No-one Left Behind: Ensuring Outstanding Specialist SEND Provision Post-16

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Natspec: Our role

A membership body to support, promote and represent FE organisations with specialist provision

A training, professional development and support body for the wider workforce
Our vision

All young people with learning difficulties or disabilities can access quality education and training which meets their individual needs and supports their aspirations for skills, work and life.
Implementing the Children and Families Act: Increasing the number of Young People aged 16 – 25 with Education Health and Care Plans
EHCP data

**16-19 year olds with EHCPs**
- 2017: 58,034
- 2018: 65,521
- +13%

**20-25 year olds with EHCPs**
- 2017: 7,708
- 2018: 14,176
- +84%

**TOTAL in 2018:** 319,819

*Source: SEN2 2010-2018*
SEN Support vs EHC Plan

Figure B: Percentage of pupils with each primary type of need who are identified as SEN (either on SEN support or with a statement or EHC plan) in state-funded primary, secondary and special schools in England, January 2018.

Source: Schools census, January 2018
LGA High Needs research

- 2018 research with 93 LAs
- Demand has increased: (EHCP data)
- £547m transferred to HN since 2015 (from schools or reserves)
- But still a gap: estimated total deficit for all LAs in 2019 is £470m (74% report a deficit)
- **Increased post-16** responsibilities and demand is the single most commonly cited factor contributing to growth in HN spend
Underperformance in local area SEND

- Following Children & Families Act in 2014 **82 of the 152 local areas have been inspected**
- 40 of the 82 local areas inspectors found performance poor enough that they invoked their most serious sanction
- Written statement of action (WSOA)
- Revised monitoring process announced by DfE
Inspection outcomes
"One of the most distressing experiences of MPs’ surgeries is meeting parents who are struggling with the responsibilities of caring for a child with special educational needs, and who have been let down by the services which are supposed to support them, time and time again. 

"More and more requests for EHCPs are being declined or delayed, and funding cuts have led to reductions in the specialist teachers and educational psychologists. And attempts to mandate adequate local schooling rather than what parents consider to be superior specialist schools, often leading to tribunals, with additional cost, emotional stress and anger."

**Sir Vince Cable MP, Politics Home 2019**
Recognising the need for a diverse range of specialist post-16 provision
The landscape: numbers

Students with learning difficulties and disabilities

High Needs Students in all providers

Specialist Colleges

500,000 all ages (15%)
200,000 aged 16-19 (20%)

35,000

4,200
Education Select Committee

- SEND Inquiry has been running since April 2018
- Over 700 pieces of written evidence and 15+ oral evidence sessions
Themes from LAs...

- Significant budget pressures, particularly 16-25, with 19+ cited as most difficult: “SEND reforms have led to an expectation of continued education to 25 for all with a very low bar for what constitutes education”

- Example LA submissions:
  - significant, unfunded financial challenges for Local Authorities as demand for ongoing provision has increased
  - tensions between children’s and adult social care in terms of responsibilities for ongoing support for children with the most complex needs
  - Supported internships are working well
  - A lack of national guidance around expectations of progression post 19 is a particular challenge.
  - The extension of the RPA to age 18 has meant more parents wish for their child to remain in special school until age 19 with EHCP. Previously some of these students may have accessed further education post 16 instead.
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Themes from parents

- Lack of specialist support
- Lack of co-production
- Lack of IAG
- Increased appeals, mediation, tribunals
- Lack of provision
- Increased off-rolling / home education
- Timescales not met; reviews not productive
- Wasted time, increased stress and anxiety
Post 16 evidence session

- Reforms have raised FE’s profile
- Increased resource pressure on colleges
- The localised system does not work for FE
- Lack of support for wider SEN (without EHCPs)
- Funding gap EHCP vs HNF
- Pressures relating to maths/English (over a third needing to resit have LDD)
- Lack of regional planning for specialist provision; need for long term planning / certainty for colleges and students
- Success of supported internships
- Post 19 outcomes are extremely valuable “totally unrealistic” to finish by 19
- Post 16 is “a tangled mess” (Halfon)
Select Committee – our recommendations

1. Universal or specialist? Guidance to LAs on what should be provided in every local area, and more highly specialist services that it is more cost-effective

2. Upskilling the workforce: We call for national investment into centres of specialist expertise to upskill the workforce.

3. Value for money: a) The HN budget should be reconfigured to secure places for the very small number who require highly specialist provision post-19, b) The long-term economic and social value of outcomes relating to independence, health and community participation should be acknowledged and taken into account when making decisions

4. Funding for FE: There should be an increase to the funding in the HNF system for post-school education (16 to 25), particularly post-19

5. Ensuring quality: Regulation and Ofsted inspections should be extended to all organisations that provide specialist post-school education, not just those providers funded by the ESFA.

