

14+ TRANSITIONS

PROTOCOL AND RECOMMENDATIONS

FOR

YOUNG PEOPLE WITH SENSORY IMPAIRMENT

National Sensory Impairment Partnership (NatSIP)

Further Education Workstream

2010 - 2011

JANUARY 2012

Contents

	Page
1 Background	3
2 Transition Planning: General Notes	3
3 Careers/Connexions Services and the Duty of Local Authorities	4
3.1 Duties	4
3.2 The Process	4
3.3 Recommendations	5
4 Transition Planning for Young People with Sensory Impairment	5
4.1 Rationale	5
4.2 Year 9	6
4.3 Year 10	8
4.4 Year 11	9
4.5 Transition to Higher Education	11
Appendices	12
Appendix A: Year 9 Annual Review Checklist	13
Appendix B: Year 10 Annual Review Checklist	15
Appendix C: Year 11 Annual Review Checklist	17
Appendix D: Countdown to University Enrolment Chart	19
Appendix E: Countdown to University Timetable (2012 Applications)	20
Appendix F: Information for Students Applying to University	22
Appendix G: Disabled Students' Allowances (DSA) – Preparation for Student Assessment	24
Appendix H: Policy Context for Policy Context for Further Education and Training – Special Educational Consortium, January 2012	27

1. Background

- 1.1 The NATSIP Workstream (Sensory Impaired Children and Young People 14+ to 19 Transitions) convened in July 2010 to establish a recommended working protocol which will help meet the specific needs of young people with sensory impairment as they progress through this important transition phase. The work was based on the Guidance produced by the SERSEN Regional Partnership in 2004.
- 1.2 It is acknowledged that the outcome of this group will represent a recommendation only and that the content may need to be changed and adapted to suit individual circumstance nationally.
- 1.3 Special thanks are due to Surrey Local Authority (LA) for permission to make use of their existing transition format as a basis for the national model.
- 1.4 Before the release of this document, the Special Educational Needs Consortium published a paper entitled 'Policy Context for Policy Context for Further Education and Training'. This has been attached at Appendix H to provide the latest information on relevant policy/legislation.

2. Transition Planning: General Notes

- 2.1 It is recognised that LAs will already have in place guidance notes, based on the SEN Code of Practice, to facilitate the transition process for young people with additional educational needs at 14 years old and beyond. The guidelines outlined below are intended to be used to build on this good practice.
- 2.2 The 14+ protocol sets out the arrangements which NatSIP recommends for young people during the period aged 14 - 19 years. The recommendations encompass special provision for continued education and/or training, suitable progressions to employment, accommodation, leisure opportunities, and moves towards independence. The Transition Plan needs to:
 - be specific to the individual.
 - be written down.
 - specify what is going to happen.
 - specify who is going to facilitate each element of the plan.
 - give dates for fulfilling each element of the plan.
 - establish procedures for monitoring, including adaptations and changes to the

plan should they be required.

3. Careers/Connexions and the Duty of Local Authorities

3.1 Duties

3.1.1 The LA has a duty to ensure that the Transition Review takes place.

3.1.2 The involvement of the Careers/Connexions Service is central to the transition process. The Careers/Connexions Service can begin working with a young person at the age of 13 years, and may be involved up to 25 years of age. The Careers/Connexions Service should ensure that the young person is allocated a named Personal Advisor (PA) to help them negotiate the period between leaving school, continuing education and/or training, and entering adult life. The young person's Careers/Connexions PA has to ensure the Assessment Form S139a is written and disseminated. (N.B. Please refer to 'Information, advice and guidance' within Appendix H for the updated policy context).

3.1.3 In cases where significant support levels are implicated in the year that the young person is due to leave LA provision, Social Services have a duty to carry out an assessment of need. This should be carried out before the young person's 18th birthday to ensure that there is no gap in provision between Children's and Adult Services.

3.2 The Process

3.2.1 A named Careers/Connexions PA works with young people aged 13-19 by giving information, advice and guidance. The role also includes attending Annual Reviews for those who have a Statement of Special Educational Needs (SEN) and liaising with outside agencies.

3.2.2 The Assessment Form S139a is designed to enable the PA completing it to build a picture of the young person, at the same time as outlining the support required to help the young person to move forward with their plans.

3.2.3 The document is laid out over five pages with general headings:

- personal information.
- the current situation.
- the learner's preferences and their reasons.
- a description of learner's needs.
- support strategies that have been successful.

- assessments that have been completed, specific details of the assessments, which agencies are involved.
- what support that is required.
- summary of agreed action.

