is submitted with insufficient supporting evidence. In particular, for learners under the age of 25, a robust report from the Connexions Service, which fully complies with the requirements of section 140 of the Act, is a **mandatory** piece of evidence.

14 Annex C to this guidance contains a list of all the specialist colleges at which the LSC currently funds learners with learning difficulties and/or disabilities.

## Section 2: Consideration of Placements

### All placements – day or residential

15 To secure funding for any placement at a specialist college, it will be necessary to demonstrate, through relevant and up-to-date assessments, that specialist provision is **essential** to enable the learner to participate in education in that it offers a level of specialist support and/or equipment that is not available elsewhere.

16 In all cases, the LSC will need to be satisfied that the proposed placement will meet the assessed educational needs of the young person and that the placement does not represent a disproportionate use of public funds.

### Residential placements

17 In addition to the above factors, the criteria for considering residential placements will focus on establishing whether residential provision is necessary:

- to enable the learner to access appropriate provision; and/or
- because the learner needs to learn within an extended curriculum that can **only** be delivered within a residential setting.

18 Where the need for the placement is driven primarily by significant medical or care needs, the LSC would expect to secure joint funding of the placement by social services and/or the relevant health authority. This is in line with the expectations of the Children Act, 2004, which places a duty on Local Authorities to make arrangements through which key agencies cooperate to improve the well-being of children and young people, and to pool budgets in support of this.

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

- no day provision, which is sufficient in quantity and adequate in quality, is available – residential provision is necessary to secure provision for the individual (criterion 1); and

- residential provision is assessed as being an essential element of the learner's education and/or training needs, which cannot be provision in a non-residential setting (criterion 2).

20 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 (that is that other provision is not fit for purpose in that it does not have the facilities to meet the learner's educational needs). However, it will be mindful of the fact that people with learning difficulties and/or disabilities may start a programme of learning at a later age or take longer to complete it.

21 For the purposes of agreeing a placement for young people aged up to 25, evidence would need to demonstrate that they meet **either** of the criteria in paragraph 19.

22 For all placement requests, the LSC will require evidence to demonstrate that the proposal for a placement has been made as a result of appropriate assessment and guidance involving collaboration between agencies as appropriate. Again, this is in line with the provisions of emerging Children's Trusts.

23 There is an additional criterion for learners over the age of 25: that the cost of the placement is reflected in the likely benefits to the learner.

24 The additional criterion for learners over the age of 25 will not, however, apply to learners whose programme begins before they reach the age of 25, and are in the process of completing their placement.

25 The LSC will need to be satisfied, on the basis of available evidence, that all relevant criteria are met. It is essential, therefore, that the evidence provided in support of any placement request is **up to date and appropriate** to the request being made. The criteria for considering requests, and guidance on the evidence required to demonstrate that the criteria have been met, are given at Annex D.

### Day placements

26 Where a placement request is for a day placement at a specialist college, the LSC will consider the request in the context of paragraph 15, that is, that specialist provision is essential to enable the learner to participate in education in that the placement offers specialist support and/or equipment that is not available elsewhere.

## Section 3: Placements Process

### Principles

27 The LSC's procedures for considering placements at specialist colleges are designed to ensure that they take account of all relevant information and that decisions can be justified in the context of the LSC's statutory duties. The procedures are designed to reflect the following principles in that there is the need for:

- arrangements that are simple and transparent, and that deliver timely decisions
- provision that is adequate in quality and offers appropriate learning and a supportive environment
- national consistency
- provision that represents value for money.

### Agencies involved in the process

28 The placements process recognises the key role of the Local Authority and the Connexions Service in its relationship with learners with learning difficulties and/or disabilities, particularly those who have a statement of SEN maintained by the Local Authority under section 324 of the Education Act 1996. In addition, the establishment of Children's Trusts, with effect from September 2005, will bring an increased strength to the coordination of multi-agency activities in respect of supporting young people.

29 The LSC's arrangements seek to build on information already available through the Local Authority and/or Children's Trust, and do not seek to replicate it.

30 For this reason, for learners progressing directly from school, evidence regarding their current educational placement, support provided and progress made towards their educational goals will be of vital importance to the decision making process.

31 The role of the Connexions Service, with regard to young people with learning difficulties and/or disabilities and learning is explained in Annex A. The LSC anticipates that each learner's Connexions Advisor will play a key role in liaising with the LSC and other

statutory agencies in ensuring that appropriate provision can be secured.

### Procedure

32 For placements commencing from September 2006, the LSC would generally expect to receive requests for such placements **no later than 31 March 2006**. This is to ensure that there is adequate time for consideration of the request, and to ensure that effective transition planning can take place to support the learner.

33 The LSC **will not** process requests for placement more than one full academic year in advance of the start of the placement.

34 The LSC has designated officers with responsibility for considering placement requests made on behalf of young people. Annex C lists all current contacts at the LSC and the Local Authorities covered within each area.

35 Once a learner, **following consideration of all other options**, has been assessed by the agencies involved as needing a placement at a specialist college, the referring agency is asked to complete the form at Annex F. This is a summary of the request and must be completed.

36 The referring agency is also requested to seek the permission of the learner, for whom a placement request is being made, and/or his or her parents and carers, that copies of all relevant supporting information can be shared with the LSC and the specialist college as appropriate. This is to ensure that the specialist college can make an informed assessment of the learner's learning needs and the provision required to meet them. It also ensures that the LSC can review all appropriate documentation in the consideration of the request. The referring agency should also ensure that the learner and his or her parents or carers are fully aware of the evidence that is submitted to the LSC in support of the request. They should also be given the opportunity to provide supplementary evidence in support of the request should they wish to do so.

37 The LSC will liaise with the referring agency to convene a meeting for the purpose of considering placement requests. On occasion it will be helpful for other agencies also to be represented at these meetings. The LSC and the referring agency should agree this in advance.



## Providers

38 The list of specialist colleges at which the LSC currently funds learners with learning difficulties and/or disabilities is given in Annex C. If the learner wishes to attend a specialist college that has not previously received funds from the LSC, the referring agency should make early contact with the LSC to discuss the proposed placement. Referring agencies are asked to note that the consideration of a new provider can take up to **ten months** to complete and does not necessarily result in a positive outcome. It is strongly advised, therefore, that an alternative existing provider is also considered as an option for the learner. Learners, and their parents or carers, must be made aware of this process so that their expectations are not unfairly raised.

## Decisions to fund placements

39 Many of the criteria evidence checks will be carried out at placement meetings. It will, therefore, be possible for the LSC officer to give an indication of whether or not additional evidence will be required to ensure that the relevant criteria are met.

40 Please note that any decisions made during placement meetings are provisional and must remain **confidential** until such time as a decision has been endorsed by the appropriate director at the LSC. The learner, his or her family and the referring agency will be notified in writing of the decisions made at all placement meetings.

## Insufficient information

41 As noted above, there may be occasions where there is insufficient evidence available to demonstrate that the request meets the criteria for funding. The LSC officer will agree, following discussion with the referring agency, the additional information required and arrange a further meeting to consider any additional information. As part of its duty to ensure appropriate use of public funds, the LSC cannot commit any funding without sufficient and robust evidence to support the relevant criteria.

## Decisions not to fund placements

42 There may be occasions where, on the basis of the information available, the LSC's decision is that it is not able to fund the placement. This decision, together with the reason for the decision, will be confirmed, in writing to the learner and his or her family and the referring agency.

43 Anyone whose request is declined can ask for the decision to be formally reviewed. This formal review of the decision will be carried out by the LSC **on the basis of any additional information provided**. It is expected that the referring agency will continue to support the learner and his or her family through this process, and in coordinating any additional information.

44 If, following this review, the LSC's decision is that it is still not able to fund the placement, the learner and his or her family may ask that the LSC's independent appeals panel consider the case. Further guidance on the appeals panel will be provided on request. Again, it is expected that the referring agency will continue to support the learner and his or her family throughout this process.

45 Where a learner wishes to attend a specialist college on a residential basis, but does not meet the LSC's criteria for a residential place, the LSC may be willing to consider the costs of the day programme. This allows an increased level of personal choice for the learner. In these circumstances, the learner will be required to secure the cost of the residential provision from another source.

## Section 4: On-programme Issues

### Length of funding period

46 The LSC expects to fund placements for learners for a maximum of three years. Funding is normally agreed for between one and three years. The LSC is aware, however, of the need for arrangements to reflect individual patterns of learning and will consider, in exceptional circumstances, requests for further funding on an individual basis.

47 In considering such requests, the LSC would want to be assured that the request had been made as a result of the learner having been appropriately assessed and having received appropriate guidance. This will include a re-evaluation of all other relevant learning opportunities for the learner. It will also be necessary to demonstrate that the costs of the placement would be reflected in the likely benefits to the learner.

48 The LSC does not expect to see transition from one specialist college to another. It is expected that a placement at a specialist college will enable the learner to develop the necessary skills and knowledge to allow them to progress beyond specialist college provision.

### Funding matrix

49 The LSC currently funds placements at specialist colleges through a funding matrix, as at Annex G. It is important to note that the funding matrix, at the time of writing, is undergoing considerable review. Information within Annex G is, therefore, indicative only. Updates to this guidance will be issued as soon as amendments are confirmed. Referring agencies and providers must ensure that they are using the appropriate matrix when submitting documentation to the LSC.

50 The LSC's funding reflects the comparable costs of a programme of study for a maximum of 38 weeks a year. This funding represents a package that covers all elements of the programme and the support required by the learner to access the programme, including residential provision where appropriate. The fee also **includes the cost of the pre-entry assessment of the learner by the college. No separate fees should be charged to the learner, or any agencies, in respect of this assessment.**

51 The funding levels are gross, and any third party contributions will be deducted from the fee in accordance with the contract made between the LSC and the specialist college. Contributions made by third parties in respect of the 14 weeks that are over and above the LSC's funding period will not be deducted. Referring agencies should, therefore, ensure it makes clear the purpose for which any third-party funding is offered.

52 Where colleges believe that the support needs of potential learners are **exceptional** and fall **outside** of those described within the matrix (Annexes G and H), they must approach the LSC **in advance** of offering a place to the learner. All such cases will be received on an individual and exceptional basis. Evidence will be required to demonstrate the learner's exceptional needs rather than simply a justification of cost.

