Addressing Complex Needs

Qualifications for disadvantaged groups

Brian Smith

Educationally Supported Young People:Post-16 Transitions

Thursday 1st July 2010, The Millennium Gloucester, London

Continuum of needs

May range from illness and disability

through

poverty, teenage parenting, youth offending,

looked after children .....

Each group will have common needs but also those which will be unique to the individual.

It has been recognised for some time that inclusive learning can only happen if disadvantaged learners are seen as an integral part of the education system, rather than a constituency whose needs are considered later as an add-on.....

www.skill.org.uk, 2010 **Consultation response on the National Commissioning Framework**

Bernardo's, in their Report 'Second Chances: Re-engaging young people in education and training (March 2009) lists the following characteristics of NEET young people:

- ‘Looked after' children - 25% of the total 16-19s in 2006/7;
- Young parents - about 10% are teen mothers;
- Young offenders -25% of the 2006-7 NEET cohort;
- Low achievers (at GCSE) 39% with no GCSEs are NEET at 16 - only 2% of those young people with five or more A*-C GCSEs are NEET;
- Persistent truants - more than seven times more likely to be NEET at 16; the excluded - NEETs young people are three time more likely to have been excluded from school
- Young people from workless households - 50% of the NEET cohort in Wales came from workless households.

- Disabled young people are twice as likely to be NEET than their non-disabled peers aged 16 and three times as likely aged 19.

Disability, Skills and Work; Raising our ambitions, 2007, Stephen Evans for SMF and DRC

- Shockingly, recent DCSF research on one Northern city has found that 15% of long-term NEETs are found to be dead in ten years.

Qualifications & Inclusion

Our analysis shows that the driving factor in determining a school's effectiveness is pupils' learning and progress, with a lesser link to attainment and exam results. In over a quarter of schools judged to be outstanding and half of the good schools, pupils' attainment was not above the average for the country.

Ofsted 16 Jun 2010 **Ref No:** NR- 2010-19

Qualifications & Inclusion

A solution focussed approach -------

At the heart of the solution is the young person's ownership of their own learning and a clear focus on expected outcomes

Our challenge –
How can we recognise talents with meaningful and appropriate qualifications that won't stifle the learning process.

ESTABLISHING PURPOSE

i. Purpose behind initial assessment.
Illustrated by case study 1:

•Year 11 girl. Non-attender for 6 months prior to engagement - requiring GCSE Literacy & Numeracy for college placement.
•Agreed at outset that traditional approach to GCSEs would not be appropriate and chose alternative route through ALAN on-line assessment to give appropriate equivalents.
•Encouraged to participate in assessments which were clearly focussed on identifying strengths and areas to develop.
•Numeracy – all aspects Entry Level 3 with the exception of Money which was Level 2
•1:1 tutorial to discuss the implications and how areas of strength could be used to boost other parts of the examination.
•Agreed that an appropriate outcome would be for her to achieve a level 1.
•She derived great personal satisfaction from knowing she could achieve at Level 2 in one significant area, which was enough to engage her in setting her own targets.
•June 2010 achieved Level 1 in both Literacy & Numeracy.

RECOGNISING BARRIERS

Illustrated by case study 2:

•Bright year 9 girl – diagnosed with Asperger's Syndrome.
•Home educated – refusing to engage in English Literature, but clearly able.
•On investigation, refusing to read the course literature choices.
•Anxiety around 2 key issues: Covering areas that had been done previously and difficulties in interpreting implication within text.
•2 significant areas that her disability impacted upon; causing such high anxiety levels that she started to display quite uncharacteristic challenging behaviours.
•It was important to establish the students issues, expectations and to understand where she was coming from.
•Established clear structure, the specific needs to be addressed and identify suitable expertise to both deliver the content but understand the core gaps in understanding
•By the effective use of different media and clearly structured coaching the student achieved an A* by the end of Year 10.

CREATING OWNERSHIP FOR THE LEARNER

Illustrated by case study 3:

Year 10 Boy– dual diagnosis of Pathological Demand Avoidance/Asperger's. Excluded from school following serious knife incident. Significant sensory sensitivities around paper – not expected to engage in any formal qualifications.
Specific special interest in video production and editing.
Within 6 weeks had exhausted the working knowledge of a Masters Graduate in Media Studies.
Success in gaining a number of qualifications in Video production lead to him wanting to pursue English and Maths to GCSE for a college placement. His drive was sufficient for him to challenge the fears he had in working on paper.
Outcome: Formally sitting 2 GCSEs. 2 D grades in Maths & English
College placement

Ownership

Each case study had one significant aspect to their participation in each qualification --

They had bought into the fact that this was their own personal challenge.

They were motivated by striving to achieve for themselves.

Barriers

- We need to clearly identify any barriers that may be there
- Consider the adjustments that need to be made
- Choose the appropriate way forward that will give fair access for the young person to perform to their potential

Working to Personal Strength & Areas of Interest

By identifying personal strength and/or a motivation to achieve, the barriers to achievement can be addressed.

It can be achieved by placing the individual at the centre of the process and establishing an appropriate pathway to arrive at the personalised solution.