3.2.4 The form needs to be completed fully to reflect the needs of the young person, to gain support from the agencies that are currently working with the young person and those who are yet to be involved. One fundamental challenge is if the young person is from another LA it is crucial the two Careers/Connexions offices involved liaise and share relevant information.

3.2.5 When the document is completed it is sent to the chosen further education institution's SEN or Learning Support Department alongside supporting documentation.

3.3 Recommendations

3.3.1 Young people on School Action and School Action Plus to have Assessment Form S139a Moving On Plans.

3.3.2 Careers/Connexions PAs to have training in working with young people with sensory impairment.

3.3.3 Once at college, the Assessment Form S139a is reviewed annually in a similar way to the Annual Review process.

3.3.4 Parent/carers are requested to sign a 'permission to share information' form at the Annual Review to allow the exchange of information between relevant parties.

4. Transition Planning for Young People With Sensory Impairment

4.1 Rationale

4.1.1 It is recognised that young people who have a sensory impairment represent a low incidence sub-group along the SEN continuum.

4.1.2 The support needs of young people, even with a mild sensory loss, are frequently misunderstood and are often disproportionate relative to other areas of SEN in terms of cost, technological support and available personnel with the requisite expert knowledge and practical skills.

- 4.1.3 Young people with sensory impairment are entitled to access the same information as their normally sighted and hearing peers, but this does not always happen. Supported, forward planning is, therefore, essential to ensure smooth transition to further and higher education, the world of work and independence.
- 4.1.4 It should be emphasised that communication between all contributors to the transition process, and free exchange of relevant information regarding each individual, is absolutely essential in order to work towards a successful outcome.
- 4.1.5 The young person is central to the review process and should be offered the opportunity to discuss their perceived needs and aspirations with a familiar member of staff prior to the event, with the offer of independent advocacy, if desired.
- 4.1.6 It is essential that during the review process the communication needs of the young person are met in full, plus those of their parents/carers where required e.g. Interpreter/large print.

4.2 Year 9:

- 4.2.1 For all young people with an identified sensory loss the review process at 14+ presents an opportunity to begin future planning, whether through the statutory Transition Review or the less formal arrangement of the in-school review process.
- 4.2.2 Timing of the year 9 review should be in the Autumn term. This may entail adjustment to the recommended review cycle.
- 4.2.3 It is recommended that future reviews in years 10 and 11 follow this pattern in order to ensure sufficient time is available to explore all opportunities available to the young person, and to ensure that prospective colleges are given sufficient time to make appropriate support provision.
- 4.2.4 Regardless of whether the young person is in a specialist or mainstream placement, it should be ensured that they receive information on their future options in an appropriate format: (e.g. on tape, on computer disk, CD, in Braille, large print or with modified language).
- 4.2.5 A member of the Sensory Support Service will be invited to contribute to the transition process.
- 4.2.6 The year 9 review should include invitations to the following personnel:
- The Young Person.
 - Parent(s)/Carer(s).

- Lead Tutor/Teacher.
- VI/HI Specialist Teaching Service.
- Specialist Social Services.
- Careers/Connexions Service.
- SEN Caseworker (Young People with a Statement of SEN only).
- Health Personnel (e.g. SALT).

4.2.7 At the conclusion of the 14+ Transition Review, it is anticipated that the following elements will constitute an essential part of the 14+ Transition Plan – ('Targets and Actions'):

4.2.7.1 The young person and their parent(s)/carer(s) will have received general information on post 16 education and training opportunities in their home area, and, if appropriate, out-county specialist colleges.

4.2.7.2 The young person will be registered with their local Careers/Connexions Service, their sensory disabilities will be acknowledged, and they will have access to a named Careers/Connexions PA conversant with their specific needs. If attending an out-county placement it is essential that the Careers/Connexions Service local to the young person's home area is kept informed and acts promptly upon receipt of information.

4.2.7.3 The young person and their parent(s)/carer(s) will have received information from the specialist agencies involved regarding funding and transport implications if/when the young person transfers from LA provision at post 16.

4.2.7.4 The young person and their parent(s)/carer(s) will have a named contact representing their LA specialist teaching services for young people with sensory impairment who is conversant with transition into further education.

4.2.7.5 Where applicable, the young person and their parent(s)/carer(s) will have been informed that any Statement of SEN will lapse if/when the young person transfers to a local sector college, or will require amendment if/when the young person transfers to a 6th form in a LA funded provision.

4.2.7.6 If not already done, it is recommended that referral be made to the young person's local Social Services' specialist team at this stage for assessment and provision of environmental aids and aids to living benefits, to which the young person is entitled or which may benefit the young person in the home situation.