### Learner reviews

53 Specialist colleges are expected to carry out a Learner Review at the end of the learner's first term of placement. In addition, annual reviews must be carried out for all learners. Review reports must then be forwarded to the appropriate LSC contact. Further guidance on the content of the review reports is within Annex I.

54 All review reports must be received by the LSC within four weeks of the end of the relevant term. These reports may be used by the LSC to inform future funding decisions.

55 Within the learner review process, specialist colleges may identify that the learner's support needs have changed, and thus a request to revise funding levels may be necessary. The LSC expects, in some cases, that learner's support needs will reduce as they make progress against their individual learning aims. To support any request to change funding levels, specialist colleges must complete an amended rationale (Annex N) and forward it to the LSC, with the appropriate review report. Requests to change a learner's level of funding at any other time will **only be considered in very exceptional circumstances.**

### Transition planning

56 It is expected that transition planning will form an integral part of every learner's individual learning programme. In particular, the review report prepared by the specialist college at the end of the learner's penultimate year of funding **must** give a detailed

indication of how this transition planning will be continued through the final year of the learner's placement. Further guidance is included within Annex I. The LSC **will not** consider any requests to extend learner placements where the primary focus is on the need for transition.

## Extension by review

57 For learners currently funded by the LSC for a period shorter than that originally requested, the specialist college must prepare a review report detailing the learner's educational progress against their original objectives and requesting an extension to the agreed funding end date. This should be accompanied by a justification for extending funding and details of other opportunities that have been considered as a result of ongoing transition planning. This report should be received by the LSC and the learner's referring agency by the end of the penultimate term funded by the LSC. If information in the review report is not adequate to enable the LSC to make a decision against its criteria, a full extension request may be required.

## Extension requests

58 The LSC would expect to receive a request to extend the duration of the originally agreed placement only in very exceptional cases when:

- a learner may require a further period to complete a programme of study where, for example, unexpected health issues have delayed anticipated progress
- the learner has completed his or her original programme and an assessment of the learner's needs indicates that it is appropriate for him or her to progress to another linked programme of study at the same specialist college. In such cases, it will be vital to demonstrate that packages of alternative provision have been appropriately considered.

59 The LSC will not consider extension requests based solely on the need for further transition planning for the learner. Transition planning must be integrated throughout the duration of the learner's programme.

60 The referring agency, in conjunction with the specialist college, must forward any extension requests to the LSC as early as possible before the start of the proposed extension period, and no later than the end of the penultimate term of the learner's current placement.

61 All extension requests must be able to demonstrate that the learner has been able to consider a range of options and that other provision has been considered to see whether it is adequate to meet the needs of the learner. In considering the options available, the referring agency should be mindful of the LSC's duty towards those aged over 19 in that it has only to secure provision which is reasonable.

## Destination data

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

63 In order to comply with this requirement, when an LSC-funded learner leaves a specialist college, the college must to complete a destination form (Annex J). This form should accompany the learner's final review report.

## Withdrawals

64 In line with the LSC's contract, the specialist college must inform the LSC as soon as possible if a learner is no longer attending. In order to comply with this requirement, specialist colleges are asked to complete a withdrawal form (Annex K) in the event that a learner, having taken up his or her place at the specialist college:

- is unable to remain at the college through sickness or injury
- is expelled or excluded
- is absent from the college without leave or good cause
- dies.

65 Specialist colleges are asked to include a summary of the learner's progress to date and, if known, the destination of the learner on leaving the college.

## Section 5: Other Guidance

71 Specialist colleges **must** inform FE colleges about any public funding for education and/or training being claimed for any learner for whom the FE college is making provision.

### Inspections

66 All LSC-funded provision will be subject to regular inspection against the criteria contained within the Common Inspection Framework (2005). The arrangements for this are available from the Office for Standards in Education (Ofsted). The LSC will take account of such inspection outcomes in ensuring it can meet its statutory duty in securing provision that is adequate in quality for learners with learning difficulties and/or disabilities.

67 Inspections of specialist colleges will be undertaken jointly by Ofsted and the Adult Learning Inspectorate (ALI). Inspection reports will be published on the appropriate website. A list of useful Internet addresses is given at Annex M.

68 In addition, other regulatory bodies may carry out inspections at some specialist colleges. Where residential accommodation is provided, inspections will be carried out by the Commission for Social Care Inspection (CSCI). The LSC will take account of the outcomes of all such inspections.

### Further education college links with specialist colleges

69 Some further education (FE) colleges offer provision, on a part-time or full-time basis, to learners who are funded by the LSC to attend specialist colleges. In such cases, the specialist college is expected to pay an agreed fee to the FE college for the learner's educational programme and any related support that the learner requires. No funding, including Additional Learning Support, may be claimed by the FE college for such learners as they are already funded by the LSC at the specialist college.

70 The LSC would not expect FE colleges to charge a fee to the specialist college that exceeds the level of funding the FE college would have calculated for the learner had it included the learner within its Individualised Learner Return to the LSC.

# Annex A: Other Initiatives

## Disability Discrimination Act Part IV

1 The Special Educational Needs and Disability Act 2001 (SENDA) amends Part IV of the Disability Discrimination Act (DDA) 1995, and places anti-discriminatory duties on bodies responsible for the provision of education, including further and higher education institutions, adult and community providers and specialist colleges.

2 The duties were introduced in stages and stipulate that:

- from 1 September 2002 it is illegal for providers to discriminate against disabled learners by treating them less favourably than others because of their disability; providers are expected to make reasonable adjustments to prevent disabled learners from being disadvantaged
- from 1 September 2003 providers are expected to provide auxiliary aids and services to prevent disabled learners being disadvantaged; and
- from 1 September 2005 providers will be expected to make physical adjustments to premises to prevent disabled learners being disadvantaged.

3 These duties are anticipatory. This means providers need to anticipate the likely needs of disabled learners and not merely respond to individual needs as they arise.

## Disability Discrimination Act 2005 – duty to promote disability equality

4 The DDA 2005 amends the existing DDA and includes a duty on public sector authorities to promote disability equality. This duty will affect the Learning and Skills Council (LSC) and LSC-funded providers and comes into force in December 2006.

5 The general duty placed upon the LSC is that it should eliminate discrimination and harassment, promote equality of opportunity between disabled and non-disabled people, and take into account people's disabilities, **even if this means treating them more favourably than non-disabled people.**

6 The LSC is also a listed body and will be subject to the specific duties of the Act. The LSC will therefore need to draw up and implement a Disability Equality Scheme every three years, and report annually to the Secretary of State. The Disability Equality Scheme should include:

- how disabled people have been involved in developing policies and devising the Disability Equality Scheme
- methods for assessing impact of key policies and procedures
- data collection and evidence base, and how that information will be used
- the effect of LSC policies on recruitment and retention of staff; educational opportunities for and achievements of disabled students; and how LSC services take into account the needs of disabled people
- how the scheme will be implemented.

## Connexions Service Support for Young People with Learning Difficulties and/or Disabilities

7 Connexions Personal Advisers provide specific support for young people under the age of 25 with learning difficulties and/or disabilities. This includes:

- attending annual school reviews for pupils with a statement of special educational needs from year 9 onwards (covered in the Special Educational Needs Code of Practice)
- ensuring, where appropriate, young people receive an assessment under section 140 of the Act
- supporting transition to support from other services
- working with other organisations and agencies to support and meet the needs of young people with learning difficulties and/or disabilities. This includes other agencies working with the young people, specialist assessment services, and also local LSCs.

8 More information about the Connexions Service is available on the Connexions website ([www.connexions.gov.uk](http://www.connexions.gov.uk)).

## Children Act 2004

9 The legislation results from the Government's consultation on *Every Child Matters*, which was published in September 2003 and which proposed changes in policy and legislation in England to maximise opportunities and minimise risks for all children and young people, focusing services more effectively around the needs of children, young people and families.

10 The legislation places a duty on Local Authorities to make arrangements through which key agencies cooperate to improve the well-being of children and young people and pool budgets in support of this (included in the Children Act 2004 as contributing to 'well being' is education, training and recreation). The list of 'key agencies' in the legislation includes the LSC.

## Strategic Review of the LSC's Planning and Funding for Learners with Learning Difficulties and/or Disabilities

11 In March 2004, the LSC's National Council endorsed the need for a strategic review of its funding and planning of provision for learners with learning difficulties and/or disabilities. The decision was taken in the light of recent Government initiatives and legislation, such as *Every Child Matters* and *Valuing People*, which it is considered have altered the context in which the LSC carries out its statutory duties with regard to its provision for this group of learners.

12 A steering group, chaired by Peter Little, OBE, formerly Chief Executive of Birmingham Rathbone, was established in July 2004 to oversee the review. In September 2005, the LSC National Council received and endorsed the report. The report, *Through Inclusion to Excellence*, was formally published on 8 November 2005. A series of recommendations are out for consultation until 28 February 2006.

13 The report highlights a series of themes including:

- a policy of 'investment for change' to alter the provider landscape to better deliver and meet the learning requirements of people with learning difficulties and/or disabilities
- regional LSC structures to enable the regional planning of provision for this group of learners
- a common funding approach across the post-16 learning and skills sector
- a national agreement between Ministers across Government departments to support shared funding approaches
- greater prominence and clarity to provision for learners with learning difficulties and/or disabilities being a priority
- high quality provision across the sector
- parity of experience for this group of learners across the post-16 sector
- learning as part of holistic programmes.

# Annex B: Legal Duties

The source of information in this annex is the Learning and Skills Act 2000.

## 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;
  - (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 14

(1) In exercising its functions the Council must have due regard to the need to promote equality of opportunity.

- (a) between persons of different racial groups,
- (b) between men and women, and
- (c) between persons who are disabled and persons who are not.

(2) As soon as is reasonably practicable after the end of each financial year of the Council it must publish a report containing-

- (a) a statement of the arrangements made under Subsection (1) and having effect in the year,
- (b) an assessment of how effective the arrangements were in promoting equality of opportunity.



(3) The report must also contain a statement of the arrangements which the Council has made, or proposes to make, under Subsection (1) in respect of the financial year immediately following that referred to in Subsection (2).

