



**Agenda Item
10**

**Report to Haringey Schools Forum –
3 December 2015**

Report Status

For information/note
For consultation & views
For decision x

Report Title: Education Funding for Young People 19-25 years with SEND

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Purpose: To outline the requirements for consistent decision making around efficient use of resources in the area of SEND post 19 years education offer

Recommendations:

For the schools forum sub group to agree in principal to the criteria for education funding outlined in the report

Background Information

The Children and Families Act 2014 extended the right for young people to engage in Education with statutory support up to the age of 25 years, for those with an identified special educational need or disability which requires adjustments to be made for them.

Young people may require additional support with their learning if they have a Special Educational Need or Disability.

An SEN or disability is defined by the Disability Discrimination Act 1995 as:

“...a physical or mental impairment which has substantial and long-term adverse effect on (the person’s) ability to carry out normal day to day functions”

A child is described as having a Special Educational Need (Section 312 Education Act 1996) if they have:

“a learning difficulty which calls for a special educational provision to be made for them. Children have a learning difficulty if they:

- a) have a significant greater difficulty in learning than the majority of children of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above and would do so if special educational provision is not made for them”

This paper outlines a proposal for how the funding can be used most effectively to support young people who will gain the most from an extended education opportunity.

The SEND Code of Practice 2014

The SEND code states that Young people with an Educational Health and Care plan have the right to request to stay within education at an establishment of their choice, subject to this being compatible with their continued educational outcomes being achieved. It also states that when a young person with SEND finishes within Education, it is expected that they will be able to use their skills to be gainfully employed and be as independent as possible. For those young people with significant learning difficulties, their transition to Adult Services should be smooth and well co-ordinated, and it should not place them at a significant disadvantage in reaching their desired outcomes, when they leave education.

The code outlines that Local Authorities have to be clear and transparent in their policies of the use of funding to support this extended statutory right.

Support in College

Young people over the age of 19 years who have an SEN or disability may require some level of reasonable adjustment which can be achieved at college through selection of the right courses or some additional support or supervision, through to those young people who will require substantial adjustment to remain within education. In the main, most young people with a special educational need or disability who want to attend college, can do so without significant adjustments being made for them. Their needs can be met from within the colleges local resources. This includes additional advice about study skills, mentoring and pastoral support, repetition of information or presentation of information a different way to allow better access.

The type of support that young person may require will differ in college from that required in school for a number of reasons including; smaller class sizes, more specific skills and knowledge to be learnt that is better matched to their interests and chosen outcomes, and a broader range of ways for their learning to be recognised e.g. more course work than exam

based outcomes. As a result of this, many young people who have had a statement during their school years do not require additional statutory support at college.

Colleges Funding Streams

Colleges are funded through three elements:

Element 1 available to support all learners in their course equal to approximately £4,000. This amount is delegated directly to the college

Element 2 provided through the education funding agencies to the college to fund the additional support required by a wide range of learners with special educational needs, up to the value of £6,000

Element 3 provided by the young person's Local Authority to support learners in education who require support and adjustments over and above that usually available within the college course. The amount of element 3 funding per student is agreed between the young person, college and the council and will be represented within the young person's Education Health and Care plan

Currently any Young Person with SEND can request, or have requested on their behalf, an extension of their education placement or a return to education.

The extended option for education is an opportunity to offer some targeted support to those young people who may have missed education, or take longer to reach educational milestones, for instance those with ADHD, high level Autism, mental health difficulties, and who may not be able to easily access training or employment without additional education.

Element 3 Funding up to 25 years

There is no additional funding available to support the increased age range and offer of education for young people with SEND. This means that capacity needs to be found within the current high needs block dedicated schools grant for this additional cohort of young people.

The high needs block budget for the age range of 16- 21 year olds was approximately £2,500,000 and additionally £1,400,000 on young people in out-borough and independent settings. This covered 468 numbers of young people.

The 16+ line on the High Needs Block has over spent this year.