4.2.7.7 For young people in out-county placements, it should be recommended that familiarisation visits to local post 16 education provision should start as soon as possible following the Year 9 Transition Review.

4.2.7.8 Entitlement to special access arrangements for all public and internal examinations should be detailed and confirmed by the school the young person currently attends.

4.2.7.9 It is acknowledged that specialist support provision for young people with sensory impairment differs from college to college and from area to area. There are still some education providers at 16+ who elect not to involve specialist services in their support provision. Similarly, there are some LAs that are unable to offer specialist support outside of the LA provision because of staffing/resource restraints. The possible loss of specialist support in respect of a young person's visual or audiological needs is pertinent and it is recommended that the young person and their parent(s)/carers(s) are informed of the situation local to them at this stage.

4.2.7.10 In the light of the Data Protection Act, it is recommended that, at the conclusion of the year 9 review, signed permission is sought to circulate information regarding the young person, as appropriate.

4.2.7.11 Arrangements and likely dates should be advised for the year 10 review.

4.2.7.12 See Appendix A for Year 9 Checklist.

4.3 Year 10:

4.3.1 The year 10 review should include the following personnel:

- The Young Person.
- Parent(s)/Carer(s).
- Lead Tutor/Teacher.
- VI/HI Specialist Teaching Service.
- Specialist Social Services.
- Careers/Connexions Service.
- SEN Caseworker (Young People with Statements of SEN only).
- Health Personnel.
- Educational Psychologist.

4.3.2 The content of the year 9 review and action plan should be revisited, actual outcomes discussed, and targets repeated, where appropriate, and included again as actions for the forthcoming year.

4.3.3 It is recommended that if not already begun, the young person and parent(s)/carer(s) should make every effort to visit local colleges during the course of year 10. Where possible, members of the specialist support teams can

facilitate this and it may be especially necessary in the case of young people that are placed at out-county residential schools.

- 4.3.4 It is advisable that prospective students visit **at least** two 16+ educational providers in their locality so that they can make comparisons. This will be particularly important if an application to a specialist college is being considered at 16+.
- 4.3.5 Prospective recipient colleges will need to be advised if the young person requires communication support, or sighted guiding, during visits and interviews. It is recommended that the advisory specialist teacher accompany the young person during interviews and, where required, appropriately trained specialist support staff for visits/taster days.
- 4.3.6 Contacts for the Social Services' specialist team, the Careers/Connexions PA, and specialist teaching service should be confirmed and/or updated, particularly if there have been changes in personnel over the course of the year.
- 4.3.7 In the light of the Data Protection Act, it is recommended that, at the conclusion of the year 10 review, permission is sought to circulate information regarding the young person, as appropriate.
- 4.3.8 It is recommended that likely local 16+ providers are notified at this stage of 'possible' applicants.
- 4.3.9 Arrangements and likely dates should be advised for the year 11 review.
- 4.3.10 See Appendix B for Year 10 Checklist.

4.4 Year 11:

- 4.4.1 The year 11 review should include the following personnel:
- The Young Person.
 - Parent(s)/Carer(s).
 - Lead Tutor/Teacher.
 - VI/HI Specialist Teaching Service.
 - Specialist Social Services.
 - Careers/Connexions Service.
 - SEN Caseworker (Young People with Statements of SEN only).
 - Health Personnel.
 - Educational Psychologist.

- 4.4.2 College prospectuses are usually available during the Autumn Term of the year preceding entry. The young person should be encouraged to investigate courses and make applications during this term. Further visits may be necessary to establish firm choices and specialist staff can facilitate this process.
- 4.4.3 The young person should be aware that they may apply to more than one college, and may accept more than one place if they are still undecided on their choice.
- 4.4.4 Entitlement to travel funding should be explored and the contact given to request application forms.
- 4.4.5 Entitlement to benefits at age 16 and beyond should be discussed and information given.
- 4.4.6 It should again be emphasised that the statutory obligations of the LA cease when the young person transfers to the further education/higher education sector (FE/HE). Should the young person choose to remain in a LA provision for years 12-14, their statutory entitlement will be reviewed and may be subject to amendment following the year 11 review.
- 4.4.7 Where there is a working contract between the specialist LA services and the local 16+ sector it is assumed that the young person's needs will continue to be met in a similar fashion when the young person leaves LA provision. Nevertheless, a full report outlining the young person's anticipated needs, using recommended assessment materials (e.g. NATED/VIEW), should be lodged with the recipient college's support team manager. Where there is no working agreement with local 16+ provision, the young person and their parent(s)/carer(s) should be provided with a current and up to date report outlining in full the young person's existing and likely future support needs, including their entitlement to special access arrangements for examinations, where appropriate. It is advised that a copy of this be forwarded, with the young person's permission, to the disabilities support team of any prospective recipient college. A copy should be retained by the LA until the young person's 19th birthday. The Careers/Connexions Service is required to complete Assessment Form S139A, which should be lodged with the young person's local Careers/Connexions Service with any accompanying closing report from the LA specialist services.
- 4.4.8 In the light of the Data Protection Act, it is recommended that, at the conclusion of the year 11 review, signed permission is sought to circulate information regarding the young person as appropriate.
- 4.4.9 See Appendix C for Year 11 Checklist.