(4) The Council must send a copy of the report to the Secretary of State.

(5) "Racial group" has the same meaning as in the Race Relations Act 1976.

(6) Disabled persons are persons who are disabled for the purposes of the Disability Discrimination Act 1995.

(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 150)-

(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.

## 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.

# Annex C: Provider Listing

## Providers in Receipt of Learning and Skills Council Funding for the Placement of Learners with Learning Difficulties and/or Disabilities

Please note that this information is correct as at October 2005 and is subject to change. Certain providers may have funding restrictions attached – for example where the provider is newly approved, also a school, or following an inspection. These providers are highlighted in italics. Please contact your local LSC to check any details.

*Alderwasley Hall School*  
 Arden College  
*Beaumont College*  
*Belford College*  
 Bridge College  
 Coleg Elidyr  
 Condover College  
*Dame Hannah Rogers School and FE Unit*  
 David Lewis College  
 Derwen College  
 Dilston College of Further Education  
 Doncaster College for the Deaf  
 Dorton College of Further Education  
*ESPA Colleges*  
*Fairfield Opportunity Farm*  
 Farleigh Further Education College, Frome  
 Farleigh Further Education College, Swindon  
*Forge Centre*  
 Fortune Centre of Riding Therapy  
 Foxes Academy  
*Freeman College*  
 Glasshouse College  
 Hereward College of Further Education  
 Hinwick Hall College of Further Education  
 Homefield College  
*Hope Lodge School (Aspin House)*

hsbp Henshaws College  
*Iver House*  
*Kisharon College*  
*Landmarks*  
 Langdon College  
*Leap Services*  
 Lindeth College of Further Education  
 Linkage Community Trust  
 Loppington House  
 Lufton College of Further Education  
*Meldreth Manor*  
*Minstead Training Project*  
 Mount Camphill Community  
 Nash College of Further Education  
 National Centre for Young People with Epilepsy  
 National Star College  
*Northern Counties College*  
 Oakwood Court  
 Orchard Hill College of Further Education  
*Orpheus Centre*  
 Pengwern College  
*Penhurst School*  
 Pennine Camphill Community  
 Portland College  
*Queen Alexandra College for the Blind*  
 Queen Elizabeth's Foundation Brain Injury Centre  
 Queen Elizabeth's Foundation Development Centre  
*Regent College*  
*RNIB New College, Worcester*  
 RNIB Redhill College  
 RNIB Vocational College, Loughborough  
 Royal National College for the Blind  
*Royal School for the Deaf, Manchester*  
*Royal West of England School for the Deaf*  
 Ruskin Mill College  
 SENSE East  
*St David's College*  
*St Elizabeth's College*  
*St John's Catholic School for the Deaf*  
*St John's College, Brighton*  
 Strathmore College  
 Treloar College  
 Tyne & Wear Autistic Society (Thornbeck College)  
 West Middlesex College  
*West of England School (for Children with Little or No Sight)*  
 Westgate College  
 William Morris Camphill Community

**Information correct as at October 2005**

# Annex D: Evidence Requirements and Criteria for Placement

## Criteria for considering placements – day and residential

1 For all learners, **appropriate and up-to-date assessment** reports must be available that demonstrate the match between the needs and aspirations of the learner and the placements following the principles of inclusive learning. If any assessment is more than one year old, the LSC may need to request that a formal update is provided.

2 For all placements, day and residential, evidence must be targeted to demonstrate that specialist provision is essential to enable the learner to participate in education in that it offers a level of essential specialist support and/or equipment and that local provision is not sufficient in quantity nor adequate in quality to meet the learner's needs.

3 In all cases, the LSC will need to have evidence to demonstrate that the proposed placement will meet the assessed educational needs of the young person and that the placement does not represent a disproportionate use of public funds.

4 The following documentation, **where relevant**, would be the source of such evidence (where there are several versions, only the most recent is usually required):

- Connexions Service reports, including the outcome of any assessments conducted under section 140 of the Act. Where learners are eligible to receive a section 140 assessment, this is a **required** piece of evidence. Assessments that do not fulfil the requirements as set out in the Connexions Service guidance **will not** be considered sufficient evidence on which the LSC can make a funding decision

- most recent review of the learner's statement of Special Educational Needs (SEN). Where learners are progressing from other educational placements funded through a statement of SEN, this is a **required** piece of evidence
- transition plan
- school report, or report from the learner's previous placement
- social services report
- medical report
- psychological report
- probation report; and
- assessment carried out by the specialist college.

5 A learner need not be turned down for a place at a further education (FE) college before a placement at a specialist college, either day or residential, can be considered. However, recent evidence of the consideration given to alternative post-16 provision and opportunities **must** be available. Usually, this will be within the section 140 assessment report. The report must make clear the basis on which other options were not considered to be appropriate.

## Criteria for residential provision

### Criterion 1

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

## Criterion 2

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

6 The LSC would normally expect to see the evidence for the need for specialist provision fall into one of the following categories:

### Category 1 – medical

7 Medical evidence would need to be available to demonstrate that such support was essential rather than simply helpful, and that other arrangements were either non-existent or inconsistent with the pursuit of an educational programme for the individual who may:

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

8 The ability of all providers to make available support for learners with learning difficulties and/or disabilities will need to be considered in light of the duties placed on providers by the Disability Discrimination Act Part IV.

### Category 2 – educational

9 The evidence must show that these needs and aspirations can only be met in a specialist setting, and that other provision does not meet those needs. Evidence for this category should demonstrate that:

- the programme of study identified for the learner addresses his or her needs in a way that can be found only in a specialist setting
- there is a need for the development of essential skills such as communication, daily living, mobility and self-care alongside other educational learning, or
- the learner's behavioural difficulties are such that regular attendance at a non-specialist placement may be in doubt.

### Additional criteria for learners over the age of 25

10 The LSC recognises that some learners may have acquired a learning difficulty and/or disability later in life, while others may have experienced difficulties with

learning for some time but only recently had a diagnosis of the nature of the difficulty. The Act gives the LSC discretionary powers to consider placements for learners who are over the age of 25.

11 As with all placement requests, the LSC expects that in reaching a decision to seek a placement, any learner over the age of 25 has had the opportunity for advice and guidance that has explored other available options.

## Criterion 3

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

13 Evidence to support the placement request should include reports on any provision that has been accessed to date and the rationale for the decision to seek a placement at a specialist college. It should also demonstrate how the support at the specialist college meets the needs of the learner in an age-appropriate way.

14 There should be evidence of the likely impact of the placement on the learner's long-term prospects, which may include employment.

# Assessments by specialist colleges

15 Specialist colleges are asked to consider carefully each request for assessment that they receive. Specialist colleges should always be clear to the learner that an assessment at the college does not lead to an automatic agreement for the LSC to fund their placement. The LSC expects specialist colleges to ensure that all processes are clear and transparent and that no learner's expectations are unfairly raised.

16 In addition, specialist colleges must be clear about the terms and conditions that they will apply to any offers made to learners. For example, the LSC **does not** expect colleges to operate any 'first funded first placed' policies. The LSC considers that this can potentially disadvantage learners through no fault of their own. Should colleges choose to offer learners a place on a waiting list, they must be clear about this.

17 The pre-entry assessment report of a learner by a specialist college must include, **as a minimum**, the following:

- a statement that clearly outlines how the provision matches the educational needs of the learner

- confirmation of when the assessment took place, its duration and its content
- identification, across the curriculum, of the skills that the learner needs to acquire
- assessments by specialists as appropriate (speech and language therapists, for example)
- initial identification of relevant and realistic education goals, which must include a clear definition of the learner's primary learning goal. This should include details of accredited (awarding body and syllabus) and non-accredited programme aims and expected time-scales for achievement. The report should also stipulate if any elements of the provision will be made by another provider (for example, an FE college)
- the start and end date of the proposed placement
- the completion of an Annex N which identifies the individual support required by the learner and thus the appropriate funding level.

18 Information from the pre-entry assessment report will be used to create the part of the contract, between the LSC and the provider, which specifies the individual learner's support needs and their learning goals. For this reason, it is **essential** that these minimum requirements are adhered to. If sufficient information is not supplied, this could lead to unnecessary delays in the consideration of the funding request.

# Annex E: Local Learning and Skills Council Details

Please note, due to LSC structural changes, these details may be subject to change during 2006.

## LSC Bedfordshire and Luton

2 Railton Road  
Woburn Road Industrial Estate  
Kempston  
Bedford  
MK42 7PN

**Contact:** Sue Meredith  
0845 0194160

LA areas: Bedfordshire; Luton

## LSC Berkshire

Pacific House  
Imperial Way  
Reading  
Berkshire  
RG2 0TF

**Contacts:** Leza Monaghan and  
Michael Dalton  
0845 0194147

LA areas: Bracknell Forest; Reading;  
Slough; West Berkshire; Windsor and  
Maidenhead; Wokingham

## LSC Birmingham and Solihull

Chaplin Court  
80 Hurst Street  
Birmingham  
B5 4TG

**Contact:** Mel Evans  
0121 345 4647

LA areas: Birmingham; Solihull

## LSC Black Country

1st Floor  
Black Country House  
Rounds Green Road  
Oldbury  
West Midlands  
B69 2DG