Table below shows proportion of funding to date:

Age of Young People	Number of Young People in Age Range	Approximate Costs
17-19 years	305	£3,600,000
20-24 years	68	£905,000
22-24 years	24	£252,000

The numbers of young people remaining within education shows a potentially increasing trajectory, with a small proportion of the young people receiving a higher level of funding as the age ranges increase. To ensure that the services delivered are effective and also achieving the intended outcomes for the young people, there need to be a range of key principles on which the funding for young people is based and then shared with the young people themselves, parents and colleges.

There are a number of options to ensure the increased duties are met, and the High Needs Block remains within budget.

A key principal approach is described below.

Decision Making for Agreement of Top Up Funding

Decision making around additional 'top up' funding for post 19 education services for a young person should take into account a number of factors. This includes reaching an agreement with a young person on whether the council will agree to fund the top up on a course when they are accessing education.

If the young person is receiving services from adult services, any educational costs would need to be agreed between Health, Education and Social Care, dependent on the agencies involved with the young person in adulthood.

Factors to be considered include:

- The desired outcomes for the young person – can these be achieved by the young person via the colleges differentiation of materials and teaching.
- The college will need to demonstrate that they have already made reasonable adjustments to support the young person, and that these are equal to or above £6,000.
- The course is appropriate for that young person's aspirations and outcomes
- The level of and type of support is going to be effective in achieving the young persons' desired outcome

From the information provided, the young person will be eligible for continued education funding if:

- The young person is continuing to make progress in their learning
- The young person is motivated by, and interested in the course requested as shown by their proactive choice of course.
- The course they have selected is shown to be appropriate for their interests and desired outcomes
- The course they have selected is appropriate for their skills and abilities as shown by previous academic achievements
- The course they have selected will add to their skills and knowledge in a productive way

Funding for courses may not be agreed if:

- In order to achieve progress in the course, the young person is additionally tutored for the majority of the time

- The young person does not have capacity to demonstrate engagement in the learning experienced during the course, as assessed through a mental capacity assessment
- The young person has already completed the course once, and is not demonstrating progression
- The course does not appear to be of interest to the young person

Young People Receiving a Service from the Adult's Social Care.

For those young people who also have services from Adults Social Care, there is an interaction between the services that would be considered to meet the young person social care needs, and the skills and knowledge they would like to achieve by attending a course of study.

The young person capacity to make decisions around their choice of course may need to be assessed, in order to ensure that they are proactively engaging in their choice. The young person would need to show that they understood that they were in the process of learning a new skill, and that they would be able to gain from the outcome e.g. knowing how much money to take to a shop to purchase an item of food. Knowing if they should expect change and roughly how much.

Advocacy should be offered where necessary.

The decision making around whether to agree educational funding is a joint agreement between the Council's Children's Services for Education, the Council's Adult Social Services, and the Clinical Commissioning Group for any young person who is also receiving services from these agencies.

Whilst there is an interaction between the outcomes agreed with a young person around their education needs and their social care needs, for the majority of those young people with profound or significant learning difficulties, it is anticipated that their desired outcomes will be met, in the main, through a social care package provided by the Adult Learning Disabilities Combined Team.

What happens if Funding is not agreed?

Where funding for additional support in education is not agreed, the young person will be advised clearly why this has been the case, and advice on reasonable adjustments or alternative courses or pathways given. The anticipated outcome of funding not being agreed would depend on the individual and may range from:

- The young person choosing an alternative course
- The young person attending their chosen course with support available from with the college but no requirement for top up funding
- The young person engaging with an alternative offer of daily experiences e.g. day opportunities offered through health or social care.

Requirements of services arising from this paper:

- Assessment of Mental Capacity – Social Care/Educational Psychology
- Choosing appropriate courses – provision mapping, careers guidance for those with SEND
- Assessment of learning styles and progress - Educational Psychology/Teaching advisory services for those over 19 years

This report should be read in conjunction with the Adult Strategy for enablement

