Support for Young People (Post 16) with LDD

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Walsall College

By the end of this session you will have an overview of

- The provision available at Walsall College
- Examples of specific learners' needs
- The internal and external support available to our learners
- New Legislation for SEN and Disability

The College’s mission statement is:

”Walsall College is uniquely and proudly vocational. Our greatest passion is unleashing the potential of individuals, communities and businesses; our greatest legacy is the talent of our learners: ***skilled, professional* and *enterprising.*”**

Overview of Courses and Learners – SLDD Department

Name of Course	Examples of Learner Needs
Life Skills – Award in Personal Progress	Severe to moderate LDD (Aspergers, cerebral palsy, ADHD)
Award in Employability and Personal Development	Moderate LDD (Aspergers, lack of Basic Skills/Social skills)
Hospitality and Catering	Moderate LDD
Creative Arts	Severe to moderate LDD
Performing Arts	Severe to moderate LDD

Support available to learners at Walsall College

- Thorough Initial Assessment
- In class 1:1 or group support
- Supervision for transport and break/lunch times
- Right Choice Review
- Individual Tutorial
- Counselling (if needed)
- Connexions Reviews
- Personal Tutor and/or Mentor Support
- Guidance Interviews
- Inclusive Support Team
- Deaf Academy Support Team

External Support available

- Partnerships with local providers/organisations
- Transition meetings
- Connexions advice
- Learner review meetings
- Social Services
- Care Agencies
- Initial Response
- Other relevant organisations/services

Summary of Support and Aspiration: A new approach to SEN and Disability.

There are around two million children and young people identified as having a SEN or be disabled. SEN Learners are more than two times more likely to be NEET. Support is very often identified late and parents have limited choices. The Green Paper gives a vision for the cohort to have improvements in all of the above.

The paper has five chapters, these being, early identification and assessment and support, giving parents control, learning and achieving, preparing for adulthood and services working together for families.

Early Identification and Assessment.

There is a need to help professionals to ensure early identification. All children will be assessed by the time they reach the age of 3. There is a need for this as for many years I have noted SEN and potential NEETS if identified earlier could have more targeted support.

There will be a reformed assessment process in terms of a single agency approach and this will produce a 'Education, Health and Care Plan 0-25. This will have the same power and protection as the current Statuary Statement. This process will be speeded up to give more consistency for parents. Local 'Pathfinders' will be introduced to manage this process. There are also plans for 4,500 more Health Workers to be employed by 2015.

Giving Parents Control.

Services will become more transparent for families and publish a 'local offer' of what is available. Walsall College will need to be part of the group that is set up for this.

Parents will have the option of a 'Personal Budget' for children who have a Statement or new single plan. This aims to give further choice and control for parents. Local Authorities will explore how to extend the scope of Personal Budgets.

There will be support for families to assist with the navigation through the system and give parents a real choice of a range of schools.

Parents will be able to choose and identify a preference for an state-funded mainstream or special school including academies and free schools.

Learning and Achieving

There is a need to address over identification of SEN with a new single early years setting and school-based SEN category to replace School Action and School Action Plus.

Accountability will be focused on with SEN being placed as a Key Performance Indicator on School League Table.

There is a need to better equip staff to address SEN and behaviour through training and CPD. There will be opportunity for providers to share their practices which have been successful.

Schools and colleges will be given more autonomy to innovate and transform SEN and allow special schools to become academies.

There will be an introduction of an indicator in performance tables that gives parents information on the progress of the lowest attaining pupils.

There will be clearer guidance on SEN identification, however as yet there are no plans available on how this will be implemented.

Parents will be able to set up free schools with other members of the community. These will be called Special Free Schools.

Preparing for Adulthood

There is a need for an increase in the range and quality of learning opportunities. Walsall College can certainly offer this.

There will be effective help for young people to move into employment. The CFL Offer is appropriate to this need.

Improve 'joint working' across the health services which will also provide annual health checks for disabled persons over 16.

Assist young people to live independently by improving the Independent Living Strategy.

There will be integrated support for LDD as part of their Education, Health and Care Plan.

Better vocational offer, this is in line with the Wolf Review.

There is a need for good opportunities and support to obtain and keep employment.

Transition support from children's to adult health services.

Services working together for families

Local Authorities to become champions of families and vulnerable adults.

There is a need for collaboration between local authorities and services in local areas.

Specialist Provision under a National Framework that allows consistency across areas and allows continued local flexibility.

GP Pathfinders to assist with commissioning healthcare for LDD.

Improving statutory guidance which will reduce bureaucracy.

Targeted funding to the voluntary and community sector.

Explore how different funding arrangements for special provision, pre and post 16 should be better aligned.

Plans for the future

- Wolfe Review – focus on more employment opportunity for learners with LDD

- Employment through Progression qualification
- Work Experience/Placement opportunities
- Links with local employers
- Commercial Curriculum offer

Questions?

Thank you

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