**Contact:** Cheryl Taylor  
0121 345 4846

LA areas: Dudley; Sandwell; Walsall;  
Wolverhampton

## LSC Bournemouth, Dorset and Poole

Provincial House  
25 Oxford Road  
Bournemouth  
Dorset  
BH8 8EY

**Contact:** Viv Green  
01202 652665

LA areas: Bournemouth; Dorset;  
Poole

## LSC Cambridgeshire

Stuart House  
St Johns Street  
Peterborough  
Cambridgeshire  
PE1 5DD

**Contact:** Vivien Bradshaw  
0845 0194165

LA areas: Cambridgeshire; City of  
Peterborough

## LSC Cheshire and Warrington

Dalton House  
Dalton Way  
Middlewich  
Cheshire  
CW10 0HU

**Contact:** Margaret Pritchard  
0845 0194163

LA areas: Cheshire; Warrington

## LSC County Durham

Allergate House  
Belmont Business Park  
Belmont  
Durham  
DH1 1TW

**Contact:** Karen Bielby  
0191 376 2360

LA areas: Durham

## LSC Coventry and Warwickshire

Oak Tree Court  
Binley Business Park  
Harry Weston Road  
Coventry  
CV3 2UN

**Contact:** Clare Bee  
024 7644 6005

LA areas: Coventry; Warwickshire

### LSC Cumbria

---

Venture House  
Regents Court  
Guard Street  
Workington  
Cumbria  
CA14 4EW

**Contact:** Sue Little  
01900 733 336

LA areas: Cumbria

### LSC Derbyshire

---

St Helens Court  
St Helens Street  
Derby

Derbyshire  
DE1 3GY

**Contact:** Lindsey Kelly  
0116 228 1813

LA areas: City of Derby; Derbyshire

### LSC Devon and Cornwall

---

Foliot House  
Budshead Road  
Plymouth  
Devon  
PL6 5XR

**Contact:** Mike Gray  
0845 0194155

LA areas: Cornwall; Devon; Isles of Scilly; Plymouth; Torbay

### LSC Essex

---

Redwing House  
Hedgerows Business Park  
Colchester Road  
Chelmsford  
Essex  
CM2 5PB

**Contact:** Penny Greaves  
01245 550051

LA areas: Essex; Southend-on-Sea; Thurrock

### LSC Gloucestershire

---

Conway House  
33–35 Worcester Street  
Gloucester  
Gloucestershire  
GL1 3AJ

**Contact:** Rose King  
01452 450060

LA areas: Gloucestershire

### LSC Greater Manchester

---

Floor 9, Arndale House  
Arndale Centre  
Manchester  
Greater Manchester  
M4 3AQ

**Contact:** Donna Sutton  
0161 261 0334

LA areas: Bolton; Bury; Manchester; Oldham; Rochdale; Salford; Stockport; Tameside; Trafford; Wigan

### LSC Greater Merseyside

---

Tithebarn House (3rd Floor)  
Tithebarn Street, Liverpool  
Merseyside  
L2 2NZ

**Contact:** Dianne Saxon  
0151 672 3461

LA areas: Halton; Knowsley; Liverpool; Sefton; St. Helens; Wirral

### LSC Hampshire and Isle of Wight

---

Eagle Point  
Little Park Farm Road  
Segensworth  
Hampshire  
PO15 5TD

**Contact:** Lucy Rylatt  
01489 558641

LA areas: Hampshire; Isle of Wight; Portsmouth; Southampton

### LSC Herefordshire and Worcestershire

---

Progress House  
Central Park  
Midland Road  
Worcester  
Worcestershire  
WR5 1DU

**Contact:** Cheryl Taylor  
01905 361477

LA areas: Herefordshire; Worcestershire

### LSC Hertfordshire

---

45 Grosvenor Road  
St Albans  
Hertfordshire  
AL1 3AW

**Contact:** Andrew Swan  
01727 733543

LA areas: Hertfordshire

### LSC Humberside

---

The Maltings  
Silvester Square  
Silvester Street  
Hull, HU1 3HL

**Contact:** Liz Remnant  
01483 383441

LA areas: City of Kingston-upon-Hull; East Riding; North East Lincolnshire; North Lincolnshire

### LSC Kent and Medway

---

26 Kings Hill Avenue  
Kings Hill  
West Malling  
Kent  
ME19 4AE

**Contact:** Kate McNeice  
01732 876928

LA areas: Kent; Medway

### LSC Lancashire

---

Caxton Road  
Fulwood  
Preston  
Lancashire  
PR2 9ZB

**Contact:** Sandra Blackmore  
01772 443020

LA areas: Blackpool; Blackburn with  
Darwen; Lancashire

### LSC Leicestershire

---

17A Meridian East  
Meridian Business Park  
Leicester  
Leicestershire  
LE19 1UU

**Contact:** Lindsey Kelly or  
Chris Fuller  
0116 228 1813

LA areas: City of Leicester;  
Leicestershire

### LSC Lincolnshire and Rutland

---

Lindum Business Park  
Station Road  
North Hykeham  
Lincoln  
LN6 3FE

**Contact:** Dawn Magan-Stokes or  
Gillian Massey-Dales  
0845 0194178

LA areas: Lincolnshire; Rutland

### LSC London Central

---

Centre Point  
103 New Oxford Street  
London  
WC1A 1DR

**Contact:** Elaine McWilliam  
0845 0194144

LA areas: Camden; Islington;  
Kensington and Chelsea; Lambeth;  
Southwark; Wandsworth;  
Westminster

### LSC London East

---

Boardman House  
64 Broadway  
Stratford  
London  
E15 1NT

**Contact:** Kathleen Moss  
020 8929 3811

LA areas: Barking and Dagenham;  
Bexley; City of London; Greenwich;  
Hackney; Havering; Lewisham;  
Newham; Redbridge; Tower Hamlets

### LSC London North

---

Dumayne House  
1 Fox Lane  
Palmer's Green  
London  
N13 4AB

**Contact:** Ayfer Orhan  
0845 0194158

LA areas: Barnet; Enfield; Haringey;  
Waltham Forest

### LSC London – South

---

Canis House  
1 Scarbrook Road  
Croydon  
Surrey  
CR0 15Q

**Contact:** Eamonn Gilbert  
020 8929 4762

LA areas: Bromley; Croydon;  
Kingston-upon-Thames; Merton;  
Richmond-upon-Thames; Sutton

### LSC London West

---

Central House  
Lampton Road  
Hounslow  
Middlesex  
TW3 1HY

**Contact:** Linda Gooch  
0208 9298473

LA areas: Brent; Ealing;  
Hammersmith and Fulham; Harrow;  
Hillingdon; Hounslow

### LSC Milton Keynes/Oxfordshire and Buckinghamshire

---

Latimer House  
Langford Business Park  
Langford Lock  
Kidlington  
Oxon  
OX5 1GG

**Contacts:** Sue Cheetham or  
Caroline Yeo  
01865 291848/01865 291843  
(07764 650304)

LA areas: Buckinghamshire; Milton  
Keynes; Oxfordshire

### LSC Norfolk

---

St Andrews House  
St Andrews Street  
Norwich  
Norfolk  
NR2 4TP

**Contact:** Sara-Jane Sturman  
01603 218884

LA areas: Norfolk

### LSC North Yorkshire

---

7 Pioneer Business Park  
Amy Johnson Way  
Clifton Moorgate  
York  
Yorkshire  
YO30 4TN

**Contacts:** Richard Stockton or  
Sue Wadsworth  
01904 385581/01904 385575

LA areas: City of York; North  
Yorkshire

### LSC Northamptonshire

---

Royal Pavilion  
Summerhouse Road  
Moulton Park Industrial Estate  
Northampton  
Northamptonshire  
NN3 6BJ

**Contact:** Jessica Whall  
0845 0194175

LA areas: Northamptonshire



### LSC Northumberland

---

Suite 2  
Craster Court  
Manor Walk Shopping Centre  
Cramlington  
Northumberland  
NE23 6XX

**Contact:** Alan Rowan  
0845 0194185

LA areas: Northumberland

### LSC Nottinghamshire

---

Castle Marina Road  
Castle Marina Park  
Nottingham  
Nottinghamshire  
NG7 1TN

**Contact:** Geoff Baldry  
0115 872 0095

LA areas: City of Nottingham;  
Nottinghamshire

### LSC Shropshire

---

The Learning Point  
3 Hawksworth Road  
Central Park  
Telford  
Shropshire  
TF2 9TU

**Contacts:** Martin Sadler, Rav Lalli or  
Lisa Smith  
01952 235555

LA areas: Shropshire, Telford and  
Wrekin

### LSC Somerset

---

East Reach House  
East Reach  
Taunton  
Somerset  
TA1 3EN

**Contact:** Claire Cherry  
01823 226009

LA areas: Somerset

### LSC South Yorkshire

---

The Straddle  
Victoria Quays  
Wharf Street  
Sheffield  
S2 5SY

**Contact:** Leander Sanderson  
0114 267 5007

LA areas: Barnsley; Doncaster;  
Rotherham; Sheffield

### LSC Staffordshire

---

Festival Way  
Festival Park  
Stoke on Trent  
Staffordshire  
ST1 5TQ

**Contact:** Linda Wilshaw  
01782 463071

LA areas: Staffordshire; Stoke-on-  
Trent

### LSC Suffolk

---

Felaw Maltings  
42 Felaw Street  
Ipswich  
IP2 8SJ

**Contact:** Sarah Keys  
01473 883051

LA areas: Suffolk

### LSC Surrey

---

48–54 Goldsworth Road  
Woking  
Surrey  
GU21 6LE

**Contact:** Carol Matthews  
01483 803372

LA areas: Surrey

### LSC Sussex

---

Prince's House  
53 Queen's Road  
Brighton  
Sussex  
BN1 3XB

**Contact:** Anne Rodriguez  
01273 783514

LA areas: Brighton and Hove; East  
Sussex; West Sussex

### LSC Tees Valley

---

2 Queen's Square  
Middlesbrough  
Cleveland  
TS2 1AA

**Contact:** Helen Crawford  
01642 743117

LA areas: Darlington; Hartlepool;  
Middlesbrough; Redcar and  
Cleveland; Stockton-on-Tees

### LSC Tyne and Wear

---

Moongate House  
5th Avenue Business Park  
Team Valley  
Gateshead  
Tyne and Wear  
NE11 0HF

**Contact:** Michelle Harrison and  
Lynda Smith  
0845 0194181

LA areas: Gateshead; Newcastle-  
upon-Tyne; North Tyneside; South  
Tyneside; Sunderland

### LSC West of England

---

PO Box 164  
St Lawrence House  
29–31 Broad Street  
Bristol  
BS99 7YJ

**Contact:** Gordon Rice  
0117 372 6467

LA areas: Bath and North East  
Somerset; Bristol; North Somerset;  
South Gloucestershire

### **LSC West Yorkshire**

---

Mercury House  
4 Manchester Road  
Bradford  
BD5 0QL

**Contact:** Claire Toole  
01274 444025

LA areas: Bradford; Calderdale;  
Kirklees; Leeds; Wakefield

### **LSC Wiltshire and Swindon**

---

The Bora Building  
Westlea Campus  
Westlea Downs  
Swindon  
Wiltshire  
SN5 7EZ