4.5 Transition to Higher Education

4.5.1 Please refer to Appendices D – G.

APPENDICES

APPENDIX A: YEAR 9 ANNUAL REVIEW CHECKLIST

Name of student:

DOB:

Have the following personnel been invited and have they agreed to attend?

Personnel	Invited	Agreed to attend
The Young Person		
Parent(s)/Carer(s)		
Lead Tutor/Teacher		
VI/HI Specialist Teaching Service KS4/5 Team		
Specialist Social Services		
Careers/Connexions Service		
SEN Caseworker (Statemented only)		
Health Personnel		

When planning the meeting and preparing paperwork, ensure that the communication needs of the following have been taken into account:

a) the young person.

☐

b) all other participants.

☐

Before the end of the 14+ Transition Review and prior to the 14+ Transition Plan being drawn up, check that the following elements have been covered:

1. Have the young person and their parent(s)/carer(s) received general information on post 16 Education and Training opportunities in their home area, and out-county specialist colleges.

☐

2. Has the young person been registered with their local Careers/Connexions Service?

☐

3. Is the Careers/Connexions Service aware of the young person's sensory difficulties and do they have access to specialist PA at their local Careers/Connexions Centre?

☐

4. Is the PA conversant with the young person's specific needs?

☐

5. If the young person is attending an out-county placement, is the Careers/Connexions Service local to their home area kept informed? ☐
6. Have the young person and their parent(s)/carer(s) received information from the specialist agencies involved regarding the funding and transport implications if/when the student transfers from LA provision at post 16+? ☐
7. Do the young person and their parent(s)/carer(s) have an appropriately named contact representing their LA specialist teaching services for young people with hearing and vision loss? ☐
8. Where applicable, have the young person and their parent(s)/carer(s) been informed that any Statement of SEN will cease if/when the young person transfers to a local sector college, or will require amendment if/when the young person transfers to a 6th form in a LA funded provision? ☐
9. Has the student been referred to the local Social Services' specialist team in order that an assessment and provision of appropriate environmental aids and aids to living may be made? ☐
10. For young people in out-county placements, supported familiarisation visits to local post 16 education provision should start as soon as possible following the Year 9 Transition Review. Have any arrangements been made? ☐
11. Has entitlement to special access arrangements for all public and internal examinations been detailed and confirmed? ☐
12. It is acknowledged that specialist support provision for young people with sensory impairment differs from college to college and from area to area. Have the young person and their parent(s)/carers(s) been informed of the situation local to them at this stage? ☐
13. In the light of the Data Protection Act, has signed permission been sought to circulate information regarding the young person, as appropriate? ☐
14. Have arrangements and likely dates been advised for the year 10 review? ☐

APPENDIX B: YEAR 10 ANNUAL REVIEW CHECKLIST

Name of student:

DOB:

Have the following personnel been invited and have they agreed to attend?

	Invited	Agreed to attend
The Young Person		
Parent(s)/Carer(s)		
Lead Tutor/Teacher		
VI/HI Specialist Teaching Service KS4/5 Team		
Specialist Social Services		
Careers/Connexions Service		
SEN Caseworker (Statemented only)		
Health Personnel		

When planning the meeting and preparing paperwork, ensure that the communication needs of the following have been taken into account:

a) the young person.

☐

b) all other participants .

☐

As part of the Year 10 Annual Review process, check that the following elements have been covered:

1. Check that the content of the Year 9 review and action plan has been revisited, actual outcomes discussed, and targets repeated, where appropriate, and included again as actions for the forthcoming year.

☐

2. Check that the young person and parent(s)/carer(s) are aware of the need to visit local colleges during the course of Year 10, if not already begun. Where possible, members of the specialist teaching teams can facilitate this and it may be especially necessary in the case of young people that are placed at out-county residential schools.

