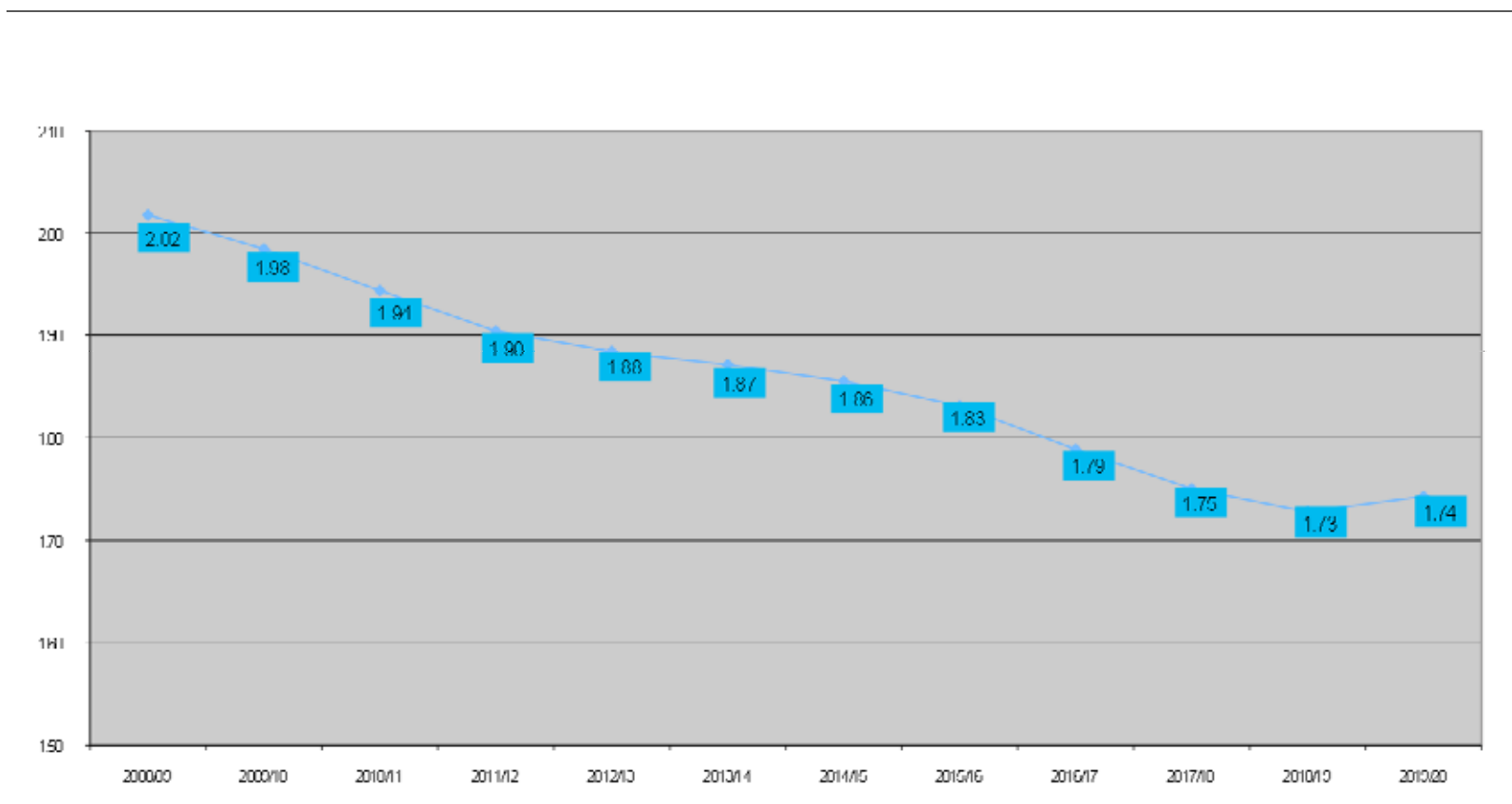


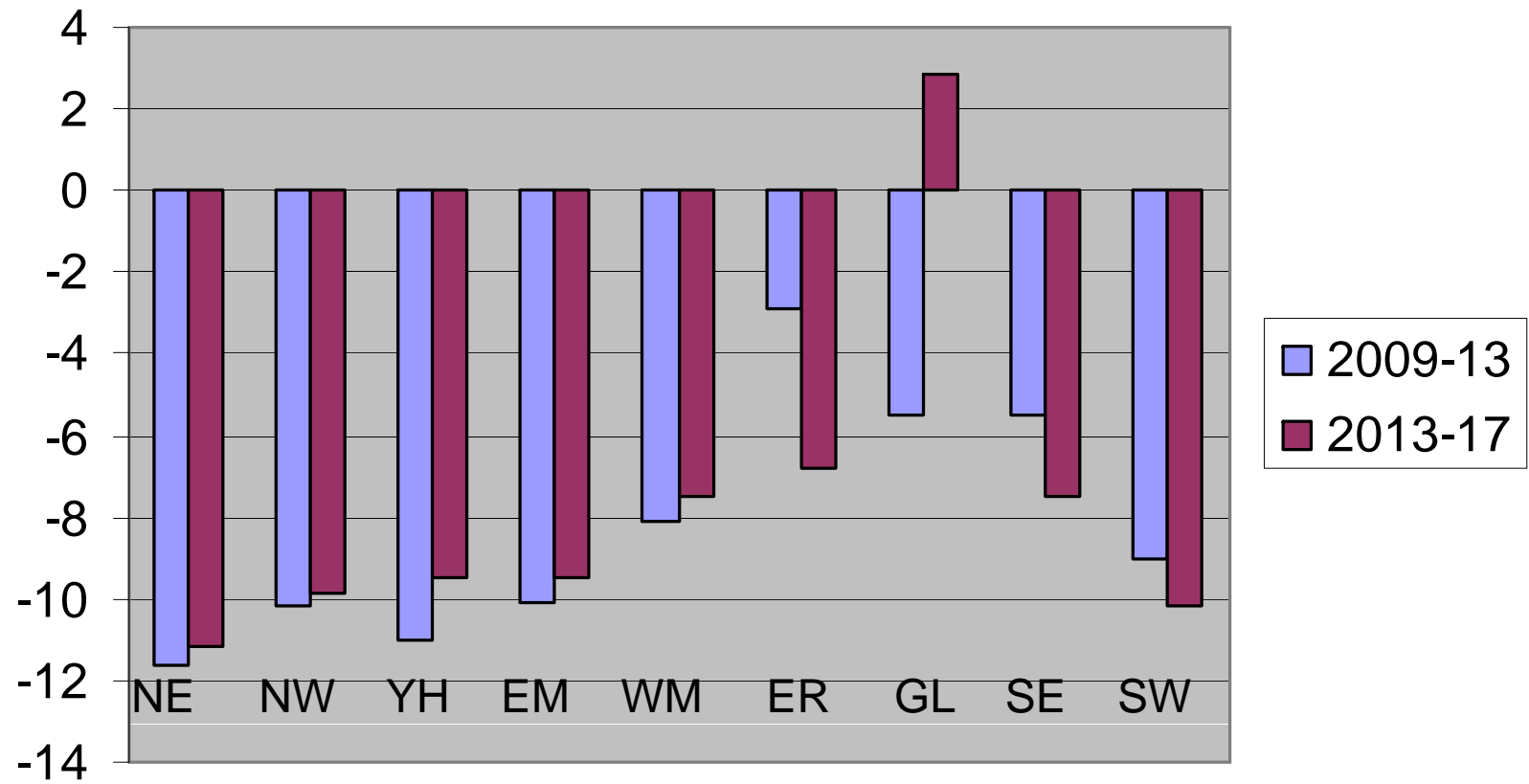
# **Post 16 Transitions**

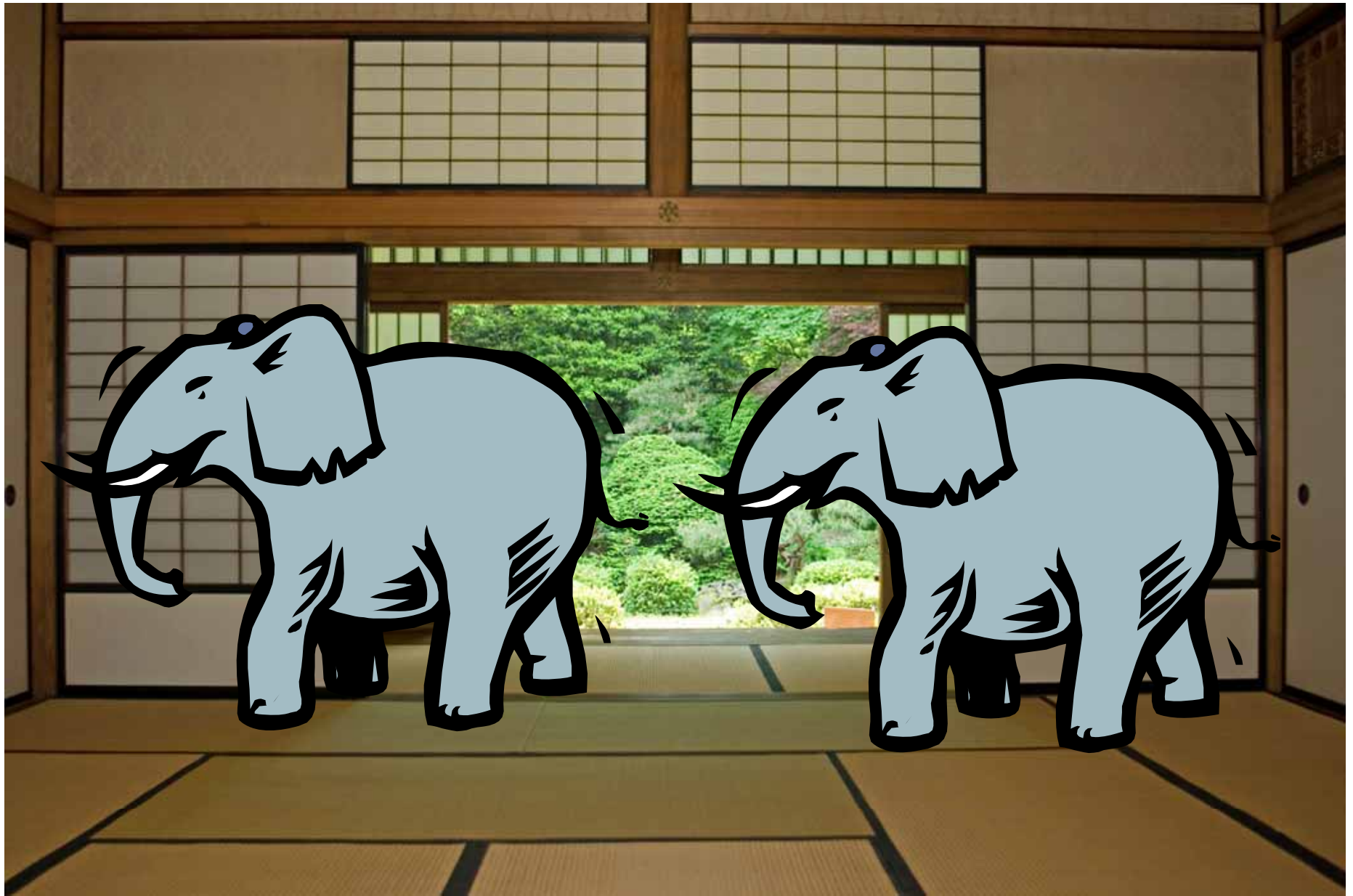
## **Preparing for 2011 / 12**



## Far fewer 16-19 year olds







# Much less money and more structural change

- huge reductions in budgets, for everyone and from now
- focus on getting money to the ‘front line’
- empowering doctors, headteachers and college principals to take full responsibility – and risk
- localism, localism, localism
- greater accountability
- integration and co-location

# **Impact of the ASCL Act on Young People with additional needs**

LAs are now responsible for

- commissioning education provision for young people aged 16-19 with a learning difficulty / disability with or without a learning difficulty assessment or aged 19-25 with a learning difficulty assessment
- commissioning from specialist providers located in their area, on behalf of all local authorities (host LAs) (from 2012/13)
- Developing a seamless transition from SEN > LLDD > adult (post 25) provision
- Undertaking learning difficulty assessments (2008 Act)