**Contact:** Annabel Smith  
01793 608039

LA areas: Swindon; Wiltshire

# Annex F: 2006/07 Placement Request: Summary Sheet – All Learners

(Reference: LSC-P-NAT-060087)

## Confidential

To be completed by referring agency **prior** to the placement meeting and returned to the placement officer at the relevant local Learning and Skills Council



Leading learning and skills

## 1. Referring agency

|                            |       |
|----------------------------|-------|
| Name <i>(please print)</i> |       |
| Address                    |       |
|                            |       |
| Contact name               |       |
| Telephone                  | Email |

## 2. Learner details

|   |                                 |            |                          |
|---|---------------------------------|------------|--------------------------|
| Name <i>(please print)</i>                        | Date of birth                   | /          | /                        |
| Address   |                                 |            |                          |
| Telephone   |                                 |            |                          |
| Disability  |                                 |            |                          |
| Ethnicity code <i>(insert appropriate code)</i>   | <input type="checkbox"/>        | Gender M/F | <input type="checkbox"/> |
| Parent/guardian                                   |                                 |            |                          |
| Address if different to above                     |                                 |            |                          |
| Home LEA  | Current or most recent provider |            |                          |
| Learner's highest educational achievement to date |                                 |            |                          |

### 3. Provider details

|   |   |
|---|---|
| Name <i>(please print)</i>                                |   |
| Address   |   |
|   |   |
| Contact name  |   |
| Telephone   | Email                                   |
| Is the request for day placement <input type="checkbox"/> | or residential <input type="checkbox"/> |
| Programme start date     /     /                          | Programme end date     /     /          |

### 4. Evidence required at the placement meeting (where applicable)

The referring agency should ensure all relevant information is made available for review by all agencies present at the meeting. Please ensure that copies of all relevant documentation are available for the Learning and Skills Council Placement Officer.

Please note that the referring agency should ensure they have the consent of the learner and parent or guardian to share all the following documentary evidence with other agencies at the placement meeting. In addition, **the learner and his/her family should be made aware of the content of any evidence being presented to the LSC.**

|  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| Connexions report  | <input type="checkbox"/> | most recent school report                     | <input type="checkbox"/> |
| most recent care plan/other relevant social services documentation     | <input type="checkbox"/> | most recent educational psychologist's report | <input type="checkbox"/> |
| most recent medical report   | <input type="checkbox"/> | most recent link course reports               | <input type="checkbox"/> |
| transition plan  | <input type="checkbox"/> |   |                          |
| confirmation letter from specialist provider                           |                          |   | <input type="checkbox"/> |
| specialist provider rationale to support matrix tariff value (Annex N) |                          |   | <input type="checkbox"/> |
| copy of pre-entry assessment carried out by provider                   |                          |   | <input type="checkbox"/> |
| consent letter signed by learner and/or by parent/carer/advocate       |                          |   | <input type="checkbox"/> |
| confirmation letter of social services or other agency funding         |                          |   | <input type="checkbox"/> |
| Other <i>(please list and label)</i>                                   |                          |   |                          |

## 5. Provider status

|  |     |                          |
|--|-----|--------------------------|
| Is the requested provider currently funded through the placements process (see list in Annex C)? | Yes | <input type="checkbox"/> |
|  | No  | <input type="checkbox"/> |

## 6. To be signed by referring agency

|           |       |   |   |
|-----------|-------|---|---|
| Signed    | Dated | / | / |
| Position* |       |   |   |

*\*This should be a senior authorised officer from the referring agency*

| Ethnicity codes for question 2 |   |
|--------------------------------|---|
| 11                             | Asian or Asian British – Bangladeshi                |
| 12                             | Asian or Asian British – Indian                     |
| 13                             | Asian or Asian British – Pakistani                  |
| 14                             | Asian or Asian British – any other Asian background |
| 15                             | Black or Black British – African                    |
| 16                             | Black or Black British – Caribbean                  |
| 17                             | Black or Black British – any other Black background |
| 18                             | Chinese   |
| 19                             | Mixed – White and Asian                             |
| 20                             | Mixed – White and Black African                     |
| 21                             | Mixed – White and Black Caribbean                   |
| 22                             | Mixed – any other Mixed background                  |
| 23                             | White – British                                     |
| 24                             | White – Irish                                       |
| 25                             | White – any other White background                  |
| 98                             | Other   |
| 99                             | Not known   |

## Annex G: Support Bands – Rates for 2005/06

Please note that this Annex is provided for information only. The funding matrix is currently under review and further information will be made available as appropriate throughout the year.

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

| <b>Band A</b>  | <b>Band B</b>   | <b>Band C</b>   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• access to specialist teaching support</li> <li>• some curriculum support</li> <li>• support with basic skills</li> <li>• work experience support</li> </ul> | <ul style="list-style-type: none"> <li>• specialist teaching support for 1 hour per week</li> <li>• curriculum support (1:7)</li> </ul>                   | <ul style="list-style-type: none"> <li>• specialist teaching support for 3 hours per week</li> <li>• curriculum support (1:5)</li> </ul>                          |
| <ul style="list-style-type: none"> <li>• encouragement in independence</li> <li>• supervision to plan social, creative and leisure activities</li> </ul>   | <ul style="list-style-type: none"> <li>• supervision in independence skills</li> <li>• support to plan social, creative and leisure activities</li> </ul> | <ul style="list-style-type: none"> <li>• regular independence training</li> <li>• supervision for programme of social, creative and leisure activities</li> </ul> |
| <ul style="list-style-type: none"> <li>• access to medical care</li> <li>• minimum care supervision</li> </ul>   | <ul style="list-style-type: none"> <li>• some supervision in personal and/or medical care</li> </ul>  | <ul style="list-style-type: none"> <li>• some help with personal care</li> </ul>  |
| <ul style="list-style-type: none"> <li>• occasional access to counselling and/or therapy</li> </ul>  | <ul style="list-style-type: none"> <li>• access to counselling and/or therapy</li> </ul>  | <ul style="list-style-type: none"> <li>• weekly therapy</li> <li>• regular counselling support</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• some equipment needs</li> </ul>  | <ul style="list-style-type: none"> <li>• standard equipment requires modifications</li> </ul>   |
| <p>£4,544</p> <p>£14,009</p>   | <p>£7,067</p> <p>£16,533</p>  | <p>£10,600</p> <p>£20,950</p>   |
| <p>£4,671</p> <p>£14,135</p>   | <p>£7,257</p> <p>£16,721</p>  | <p>£10,854</p> <p>£21,202</p>   |
| <p>£4,796</p> <p>£14,262</p>   | <p>£7,383</p> <p>£16,848</p>  | <p>£10,981</p> <p>£21,329</p>   |
| <p>£4,923</p> <p>£14,386</p>   | <p>£7,509</p> <p>£16,974</p>  | <p>£11,106</p> <p>£21,454</p>   |
| <p>£5,048</p> <p>£14,514</p>   | <p>£7,635</p> <p>£17,102</p>  | <p>£11,233</p> <p>£21,581</p>   |
| <p>£5,174</p> <p>£14,640</p>   | <p>£7,762</p> <p>£17,226</p>  | <p>£11,358</p> <p>£21,706</p>   |

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



| <b>Band D</b>  | <b>Band E</b>  | <b>Band F</b>  |
|--|--|--|
| <ul style="list-style-type: none"> <li>specialist teaching support for 3 hours per week</li> <li>curriculum support (1:4)</li> </ul>                       | <ul style="list-style-type: none"> <li>specialist teaching support for greater than 3 hours per week</li> <li>curriculum support (1:3)</li> </ul>  | <ul style="list-style-type: none"> <li>specialist teaching support for greater than 3 hours per week</li> <li>curriculum support (1:2) for the majority of the time</li> </ul>                               |
| <ul style="list-style-type: none"> <li>structured independence training</li> <li>organised programme of social, creative and leisure activities</li> </ul> | <ul style="list-style-type: none"> <li>high level of support for independence training (up to 2 hours per day)</li> <li>structured programme of social, creative and leisure activities</li> </ul> | <ul style="list-style-type: none"> <li>high level of support for independence training (average of more than 2 hours per day)</li> <li>daily programme of social, creative and leisure activities</li> </ul> |
| <ul style="list-style-type: none"> <li>regular help with personal care</li> </ul>  | <ul style="list-style-type: none"> <li>daily support with personal care (up to an hour)</li> <li>daily medical support</li> </ul>  | <ul style="list-style-type: none"> <li>daily support with personal activities of daily living (more than an hour)</li> <li>daily access to nursing staff</li> </ul>  |
| <ul style="list-style-type: none"> <li>weekly therapy</li> <li>immediate access to counselling support</li> </ul>  | <ul style="list-style-type: none"> <li>therapy twice per week</li> <li>immediate intervention for emotional and/or behavioural support</li> </ul>  | <ul style="list-style-type: none"> <li>therapy more than twice per week</li> <li>structured and immediate emotional support</li> <li>regular intervention for behavioural support</li> </ul>                 |
| <ul style="list-style-type: none"> <li>standard equipment requires modifications</li> </ul>  | <ul style="list-style-type: none"> <li>equipment requires significant adaptations</li> </ul>   | <ul style="list-style-type: none"> <li>equipment requires significant adaptations</li> </ul>   |
| <p>£12,872</p> <p>£24,735</p>  | <p>£17,416</p> <p>£29,405</p>  | <p>£21,959</p> <p>£34,707</p>  |
| <p>£13,125</p> <p>£24,988</p>  | <p>£17,731</p> <p>£29,722</p>  | <p>£22,275</p> <p>£35,021</p>  |
| <p>£13,252</p> <p>£25,115</p>  | <p>£17,858</p> <p>£29,847</p>  | <p>£22,401</p> <p>£35,147</p>  |
| <p>£13,378</p> <p>£25,241</p>  | <p>£17,983</p> <p>£29,974</p>  | <p>£22,527</p> <p>£35,274</p>  |
| <p>£13,504</p> <p>£25,368</p>  | <p>£18,110</p> <p>£30,098</p>  | <p>£22,654</p> <p>£35,399</p>  |
| <p>£13,629</p> <p>£25,492</p>  | <p>£18,235</p> <p>£30,225</p>  | <p>£22,779</p> <p>£35,525</p>  |