☐

3. Recommend that prospective students visit at least two places in their locality so that they can make comparisons. This will be particularly important where an application to a specialist college is being considered at 16+.

☐

4. Check that prospective recipient colleges have been advised if the young person requires communication support, or guiding, during visits and interviews. It is recommended that the advisory specialist teacher attends interviews and, where required, appropriately trained specialist support staff attend for visits/taster days. ☐
5. Confirm and/or update any contacts for the local Social Services' specialist team, the Careers/Connexions Service, and specialist teaching service, particularly if there have been changes in personnel over the course of the year. ☐
6. In the light of the Data Protection Act, at the conclusion of the Year 10 Review, seek permission to circulate information regarding the student, as appropriate. ☐
7. Notify likely local post 16 providers at this stage of 'possible' applicants. ☐

APPENDIX C: YEAR 11 ANNUAL REVIEW CHECKLIST

Name of student:

DOB:

Have the following personnel been invited and have they agreed to attend?

	Invited	Agreed to attend
The Young Person		
Parent(s)/Carer(s)		
Lead Tutor/Teacher		
VI/HI Specialist Teaching Service KS4/5 Team		
Specialist Social Services		
Careers/Connexions Service		
Home Careers/Connexions Service for out-county placements		
Local post 16 education providers		
SEN Caseworker (Statemented only)		
Health Personnel		

When planning the meeting and preparing paperwork, ensure that the communication needs of the following have been taken into account:

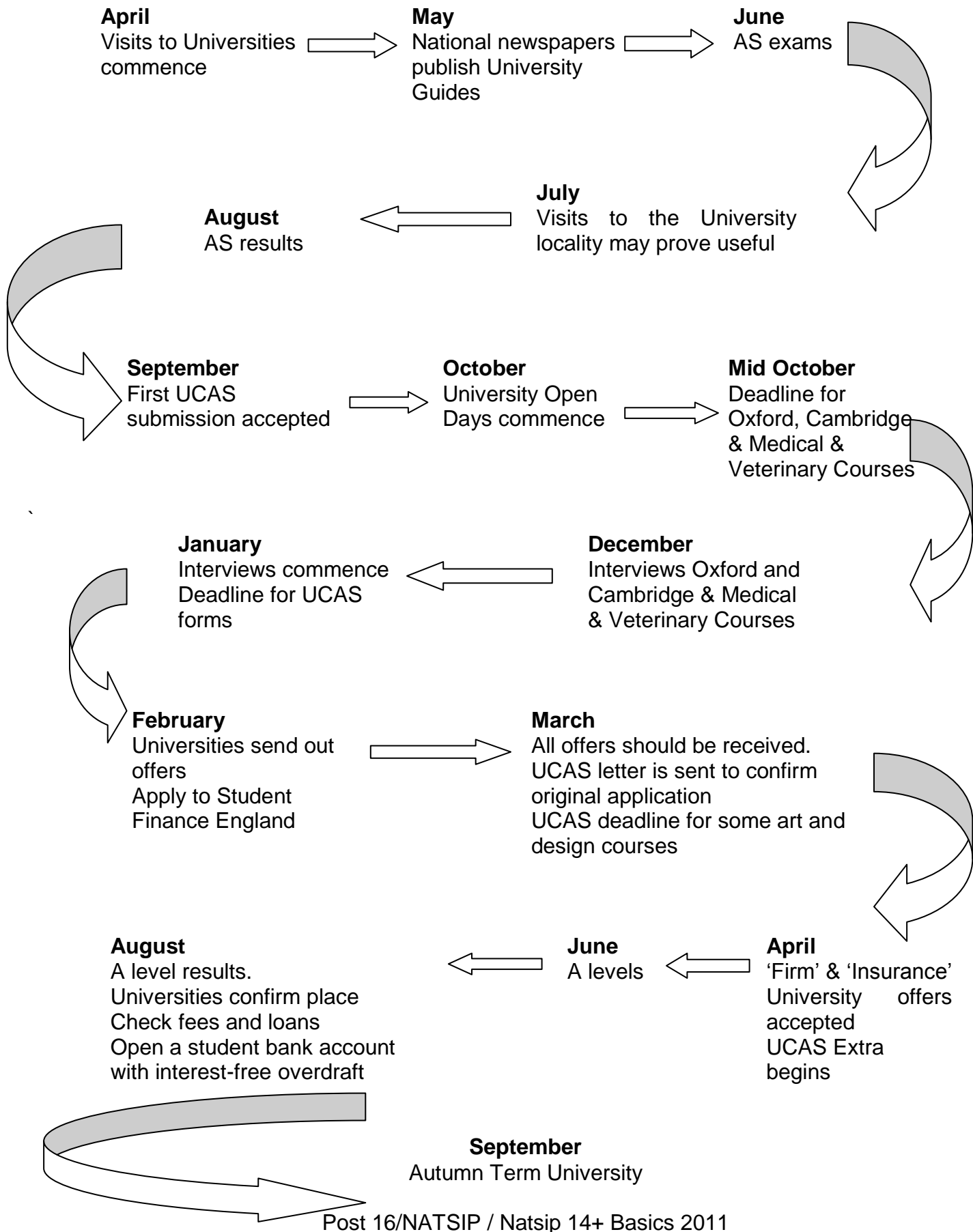
- a) the young person. ☐
- b) all other participants. ☐