All examination boards now have a wealth of approaches to facilitate this approach; by embracing the diversity on offer the needs of the individual can be successfully met.

A different kind of learner?

The Diploma

Search Diplomas website: Enter keywords here Search

Home | Is it for me? | The rewards | Diploma details | Where to Study | Explore more | FAQs | Teachers | Employers | Parents

You are here: Home

menu

Bringing your learning to life

Whether you've got a career in mind, hope to go to university or just want to see what's out there, a Diploma is the perfect way to explore your options. It's a new qualification for 14 to 19-year-olds and offers a mix of classroom learning, creative thinking and hands-on experience - all designed to prepare you for wherever you want to go in life.

Get the facts

Is it right for me?

"Studying the Diplomas will give you skills that are valuable for university and the future."

Professor Michael Arthur
Vice Chancellor, University of Leeds

What do universites think?

"Diplomas contain the knowledge and skills needed for a head start in business life."

Sir Alan Jones
Chairman Emeritus of Toyota Manufacturing UK Ltd

Find courses

40,000 Diploma places will be available in 1,300 selected schools and colleges in England in 2008

Watch the DVD

Click here to find out what other people think of the Diploma

Read the leaflets

- **Foundation Learning is the name given to education provision at Entry Level and Level 1,**

- **It includes the qualifications at these levels within the Qualifications and Credit Framework (QCF).**

- **Learners will be offered personalised learning opportunities that help them gain credit at Entry Level and Level 1, on a learning journey**

- **Leading to a range of appropriate destinations such as Level 2 qualifications, supported employment or independent living**

The aims of Foundation Learning are to:

•increase learner engagement, participation, achievement and progression through Entry Level and Level 1 towards Level 2

•bring greater coherence to programmes of study at Entry Level and Level 1, supporting progression to clearly defined destinations

•support the delivery of high-quality learning programmes, which are personalised and appropriate to the learner's needs and intended destination.

Foundation Learning applies both to 14–19 learners and to adults aged 19 and above.

Entry Level and Level 1 learning programmes should include:

•subject or vocational knowledge, skills and understanding

•functional skills

•personal and social development learning.

Providers are encouraged to collaborate to support delivery and progression.

•To enhance learner engagement, achievement and progression,

The learning programme should be supported by a wrap-around of:

•support

•information, advice and guidance

•initial assessment and ongoing review

A*	58	20 % at level 2 (and level 1)	23	10 %	Diploma	184	80 %
A	52				Certificate	46	20 %
B	46				Award	11.5	5 %
Level 1							
D	34	20 % at level 1	12.5	10 %	Diploma	100	80 %
E	28				Certificate	25	20 %
F	22				Award	6.3	5 %
			Entry 3				
			7	—	Diploma	28	—
					Certificate	14	—
					Award	3.5	—
			Entry 2				
			6	—	Diploma		—
					Certificate	12–4	—
					Award	3–6	—
			Entry 1				
			5	—	—	—	—
			Lower levels discount higher levels in the same functional skill, for example if a learner gains a level 1 and level2 in English, only the points for level 2 are counted in the SCAAT.		As QCF qualifications can vary in size, the figures in table 2 are indicative and will vary by the particular qualification.		

Performance figures for GCSEs and examples of the qualifications used within Foundation Learning Tier Progression Pathways, QCF qualifications and functional skills

Level 5 (SEN)	Level 4 (SEN)	Level 3 (SA+/SEN)	Level 2 (SA+)	Level 1 (SA+)
Meets criteria for Statementing. Priority: Reengagement Poor history of attendance Will not/cannot work in any groups or school setting. Often confined to home Other factors to be accounted for: Specific learning difficulties p/scales or below NC level 2 Alternatively High functioning ASD NC5+ with a history of exceptionally challenging behaviour. Exceptional social/communication needs. Needs 1:1 EBD/ S&C support/range of therapies	Meets criteria for Statementing. Reengagement – Poor/patchy history of attendance. Will not/cannot work in *formal* groups or school setting Other factors to be accounted for: Specific learning difficulties Below NC level 1-3 Social/communication needs. Needs some 1:1 But will engage in activity groups –low challenge EBD/ range of therapies/ behavioural interventions	Long term support required Will attend Learning Centre Some off-site provision Not ready for reintegration to mainstream Other factors to be accounted for: Operating at NC levels ¾ EBD support accessed in groups Specific SEN identified but not exhibiting the degree of complexity of levels 4&5 Focus on behavioural interventions/anger management	Will attend Learning Centre – medium term Can access group work and some partnership work with shools/colleges NC levels 3+ in core subject areas Supported college placement Focus on behavioural interventions/anger management	1st exclusion. Short term placement – school place identified and transition package in place.

CONTINUUM OF PROVISION/NEEDS

QUALIFICATION FRAMEWORK

OCN Progression Units Award Level Step Up Level 1	Functional skills: Literacy/Numeracy Entry levels NVQ level 1 P.U. Cert Level	F.S.t Literacy/Numeracy Level 1 to Level 2 NVQ Level 1 -2 P.U. Diploma Level (2)	GCSE Courses BTec Diplomas