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

| <b>Band G</b>  | <b>Band G#</b>  | <b>Band H</b>  |
|--|---|--|
| <ul style="list-style-type: none"> <li>specialist teaching support for 3 hours per week</li> <li>curriculum support (1:2) at all times</li> </ul>  | <ul style="list-style-type: none"> <li>curriculum support (1:1) for the majority of the time</li> </ul>   | <ul style="list-style-type: none"> <li>curriculum support (1:1) at all times</li> </ul>  |
| <ul style="list-style-type: none"> <li>high level of support for independence training (average of more than 2 hours a day)</li> <li>daily programme of social, creative and leisure activities</li> </ul> | <ul style="list-style-type: none"> <li>high level of support for independence training involving multi-disciplinary input</li> <li>structured daily programme of social, creative and leisure activities</li> </ul> | <ul style="list-style-type: none"> <li>high level of support for independence training at all times</li> <li>structured and supported daily programme of social, creative and leisure activities</li> </ul>  |
| <ul style="list-style-type: none"> <li>daily support with personal activities of daily living (more than 2 hours)</li> <li>daily access to nursing staff</li> </ul>  | <ul style="list-style-type: none"> <li>daily support with personal activities of daily living (more than 3 hours)</li> <li>daily support from nursing staff</li> </ul>  | <ul style="list-style-type: none"> <li>high level of support for personal activities of daily living</li> <li>24 hr specialist support</li> <li>24 hr nursing staff and/or equipment</li> <li>continual intervention to ensure learner safety</li> </ul> |
| <ul style="list-style-type: none"> <li>therapy more than 3 times a week</li> <li>regular programme of emotional support</li> <li>structured behavioural planning and intervention</li> </ul>               | <ul style="list-style-type: none"> <li>therapy more than 3 times a week</li> <li>daily programme of emotional support</li> <li>structured behavioural planning and intervention</li> </ul>                          | <ul style="list-style-type: none"> <li>individual therapy and/or psychiatric support</li> <li>constant emotional support</li> <li>structured behavioural planning and intervention</li> </ul>  |
| <ul style="list-style-type: none"> <li>dedicated but standard equipment</li> </ul>   | <ul style="list-style-type: none"> <li>dedicated but standard equipment</li> <li>care equipment</li> </ul>  | <ul style="list-style-type: none"> <li>dedicated personal equipment</li> </ul>   |
| <p>£32,182</p> <p>£45,811</p>  | <p>£38,177</p> <p>£54,456</p>   | <p>£44,170</p> <p>£63,101</p>  |
| <p>£32,560</p> <p>£46,191</p>  | <p>£38,586</p> <p>£54,866</p>   | <p>£44,612</p> <p>£63,542</p>  |
| <p>£32,687</p> <p>£46,317</p>  | <p>£38,745</p> <p>£55,024</p>   | <p>£44,802</p> <p>£63,732</p>  |
| <p>£32,812</p> <p>£46,443</p>  | <p>£38,902</p> <p>£55,182</p>   | <p>£44,990</p> <p>£63,921</p>  |
| <p>£32,938</p> <p>£46,570</p>  | <p>£39,060</p> <p>£55,340</p>   | <p>£45,180</p> <p>£64,110</p>  |
| <p>£33,064</p> <p>£46,694</p>  | <p>£39,218</p> <p>£55,497</p>   | <p>£45,370</p> <p>£64,299</p>  |

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

Please note that this Annex is provided for information only. The funding matrix is currently under review and further information will be made available as appropriate throughout the year.

## Support Band A

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

### Notes

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

**Support Band B**

|  | <b>Descriptor</b>                                       | <b>Further information</b>  |
|--|---|---|
| <b>Tuition</b>                               | Specialist teaching support for one hour per week       | Learner requires specialist teaching support, either individually or in a small group setting, in addition to base teaching hours for about an hour per week (for example in Key Skills, communications or IT). |
|  | Curriculum support (1:7)                                | The base ratio of curriculum staff: learner support to be 1:7.  |
| <b>Independence training</b>                 | Supervision in independence skills                      | Learner requires monitoring to ensure life skills tasks are thorough and appropriate.   |
|  | Support to plan social, creative and leisure activities | Learner requires support to organise with peers a range of activities including evenings and weekends.  |
| <b>Personal care support</b>                 | Some supervision in personal and/or medical care        | Learner requires support to ensure safe medication (or other procedures).   |
| <b>Therapy, counselling and intervention</b> | Access to counselling and/or therapy                    | Learner as part of agreed programme has access to sessions with counsellors and/or therapists (for example anger, stress, psychological, speech, audiology or occupational).                                    |
| <b>Equipment</b>                             | Some equipment needs                                    | Learner requires access to specialist equipment either for learning or mobility (for example radio hearing aids, CCTV).   |

*Notes*

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

**Support Band C**

|  | <b>Descriptor</b>  | <b>Further information</b>   |
|--|--|--|
| <b>Tuition</b>                               | Specialist teaching support for three hours per week                 | Learner requires specialist teaching support, either individually or in a small group setting, in addition to base teaching hours for three hours per week (for example in Key Skills, English for speakers of other languages (ESOL), Braille or social use of language). |
|  | Curriculum support (1:5)   | The base ratio of curriculum staff: learner support to be 1:5.   |
| <b>Independence training</b>                 | Regular independence training  | Learner requires daily oversight to develop independence skills.   |
|  | Supervision for programme of social, creative and leisure activities | Learner requires supervision to plan and take part in a range of activities with peers including evenings and weekends.  |
| <b>Personal care support</b>                 | Some help with personal care   | Learner requires some help with self-care and a degree of monitoring for safety purposes (for example for dressing, hygiene).  |
| <b>Therapy, counselling and intervention</b> | Weekly therapy   | Learner requires weekly input from a therapist in order to support his or her continued presence on the course (for example anger, stress, psychological, speech, physio, audiology or occupational).  |
|  | Regular counselling support  | Regular counselling support is built into the learner's programme.   |
| <b>Equipment</b>                             | Standard equipment requires modifications                            | Equipment that is widely available requires some modifications for the learner's personal use.   |

*Notes*

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

## Support Band D

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

### Notes

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

## Support Band E

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

### Notes

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

**Support Band F**

|  | <b>Descriptor</b>  | <b>Further information</b>   |
|--|--|--|
| <b>Tuition</b>                               | Specialist teaching support for greater than three hours per week<br><br>Curriculum support (1:2) for the majority of the time                             | Learner requires specialist teaching support, either individually or in a small group setting, in addition to base teaching hours for more than three hours per week (for example in Key Skills, ESOL, Braille or social use of language).<br><br>Learner is supported 1:2 for the majority of the learning programme (75%) (for example in all taught/tutorial sessions requiring practical activities; individual work etc).                               |
| <b>Independence training</b>                 | High level of support for independence training (average of more than two hours per day)<br><br>Daily programme of social, creative and leisure activities | Learner requires a daily (average in excess of two hours a day) structured programme to develop independence skills (for example specific supervision or guidance to facilitate living skills and social development).<br><br>Learner requires staff support to access a range of social, creative and leisure activities including evenings and weekends.   |
| <b>Personal care support</b>                 | Daily support with personal activities of daily living (more than an hour)<br><br>Daily access to nursing staff  | Learner requires daily (more than one hour) support for personal activities of daily living (for example assistance with eating, personal hygiene, bathing, toilet).<br><br>Learner may require daily medical support.   |
| <b>Therapy, counselling and intervention</b> | Therapy more than twice per week<br><br>Structured and immediate emotional support<br><br>Regular intervention for behavioural support                     | Learner has therapy, including individual/group sessions, more than twice a week (for example anger, stress, psychological, speech, physio, audiology or occupational).<br><br>Learner requires a weekly structured programme and may require immediate intervention for support with emotional and/or behavioural problems.<br><br>Learner requires support to manage difficulties which regularly (daily) may include verbal abuse and damage to property. |
| <b>Equipment</b>                             | Equipment requires significant adaptations   | Learner requires equipment to be adapted in order to access curriculum (for example special keyboards, joystick, mouse).   |

*Notes*

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



**Support Band G**

|  | <b>Descriptor</b>  | <b>Further information</b>  |
|--|--|---|
| <b>Tuition</b>                               | Specialist teaching support for more than three hours a week<br><br>Curriculum support (1:2) at all times  | Learner requires specialist teaching support, either individually or in a small group setting, over and above base teaching hours for more than three hours a week (for example in Key Skills, ESOL, Braille or social use of language).<br><br>Learner will need support (1:2) in all taught/tutorial sessions (for example setting up, practical help, interpreting, to stay on task, to monitor behaviour).              |
| <b>Independence training</b>                 | High level of support for independence training (average of more than two hours a day)<br><br>Daily programme of social, creative and leisure activities | Learner requires staff support to access a structured programme (average in excess of two hours a day) to develop independence skills.<br><br>Learner requires high level of staff support to ensure access to a range of social, creative and leisure activities including evenings and weekends.  |
| <b>Personal care support</b>                 | Daily support with personal activities of daily living (more than two hours)<br><br>Daily access to nursing staff  | Learner requires daily (more than two hours) support for personal activities of daily living (for example assistance with eating, personal hygiene, bathing, toilet).<br><br>Learner may require daily medical support.   |
| <b>Therapy, counselling and intervention</b> | Therapy more than three times a week<br><br>Regular programme of emotional support<br><br>Structured behavioural planning and intervention               | Learner has therapy, including individual/group sessions, more than three times a week (for example anger, stress, psychological, speech, physio, audiology or occupational).<br><br>Regular emotional support is built into the learner's programme.<br><br>Learner requires planned support to manage difficulties which may include: absconding, intimidation, oppositional behaviour and non-verbal assault (spitting). |
| <b>Equipment</b>                             | Dedicated but standard equipment   | Learner has allocated equipment for personal use to aid learning (for example laptop, Lightwriter, Keystone).   |