As part of the year 11 Annual Review process, check that the following elements have been covered:

1. Ensure that the young person is aware that College prospectuses are usually available during the Autumn Term of the year preceding entry. ☐
2. Encourage the young person to investigate courses and make applications during this term if they have not already done so. ☐
3. Further visits may be necessary to establish firm choices and specialist teaching staff may be instrumental in facilitating this process. ☐

4. Make young people aware that they may apply to more than one college, and may accept more than one place if they are still undecided on their choice. ☐
5. Explore entitlement to travel funding and pass on the contact name from whom the requisite application forms can be obtained. ☐
6. Entitlement to benefits at age 16 and beyond should be discussed and information given. ☐
7. Emphasise again that the statutory obligations of the LA cease when the young person transfers to the FE/HE sector. ☐
8. **Ensure that the young person and their carers/parents are aware that, should the young person elect to remain in a LA provision for years 12-14, their statutory entitlement will be reviewed and may be subject to amendment following the Year 11 Review.** ☐
9. A full report outlining the young person's needs, using recommended assessment materials (NATED/VIEW), should be lodged with the recipient college's support team manager. ☐
10. Where there is no working agreement with local 16+ provision, the young person and their parent(s)/carer(s) should be provided with a current and up to date report outlining in full the young person's existing and likely future support needs, including their entitlement to special access arrangements for examinations, where appropriate. ☐
11. It is advised that a copy of this report be forwarded, with the young person's permission, to the disabilities support team of any prospective recipient college. A copy should be retained by the LA until the young person's 19th birthday. ☐
12. In the light of the Data Protection Act, it is recommended that, at the conclusion of the Year 11 Review, signed permission is sought to circulate information regarding the young person, as appropriate. ☐

APPENDIX D: COUNTDOWN TO UNIVERSITY ENROLMENT CHART



APPENDIX E: COUNTDOWN TO UNIVERSITY TIMETABLE (2012 APPLICATIONS)

<http://wwwucas.com/students/importantdates - 2012>

Applications can be sent to us from mid-September 2011.	
15/10/11	Deadline for receipt at UCAS of applications to Oxford or Cambridge, and all courses in medicine, dentistry, and veterinary medicine/science to reach UCAS.
15/01/12	Deadline for receipt of applications at UCAS for all courses except those listed with a 15 October 2011 deadline and art and design courses with 24 March 2012 deadline. Go to Course Search to check application deadlines for courses.
24/02/12	If you are eligible to use Extra, you can refer yourself to another choice. More about Extra
24/03/12	Deadline for the receipt of applications at UCAS for art and design courses except those listed with a 15 January 2012 deadline. Go to Course Search to check application deadlines for courses.
31/03/12	If we receive your application by 15 January, the universities and colleges should aim to have sent us their decisions by this date (but they can take longer).
09/05/12	If we receive all decisions from your universities/colleges by 31 March, you need to reply to any offers by this date (unless you live outside the EU or you are applying through Extra). If we don't receive your replies, we will decline your offers on your behalf.
10/05/12	If you applied by 15 January and are waiting for decisions, universities and colleges need to send us their decisions by this date. If they don't, we will make any outstanding choices unsuccessful on their behalf.
07/05/2012	If we receive all decisions from your universities/colleges by 6 May, you need to reply to any offers by this date (unless you are applying through Extra). If we don't receive your replies, we will decline your offers on your behalf.
30/06/12	If you send your application to us by this date, we will send it to your chosen universities and colleges. If we receive your application after this