# What's happened so far ...

- Government guidance issued : “Supporting young people with learning difficulties to participate and progress” (March)
- 952 LSC posts transferred to LAs
- All colleges and training organisations paid on time
- Sub regional partnerships strengthened
- Regional groups established
- 2010/11 placement decisions inherited from LSC, LAs and regional panels considering applications since April
- Far greater control over YPLA ‘LLDD’ budget
- New relationships developing between LAs and specialist post 16 providers (but not everywhere)
- LAs challenging and supporting each other



# Changing LA roles

- Tighter control over information advice and guidance
- Far greater integration of SEN specialists in the assessment and placement process
- Bringing a very different style of challenge and accountability to the process
- Working together to develop new, local provision and help the YPLA keep within its budget
- With health and social care, developing provision for those with complex needs throughout their lives, removing transition barriers
- Developing very different models of delivery, linking specialist providers with general FE colleges

# YPLA functions

- Inform and support local authorities in commissioning provision for learners with LDD
- Bring together data and planning information from LAs to ensure that LAs are funded to meet learners' needs, yet remaining within the overall national budget
- Agree commissioning plans
- Contract with ISPs (initially)
- Convene the national appeals panel
- Support the development of innovation and spread good practice
- Integrate planning and support for vulnerable groups

# 2010 / 11 Timescale

## **May- September**

Strategic analysis discussed in 14-19 Partnerships, children's trusts and regional groups : LAs forecast LLDD needs whether in FE colleges, special schools or independent specialist colleges

## **September onwards**

Learning Difficulty Assessments Carried Out

## **October – December**

National and Regional Statement of Priorities ; local commissioning statement; national funding rates

## **January – March**

Establishing Learner Numbers, moderation at sub regional, regional and national levels; YPLA approval of LA plans, indicative allocations agreed

## **March – August**

Any national appeals undertaken, final adjustments made.

All working to the principles in Learning for Living and Work

**[www.ypla.gov.uk/publications/ncf/](http://www.ypla.gov.uk/publications/ncf/)**

# Specialist College Allocations

## **YPLA negotiated allocations to independent specialist providers**

Step 1 March 2011: Local authorities estimate likely demand for ISP places from their authority. These are aggregated in the SRG and across the region in the RPG and are notified to the YPLA. The YPLA tests whether these are ISP placements or can be funded through other additional learning support (ALS). The YPLA reviews whether the ISPs it funds direct are offering enough types and volume of provision.

Step 2 May 2011: Local authorities confirm demand for ISP places and the YPLA aggregates demand for the individual ISPs it funds. It opens discussions with ISPs on capacity and funding, and it establishes new providers on its standing data system.

Step 3 July 2011: The YPLA sets funding values on its allocations management and payments system, and prepares and issues schedules and purchase orders for individual learners at each ISP. ISPs sign and return the contracts.

Step 4 August 2011: Payments begin for academic year 2011/12.

From YPLA National Commissioning Framework

# How does it feel?

- For parents, young people and colleges, the hand-over from LSC to YPLA / LAs has sometimes been unsettling
- YPLA functions slowed by the election
- Regional groups took time to get going
- Connexions role not clear – nor challenged in some areas
- But many good examples of LAs working closely with specialist colleges
- And specialist colleges with general FE

# Challenges

- Assessment – role of LAs, IAG and colleges – getting the decisions right
- Ensuring young people have a choice of types of provision – locally and in specialist colleges
- Developing a different mix of providers
- Joining up SEN and LLDD and post 25 systems
- Increasing the contribution from partners including health and social care
- Making employment a more common aspiration - and a reality – through job coaching and other schemes

# Challenges

- Ensuring the voice of young people – and their parents is heard
- Simplifying the system - to make it better
- Reducing costs and getting specialist college finances onto a more sustainable basis
- Reforming audit and inspection regimes
- Linking LA commissioning to the national YPLA budget - LAs have no budgets for 16-19 learning
- Ensuring collaboration and co-operation
- Consolidating the less strong providers

# Coming soon

- Ofsted SEN Review published + a new review of 16-25 LLDD
- Foundation Learning from September
- YPLA review of 'LLDD' budgets (additional learning support ; LLDD ; 16-19 SEN Grant to LAs; 19-25 LDA)
- YPLA / LA reflection on Learning for Living and Work and the 'LLDD System'



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