*Notes*

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

**Support Band G#**

|  | <b>Descriptor</b>  | <b>Further information</b>   |
|--|--|--|
| <b>Tuition</b>                               | Curriculum support (1:1) for the majority of the time  | Learner is supported 1:1 for the majority (75%) of the learning programme (for example in all taught/tutorial sessions requiring practical activities; individual work etc).   |
| <b>Independence training</b>                 | High level of support for independence training involving multidisciplinary input<br><br>Structured daily programme of social, creative and leisure activities | Learner requires high level of staff support and input from other disciplines to access a structured programme to develop independence skills.<br><br>Learner requires high level of staff support in order to take part in a range of social, creative and leisure activities including evenings and weekends.  |
| <b>Personal care support</b>                 | Daily support with personal activities of daily living (more than three hours)<br><br>Daily support from nursing staff   | Learner requires daily (more than three hours) support for personal activities of daily living (for example assistance with eating, personal hygiene, bathing, toilet).<br><br>Learner requires daily medical support.   |
| <b>Therapy, counselling and intervention</b> | Therapy more than three times a week<br><br>Daily programme of emotional support<br><br>Structured behavioural planning and intervention                       | Learner has individual/group sessions delivered by a therapist more than three times a week.<br><br>Daily emotional support is built into the learner's programme.<br><br>Learner requires planned support to manage difficulties, which may include: minor physical assault, self-injurious behaviour (SIB), hyperactivity and vulnerability, inappropriate touching. |
| <b>Equipment</b>                             | Dedicated but standard equipment<br><br>Care equipment   | Learner has allocated equipment for personal use to aid learning (for example laptop, Lightwriter, Keystone).<br><br>Learner requires specialist individual equipment to facilitate personal independence and care needs (for example toilet chairs, specialist beds).   |

**Notes**

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

**Support Band H**

|  | <b>Descriptor</b>   | <b>Further information</b>  |
|--|---|---|
| <b>Tuition</b>                               | Curriculum support (1:1) at all times   | Learner will need support (1:1) in all taught/tutorial sessions (for example setting up, practical help, interpreting, to stay on task, to monitor behaviour).  |
| <b>Independence training</b>                 | High level of support for independence training at all times<br><br>Structured and supported daily programme of social, creative and leisure activities.  | Learner requires support of one or more dedicated workers to access a structured programme to develop independence skills. Likely to require one-to-one support for a substantive part of a work placement.<br><br>Learner requires 1:1 support to take part in a range of social, creative and leisure activities including evenings and weekends.   |
| <b>Personal care support</b>                 | High level of support for personal activities of dailyliving<br><br>24-hour specialist support<br><br>24-hour nursing staff and/or equipment<br><br>Continual intervention to ensure learner safety | Learner requires support of more than four care hours per day, possibly involving more than one member of staff, for personal activities of daily living.<br><br>Constant access to specialist care support (for example night-care staff on awake duty).<br><br>Instant access to high levels of specialist medical care (for example nursing staff on awake duty; response to seizures or diabetes testing).<br><br>Constant staff oversight to attain required personal safety levels. |
| <b>Therapy, counselling and intervention</b> | Individual therapy and/or psychiatric support<br><br>Constant emotional support<br><br>Structured behavioural planning and intervention   | Daily therapy probably involving more than one discipline.<br><br>Counselling and daily emotional support.<br><br>Learner requires planned support to manage difficulties which may include: physical assault causing serious injury, serious self-injurious behaviour (SIB).   |
| <b>Equipment</b>                             | Dedicated personal equipment  | Equipment allocated for learner's personal use (for example Liberator).   |

*Notes*

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

# Annex I: Review Reports – Minimum Requirements

1 In general, review reports should be completed at the end of the learner's first term and at the end of each subsequent academic year, including the learner's final year. However, for extension by reviews, reports must be forwarded to the LSC before the end of the penultimate term of LSC funding. Where a review report forms the basis of an extension by review request, it would be helpful if it could be clearly labelled as such.

2 Please find below a list which identifies the **minimum** information that the LSC would expect to be included in all review reports.

3 Where it is the practice of the college to produce extensive review reports, it would be beneficial if a summary could also be produced along the guidelines identified in this list.

4 The minimum requirements are:

- the learner's personal details (name and date of birth)
- the programme start date, agreed funding end date and programme end date
- confirmation of the learner's support needs and if any support or funding changes (increased or decreased) have been identified
- input from specialists – for example where learners receive input from speech and language therapists, physiotherapists etc.
- confirmation that the learner is still following the programme as outlined on the Learner Schedule – all changes must be clearly identified as these details are part of the specialist college's contractual delivery requirements
- an outline of achievements and/or progress made towards objectives identified on the Learner Schedule. The report must include an update on all elements of the learner's agreed programme

- an outline of targets, academic and non-academic, for the forthcoming year; and
- an update on transition planning. Where the learner has reached the end of their penultimate year of LSC funding, the report must indicate what plans have been put in place to build on transition planning already undertaken within the learner's programme to date. This should include opportunities and support for the learner to consider alternative provision (further education, higher education, voluntary work and so on) and should include opportunities for input and guidance from other agencies (guidance counsellors, social services, medical practitioners, Connexions and so on).

5 All review reports must be signed and dated and returned to the relevant local LSC.

# Annex J: Record of Learner Destination

(Reference: LSC-P-NAT-060087)

**Confidential**

To be completed by the specialist provider.

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



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## 1. Provider details

|  |
|--|
| Name of provider <i>(please print)</i> |
|--|

## 2. Learner details

|              |                         |
|--------------|-------------------------|
| Learner name | Date of birth    /    / |
|--------------|-------------------------|

## 3 Destination

|  |                              |                             |
|--|------------------------------|-----------------------------|
| Has the learner had access to independent careers advice?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| If yes, was this the learner's home Connexions Service or the college's local Connexions Service? <input type="checkbox"/> |                              |                             |
| Give details of the learner's destination on completing the programme by ticking the appropriate box below.                |                              |                             |
| <b>Education or employment</b>   |                              |                             |
| Another programme at this college <i>(please give details)</i>   | <input type="checkbox"/>     |                             |
| General FE college <i>(please state which)</i>   | <input type="checkbox"/>     |                             |
| Specialist college <i>(please state which)</i>   | <input type="checkbox"/>     |                             |
| HE institution <i>(please state which)</i>   | <input type="checkbox"/>     |                             |
| Employment <i>(please give details)</i>  | <input type="checkbox"/>     |                             |

Continues overleaf

|  |                          |
|--|--------------------------|
| Work-based training ( <i>please give details</i> ) | <input type="checkbox"/> |
| Other ( <i>please give details</i> )               |                          |
| <br>   |                          |
| <b>Social or residential</b>                       |                          |
| Day care   | <input type="checkbox"/> |
| Long-term residential placement                    | <input type="checkbox"/> |
| Learner returning home                             | <input type="checkbox"/> |
| Independent living                                 | <input type="checkbox"/> |
| Supported independent living                       | <input type="checkbox"/> |
| Other ( <i>please give details</i> )               |                          |

#### 4. Signature

|   |                |
|---|----------------|
| Signature<br>(Principal/Owner/Proprietor) | Date    /    / |
|---|----------------|

Please return this form, within six weeks of the learner's leaving date, to the placement officer at the local LSC. Addresses for these are in Annex E.

# Annex K: Withdrawal Notification for Learning and Skills Council-funded Learners at Specialist Providers

(Reference: LSC-P-NAT-060087)

This form should also be completed if a learner completes their programme earlier than planned.

**Confidential**

For completion by the Principal/Proprietor/Owner.



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|  |                                   |
|--|-----------------------------------|
| Name of provider <i>(please print)</i>   |                                   |
| Learner name   | Date of birth    /    /           |
| Start date    /    /   | Agreed funding end date    /    / |
| Withdrawal date    /    /  |                                   |
| Reason for withdrawal <i>(please insert appropriate code from attached list)</i> <input type="checkbox"/>  |                                   |
| Details <i>(please include all relevant information for example: dates, times, action taken, links to any serious incidents)</i><br><br><br><br><br><br><br><br><br><br><br> |                                   |
| If a third party has been involved, please give further details.<br><br><br><br><br><br><br><br><br><br><br>   |                                   |

## Declaration

**I am aware of the Learning and Skills Council's policy regarding recovery of fees in accordance with the Learning and Skills Council's contract with specialist providers.**

|                            |
|----------------------------|
| Name <i>(please print)</i> |
| Principal/Proprietor/Owner |
| Signed                     |
| Date     /     /           |

*Please return the original to the placement officer at the relevant local LSC.*

## Codes to use to indicate the reason for learner withdrawal

The code corresponding to the reason for withdrawal should be taken from the following list and entered on the form in the box provided.

|  |   |
|--|---|
| <b>A</b> Alternative provision found           | <b>G</b> Learner absent without leave           |
| <b>B</b> Learner no longer wishes to attend    | <b>H</b> Learner excluded                       |
| <b>C</b> Learner deceased                      | <b>I</b> Learner unable to stay through illness |
| <b>D</b> Learner failed to start               | <b>J</b> Learner unhappy                        |
| <b>E</b> Learner unable to stay through injury | <b>K</b> Other                                  |
| <b>F</b> Learner found employment              | <b>L</b> Early completion                       |

## Destination data

Please note that, in most cases, a destination data return is required where a learner has withdrawn from a programme before the funding end date agreed by the LSC.

## Review reports

All withdrawal forms should be accompanied by a final review report for the learner.

## Serious incidents

Please note that where a withdrawal has taken place as a result of a serious incident, in accordance with the LSC's contract with specialist providers, this should be reported separately to the relevant **local LSC** within 72 hours of the incident being made known to the provider.



# Annex L: Request for Placement Extension 2006/07

(Reference: LSC-P-NAT-060087)

**Confidential**

For completion by the referring agency in conjunction with the specialist provider



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## 1. Referring agency

|                            |
|----------------------------|
| Name <i>(please print)</i> |
| Address                    |
| Contact name               |
| Telephone                  |

## 2. Learner details

|                                    |                         |
|------------------------------------|-------------------------|
| Learner name <i>(please print)</i> | Date of birth    /    / |
|------------------------------------|-------------------------|

Details of any changes to the learner's personal details since the original placement request was considered.

Details of the learner's learning difficulty and/or disability **if these have changed** since the original placement request was considered.