	date, you'll be entered into Clearing. More about Clearing If we receive all decisions from your universities or colleges by 8 June 2012, you need to reply to any offers by this date (unless you are applying through Extra). If we don't receive your replies, we will decline the offers on your behalf.
04/07/12	This is the last date to apply through Extra.
19/07/12	If you applied by 30 June and are waiting for decisions, universities and colleges need to send us their decisions by this date. If they don't, we will make any outstanding choices unsuccessful on their behalf.
26/07/12	If we receive all decisions from your universities/colleges by 19 July, you need to reply to any offers by this date (this includes if you are applying through Extra). If we don't receive your replies, we will decline your offers on your behalf.
Date TBC	SQA results are published and the Scottish Clearing vacancy information service starts. More about Clearing
16/08/12	GCE and Advanced Diploma results are published and the full Clearing vacancy information service starts. More about Clearing Adjustment opens for registration. More about Adjustment
31/08/12	Adjustment closes on this date.
20/09/12	This is the last date that we will accept applications for courses starting in 2012.
30/09/12	The Clearing vacancy search is closed after this date. You should contact universities direct to discuss vacancies. Clearing choices can still be added in Track.
22/10/12	This is the last date to add a Clearing choice.
24/10/12	This is the last date a university or college can accept an application in Clearing



APPENDIX F:

Information for students applying to University

Make sure you have evidence of your disability – this can be a letter from your GP, a report from your specialist teacher or medical specialist. It must include how you access information. The report cannot be an old one – it needs to have been written within the last year.



You will need to complete a DSA 1 form – this is online at http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG_10034900

You can also download the booklet 'Bridging the Gap' for more information



When Student Finance England receives your form and evidence they will write to you asking you to attend an ACCESS Centre for a 'needs assessment'.



This assessment takes about two hours – the assessor will ask you questions about your disability and the support you will need on your course – from the information you give they will write a report about the support you need.



A draft report will be sent to you - and you need to check this carefully. If there is anything you do not agree with or want to add – this is the time to do it!



When you have confirmed you are happy with the report it will be sent to Student Finance England.

Student Finance England will contact you about funding, equipment and support.



You will need to arrange for any computer equipment to be delivered – make sure you have the recommended IT training. You will need to contact the university Disability Service about other support recommended in your DSA report such as exam arrangements, notetaking, tutorial support etc.



Make sure you contact the university Disability Advisor – sometimes students think if the university knows about their disability from the UCAS form the support will automatically happen – it does not! You need to meet the advisor and discuss with them what you need.

APPENDIX G: DISABLED STUDENTS' ALLOWANCES (DSA) – PREPARATION FOR STUDENT ASSESSMENT

1. The first step is to complete a PIN1 online - <http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/index.htm>
There is a section on the form asking if you have any special needs. This needs to be completed with a short sentence about you e.g. "I am profoundly deaf and rely on lipreading. I will need support to access information", "I have a visual impairment and will require a sighted guide and electronic notes".
2. You need evidence of your sensory impairment. You will need to get a letter from your doctor or specialist at your hospital. The letter needs to state your sensory impairment impacts on learning e.g "John is profoundly deaf. He cannot lipread and take notes at the same time". Make several copies of this letter.
3. When Student Finance England (SFE) are satisfied with your evidence they will ask you to attend an interview at an access centre.

Access centres become very busy in August so please arrange the interview as soon as you receive confirmation from SFE.

4. The assessment
The assessor will ask you lots of questions.
Questions about yourself and your sensory impairment.
Questions about the support you have had – this is a chance to say why it was so useful.
Questions about your university course and the support you need to access information.

All of this information is put into a report called an Assessment of Study Needs. The report is sent to Student Finance England who will pay for the support.

They will only pay for the things written in the report so it is **very important** to give the assessor **full** information. It is important to say that anything you request is to allow you **full access to the course**, and not just what you need for the course.

The DSA is divided into 3 sections:-

1. Equipment

This is your equipment allowance for the **whole course**. The equipment has to be appropriate to your needs.

Personal computer, software, printer, scanner – you will be asked why you need your own computer as there are computers in the Learning Resource Centre (LRC).

Deaf student example

You need a computer because you cannot work in the LRC if it is too busy, 'visually noisy' and you are sensitive to vibrations caused by the computer equipment. You take longer to do your written work so you need to be able to work at your own pace.

You will need a printer so you can print out your work. For example, the rough drafts of work to show to the Teacher of the Deaf in tutorials and finished pieces of work ready to hand in.

A scanner – this could be useful to copy information from books then work on understanding it in your own time.

Radio aid – there are many different types and if you decide you would like one maybe visit Connevens or PC Werth or another equipment supplier to try them out. You need to decide what is best for you.