6. Preparing for Adulthood: There should be tighter controls on schools to ensure they do not retain students past the age of 19, and a reduction in the number of schools given exceptional approval by DfE to do this.
How to plan and organise provision of specialist colleges to reflect the need of young people
Independent living, shopping

Bespoke learning

Vocational expertise

Employment opportunities

Social and fun

Assistive technology, specialised equipment
Issues and barriers

- Quality of EHC plans and LAs’ understanding of post-16 provision
- Lack of strong PfA focus
- FE funding challenges, including pressures on disadvantage funding
- Disjoint between 3 day FE study programmes and parents’ expectation of 5 day education; potential impact on parents’ employment
- Pupils moving into FE at 19 rather than 16
- Lack of IAG from year 9 onwards
- Not enough Supported Internships
- Poor join-up between education, health and social care services
- Increasingly limited adult social care services and provision
- Weaker statutory duties for 16-18 transport
- These issues are driving pressures on post-16 high needs spend, leading to more appeals, tribunals and pressure to cease EHCPs post-19
High Needs in FE: Ten quality considerations

1. Ethos and culture: adult and outcome focussed
2. How will the programme support long term aspirations?
3. The range of learning opportunities
4. The range of support services and types and levels of support available – multidisciplinary?
5. How you assure quality (especially if not accredited) and monitor progress – RARPA systems
6. How you support young people to be active members of their community
7. What ‘transitions – in’ and ‘transitions-out’ planning is in place?
8. Is there realistic work experience and links to employers?
9. How do you know that the young person will be safe?
10. How do you engage the young people with key issues such as keeping British values, being safe online, diversity, equality, relationships and adulthood
Ethos: What does your college do? What role does it play in relation to others?

Being clear about your offer

How will your college help the young person become everything that they can be?
Outcomes: Preparing for adulthood
Ethos of the organisation

- Do leaders, managers, governors and staff fully understand the implications of working in a Further Education provision?
- 16-19 study programme requirements
- Safeguarding - MCA – decision making rights for 16+ young people and Deprivation of Liberty Safeguards 18+
- Staff qualifications, experience and continuing professional development relating to needs of learners, quality of teaching and learning, curriculum areas, specialist support
- The role of the college/provider in helping the learner move towards their chosen destination.
Is the provision designed for adults?

• Is this organisation ambitious for young people?
• Where do young people progress to?
• Is there a clear focus on Preparation for Adulthood, a diverse range of learning opportunities, active citizenship and work?
• How do you enable and facilitate decision making vs parental permission?
• Do you promote independence?
• How well do you manage resources, including staff and teaching & learning resources?
• How do you support young people to keep themselves safe as an adult, SRE, Prevent and Social Skills?
16-19 study programme requirements (including 19 to 24 year olds with an EHCP)

- Assessment
- Support to make informed choices
- Practical, hands-on teaching
- English and maths in line with DfE policy
- Engagement with employers and work related activity
- Flexibility
- Pastoral and specialist support
- Progression
Skilled staff

• Are teachers qualified – do they understand and deliver their subject in a way that inspires learners?
• All staff – do they understand the needs of the learners and how to meet their learning needs?
• Support staff – *(an invaluable resource)* are they deployed well to ensure a high quality learning experience?
• Is the college providing or commissioning the therapy, behaviour support, assistive technology and access to the health services identified in young people EHCPs?
• Specialist staff & therapists - What impact do they have on the learning experience?
Don’t forget the role of student voice
Resources available

Natspec has developed 4 new resources for the ETF:

• [Supported Internship leaflet](#)
• [Working with LSAs](#)
• [Competition in vocational curriculum: Video](#)
• [Co-creation of curriculum: Video](#)
• [Resources from earlier project also available](#)
• [Learner Voice Research](#) into best practice published
Welcome to Natspec Transform, our specialist CPD service for professionals concerned with the education and training of students aged 16-25 with Special Educational Needs and Disabilities (SEND).

Explore our range of training courses and events by clicking on the boxes below. Book current courses via the events page.

If you are interested in one of our training sessions and it's not currently available in your area, use the expression of interest form to let us know.

If you would like to join our associate pool of facilitators, trainers and consultants: Apply Now.

Natspec Transform
Specialist CPD for SEND in FE

Training available
Lessons Learned from Foxes Academy
The education sector’s most prestigious national award

‘Best Regional Initiative’ from hospitality industry charity

‘Outstanding’ over three consecutive inspections since 2006

Government appointed leader
### Outcomes

<table>
<thead>
<tr>
<th>Outcomes for students</th>
<th>Employment</th>
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<tr>
<td>2018 Graduates</td>
<td>86% (43% paid)</td>
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<tr>
<td>Three Year Average (2016 – 2018)</td>
<td>83%</td>
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<td>National Average</td>
<td>5.8%</td>
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We believe in changing lives and giving our young people the skills, knowledge and confidence to successfully shape their own futures.
Foxes Learning Model:

- individualised planning and learning that capitalises on students interests, skills and aspirations

- consistently high expectations of students and staff

- An integrated and holistic model that has therapy, functional skills, employability, vocational learning, soft skills and ILS in every session so that everything is linked across and back to the individual
Foxes Learning Model:

Clear and concise expectations from the outset

All students are expected to get employment and to live as independently as possible

“Work Ready, Life Ready”
Outstanding outcomes
Thank you

Natspec.org.uk
www.foxesacademy.ac.uk
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