Details of the learner's additional support requirements arising from their learning difficulty/disability **if these have changed** since the original placement request was considered.

Do these additional support requirements necessitate an amendment to the original matrix cell selection?

Current support (matrix cell):

Is the current placement day  or residential?

Will the extension continue at this level of support? Yes  No

If no, the provider must complete a new matrix cell selection form (**Annex N**)

### 3. Programme information

Provider (*please print*)

Original programme start date / /

End date / /

Current funding end date / /

Achievement/qualification/progress gained to date against the objectives identified in the individual learning plan

State the reason for seeking an extension to the previously agreed placement:

- a. for learners currently funded by the LSC for a period shorter than that originally sought where insufficient information is available for it to be considered via extension by review
- b. in very exceptional cases where a learner requires a further period of funding to complete a programme of study (please provide evidence in support of this request); or
- c. for a linked programme of study at the existing provider.

#### 4. Proposed extension

Start date     /     /

End date     /     /

Is the proposed extension day  or residential

Details of the programme/qualification aims for the extension request. Please demonstrate how these will contribute to the learner's long-term career/vocational/educational objectives and transition planning.

Will any part of the learner's provision be made by another provider (for example a further education college)?

Yes  No

If yes, please complete the following:

Provider name (*please print*)

Contact name

Telephone

Programme to be completed

How many days each week will the learner attend this provider?

What alternatives were considered for the learner at the end of their current placement other than the extension now sought? This should include the consideration of alternative provision. (Evidence should include review reports detailing transition planning).

## 5. Funding information

**If the extension is supported, the placement will be funded within the Learning and Skills Council's agreed fees for 38-week placements.**

Where another funding body is contributing towards the current placement, please detail any agreements for funding the extension request, including whether the agreement is definite or provisional.

## 6. Agreements

Please indicate whether the extension request has the support of: *(please tick)*

|                           | Yes                      | No                       | Not relevant             |
|---------------------------|--------------------------|--------------------------|--------------------------|
| The learner               | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| Parent/advocate           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connexions/Careers        | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| Local Education Authority | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| social services           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| health authority          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please provide details where the answer is 'no' or 'not relevant'.

## 7. Additional documentation

Please indicate which of the following documents are attached: *(please tick)*

|  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| Connexions report  | <input type="checkbox"/> | transition plan                               | <input type="checkbox"/> |
| most recent care plan/other relevant social services documentation | <input type="checkbox"/> | most recent educational psychologist's report | <input type="checkbox"/> |
| most recent medical report   | <input type="checkbox"/> | most recent link course report                | <input type="checkbox"/> |
| confirmation letter of social services or other agency funding     | <input type="checkbox"/> | review report                                 | <input type="checkbox"/> |
| Other (please list and label)                                      |                          |   |                          |

## 8. Signature

The form should be signed by a senior authorised officer from the referring agency.

I confirm that this extension request has the support of the referring agency.

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

Please return this form to the Placement Officer of the relevant local LSC office. Local LSC addresses are in Annex E.

# Annex M: Useful Information

## Contacts

### **Adult Learning Inspectorate (ALI)**

Spring Place  
Coventry Business Park  
Herald Avenue  
Coventry  
CV5 6UD

Tel: 0870 240 7744  
Fax: 0870 242 1444  
Email: [enquiries@ali.gov.uk](mailto:enquiries@ali.gov.uk)  
Web: [www.ali.gov.uk](http://www.ali.gov.uk)

### **Commission for Social Care Inspectorate (CSCI)**

33 Greycoat Street  
London  
SW1P 2QF

Tel: 0845 015 0120  
Fax: 0207 979 2099  
Web: [www.csci.org.uk](http://www.csci.org.uk)

### **Connexions Service**

Department for Education and Skills  
Moorfoot  
Sheffield  
S1 4PQ

Tel: 0870 0012345  
Web: [www.connexions.gov.uk](http://www.connexions.gov.uk)

### **Disability Rights Commission (DRC)**

DRC Helpline  
Freepost MID 02164  
Stratford-upon-Avon  
CV37 9BR

Telephone: 08457 622 633  
Fax: 08457 778 878  
Textphone: 08457 622 644  
Email: [enquiry@drc-db.org](mailto:enquiry@drc-db.org)  
Web: [www.drc.org.uk](http://www.drc.org.uk)

### **Department for Education and Skills (DfES)**

Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT

Tel: 08700 012345  
Email: [info@dfes.gsi.gov.uk](mailto:info@dfes.gsi.gov.uk)  
Web: [www.dfes.gov.uk](http://www.dfes.gov.uk)

### **Learning and Skills Development Agency (LSDA)**

Regent Arcade House  
19–25 Argyll Street  
London  
W1F 7LS

Tel: 020 7297 9000  
Fax: 020 7297 9001  
Email: [enquiries@lsda.org.uk](mailto:enquiries@lsda.org.uk)  
Web: [www.lsda.org.uk](http://www.lsda.org.uk)

### **Quality Improvement Agency for Lifelong Learning (QIA)**

Please note that this new body comes into operation from April 2006

Temporary contact details:  
Tel: 0870 1620 632  
Fax: 0870 1620 633  
Email: [info@qia.org.uk](mailto:info@qia.org.uk)  
Web: [www.qia.org.uk](http://www.qia.org.uk)

### **National Association of Specialist Colleges (NATSPEC)**

39 Sanders Road  
Quorn  
Loughborough  
Leicestershire  
LE12 8JN

Tel/Fax: 01509 554357  
Web: [www.natspec.org.uk](http://www.natspec.org.uk)

**Office for Standards in Education (Ofsted)**

Alexandra House  
33 Kingsway  
London  
WC2B 6SE

Tel: 020 7421 6800  
Email: [geninfo@ofsted.gov.uk](mailto:geninfo@ofsted.gov.uk)  
Web: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Valuing People**

Westward House  
Lime Kiln Close  
Stoke Gifford  
Bristol  
BS34 8SR

Email: [valuing.people.info@doh.gsi.gov.uk](mailto:valuing.people.info@doh.gsi.gov.uk)  
Web: [www.valuingpeople.gov.uk](http://www.valuingpeople.gov.uk)

**Skill: National Bureau for Students with Disabilities**

Head Office  
Chapter House  
18–20 Crucifix Lane  
London  
SE1 3JW

Tel: 0207 450 0620  
Fax: 0207 450 0650  
Minicom: 0800 068 2422  
Email: [info@skill.org.uk](mailto:info@skill.org.uk)  
Web: [www.skill.org.uk](http://www.skill.org.uk)

## Useful Resources

Care Standards Act, December 2000:  
([www.hmso.gov.uk/acts/acts2000/20000014.htm](http://www.hmso.gov.uk/acts/acts2000/20000014.htm))

COPE (2000) *Directory of Post-16 Education/Training in Residential Establishments: Lifetime Careers*

*DfES SEN Code of Practice*  
([www.teachernet.gov.uk](http://www.teachernet.gov.uk))

*DfES Transport Guidance for 16–19-year-olds:*  
([www.dfes.gov.uk/financialhelp/16-19transport/](http://www.dfes.gov.uk/financialhelp/16-19transport/))

*Every Child Matters* (September 2003) CM 5860 Children's Green Paper:  
([www.dfes.gov.uk/everychildmatters](http://www.dfes.gov.uk/everychildmatters))

FEFC (1996) *Inclusive Learning: Report of the Committee on Students with Learning Difficulties and/or Disabilities* ('the Tomlinson Report'): HMSO

LSC (2005) *Funding Guidance in Further Education in 2005/06*: LSC  
([www.lsc.gov.uk/documents](http://www.lsc.gov.uk/documents))

Skill (2002) *A Guide to the Disability Discrimination Act 1995 for Institutions of Further and Higher Education* (5th edition): Skill  
[www.successforall.gov.uk](http://www.successforall.gov.uk)



# Annex N: Learners with Learning Difficulties and/or Disabilities Placement Request: Rationale of Learner Support

(Reference: LSC-P-NAT-060087)

**Confidential**

To be completed by the provider.

Please ensure that the matrix descriptors in Annex H of the Funding Guidance are used when completing this form.



Leading learning and skills

|   |
|---|
| Learner name <i>(please print)</i>        |
| Provider                                  |
| Date of birth     /     /                 |
| Proposed programme start date     /     / |

## Rationale

|  |                    |
|--|--------------------|
| <b>Learning Difficulties and/or Disabilities</b> | <b>Matrix Cell</b> |
|  | (Select 1-6)       |

|                |                    |
|----------------|--------------------|
| <b>Tuition</b> | <b>Matrix Cell</b> |
|                | (Select A-H)       |

|                              |                    |
|------------------------------|--------------------|
| <b>Independence Training</b> | <b>Matrix Cell</b> |
|                              | (Select A-H)       |

|                              |                    |
|------------------------------|--------------------|
| <b>Personal Care Support</b> | <b>Matrix Cell</b> |
|                              | (Select A-H)       |

|                                |                    |
|--------------------------------|--------------------|
| <b>Therapy and Counselling</b> | <b>Matrix Cell</b> |
|                                | (Select A-H)       |

|   |                    |
|---|--------------------|
| <b>Equipment</b>                            | <b>Matrix Cell</b> |
|   | (Select A-H)       |
| Proposed Matrix Cell Selection <sup>1</sup> |                    |
| Proposed Matrix Funding Level               |                    |

|                      |  |              |  |
|----------------------|--|--------------|--|
| <b>Completed by:</b> |  | <b>Date:</b> |  |
| <b>Position:</b>     |  |              |  |

**Please return this form to the placement officer of the relevant local Learning and Skills Council office. Local addresses are in Annex E.**

**Note**

Where colleges believe they have learners whose **support needs** are **exceptional** and beyond those accommodated in the matrix at column H, **prior to offering a place to the learner** they should approach the appropriate local Learning and Skills Council to discuss individual cases. Cases will be reviewed on an individual and exceptional basis. Evidence will be required to demonstrate the learner’s exceptional support needs rather than simply a justification based on cost.

<sup>1</sup> Please note that the overall cell selection should be a reflection of the overall balance of support needs and not solely the highest component level selected.

# Notes





Learning and Skills Council.  
**National Office**

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