Vision impaired student example

You need subject specific software loaded on to a personal computer. Text magnification equipment may be required.

You will need a printer so you can print out your work. For example, the rough drafts of work to show to the Teacher for Vision Impairment in tutorials and finished pieces of work ready to hand in.

2. Non – medical help

This is for your support. You have an allowance for this **each year**.

The type of support you could ask for is:

Note-takers for access to lectures.

Communication support for seminars, presentations for deaf students. A reader/library support/sighted guide for a visually impaired student.

Language tutorials with a Teacher of the Deaf/Vision Impairment per week
- to work on essays and written assessments.

3. General Allowance

This covers:

Printer cartridges.

Photocopying.

Books: Text and Braille.

Examples of other things to include at your assessment:

Extended library loans.

Staggered assignment.

Printouts / electronic copies of Powerpoints and handouts need to be given in advance of class.

Transcripts for DVDs and videos – may be required for class work or as part of recommended reading. As the video or DVD is part of the course, the cost of the transcripts is likely to be covered by the university but it would be good to mention you would need them so they are included in this report.

You will also be asked about exam access arrangements in the DSA interview – these are things such as extra time, modified paper, communication support, a reader, rest breaks and separate room. These need to be included in the report.

Awareness training for staff – the cost is not covered by the DSA but it would be good to mention the importance of this for your access to teaching and learning and include it in the report.

APPENDIX H: POLICY CONTEXT FOR FURTHER EDUCATION AND TRAINING - SPECIAL EDUCATIONAL CONSORTIUM, JANUARY 2012

The Green Paper

The Green Paper proposes that children and young people who would currently have a statement of SEN or learning difficulty assessment will have a single assessment process and 'Education, Health and Care Plan' for their support from birth to 25. The new plan will have the same statutory protection as a statement of SEN (e.g. the local authority will have a legal duty to secure the provision set out in it).

The Green Paper also proposes that local authorities and other services should set out a local offer of all services available to support children who are disabled or who have SEN. This information will include what is normally available in sixth-forms and colleges for children with LDD.

Information, advice, and guidance

Section 29 of the Education Act 2011 places a new duty on schools to ensure that they secure impartial careers guidance for students. The Act sets out that schools must ensure young people have access to impartial and independent advice on all post-16 education and training options, including Apprenticeships. The guidance provided must come from a source external to a teacher or other individual employed by the school.

Local authorities retain their statutory duty under Section 68 of the Education and Skills Act to encourage, enable or assist young people's participation in education or training, but new statutory guidance makes it clear there is no expectation that this should include a universal careers service¹. This, along with the removal of ring-fenced funding for Connexions Services, has led to disproportionately high levels of cuts to these services².

¹ Department for Education (2011), *Statutory guidance for Local Authorities on targeted support services for young people*.

² Hooley, T and Watts, A (2011). *Careers Work with Young People: Collapse or Transition? An analysis of current developments in careers education and guidance for young people in England*, International Centre for Guidance Studies

16-19 funding reforms

In future, all funding for additional needs above a certain threshold will be held by local authorities as a 'high-needs block'. This block will be used to fund special educational provision in both pre and post-16 education.

In further education, the block will be used to fund additional learning needs above a certain financial threshold in mainstream further education settings and to fund places in specialist settings. It will replace funding Additional Learner Support funding and funding held by the Young Person's Learning Agency for places in specialist settings.

Raising the Participation Age

The Raising of the Participation Age (RPA) means that all young people will continue in education or training to 17 from 2013 and to 18 from 2015. 'Participation' is defined as full-time education, an apprenticeship, or part-time education or training if someone are employed, self employed or volunteering for 20 hours or more a week.

Local authorities will be required to promote the effective participation in education or training of all 16 and 17 year olds resident in their area; and make arrangements to identify young people resident in their area who are not participating. Local authorities are required to secure sufficient suitable education and training provision for all young people aged 16-18, or for those who are aged 19 to 25 and subject to a learning difficulty assessment³.

New types of provision which cross the traditional age range

Studio Schools and University Technical Colleges teach young people aged 14 to 19. Legally , these providers are academies (independent schools accountable directly to the Secretary of State through a funding agreement). There are a very small number of these new providers open at the moment , but the Government's intention is to focus on increasing their number. The key feature of these new providers is that they have different approaches to teaching and learning that could potentially benefit many young people with LDD.

There has been little debate on how SEN, LDD and disability issues fit within this potentially new educational framework. There is currently no data on access for young people with LDD to these new providers.

³ Under sections 15ZA and 18A of the Education Act 1996 (as inserted by the ASCL Act 2009)