



Study Programmes for SEND learners

Aims for the day

- Introduce the programme: improving design and delivery of study programmes for learners with SEND
- Offer expert advice on improving key aspects of study programmes plus an opportunity to share good practice
- Alert you to key outcomes from last year's ETF-led FE SEND workforce development programme
- Encourage you to engage in your own development activity and get involved with the SEND workforce development programme



SEND Workforce Development programme 2017-18

- Support for leadership teams and those involved in governance
- **Support for providers to design tailored study programmes that offer pathways to employment and adult life for young people with SEND**
- Creation of resources and a programme of activity which supports better careers advice for learners with SEND
- An evaluation of the impact of this work

Improving study programmes

- Delivered in partnership by ACER and Natspec
- 4 regional launch events
- Support for collaborative development activity – 15 clusters of providers across regions
- Design and delivery of webinars
- Development of on-line modules
- 4 regional dissemination events

SEND Workforce Development programme 2016 -17

- [Self-assessment tool for practitioners and Level 5 CPD programme](#)
- [Organisational effectiveness self-assessment tool and guidance](#)
- Range of CPD material from events delivered in response to sector need
- Case studies and guidance material for senior leaders and managers
- Learner voice videos



Welcome to the refreshed Special Educational Needs and Disabilities (SEND) Exhibition site.

This site brings together - in one place - key

Information

In the Information section you will find a set of key documents, including the [SEND Code of Practice 0-25 Years](#) and guidance for post-16 providers from the Department for Education, alongside relevant research reports and reviews by bodies such as Ofsted.

This section also provides you with a list of recommended websites and webpages. The list is divided into two parts. The first part contains websites which offer general information about SEND. The second part is focused on specific conditions, impairments or support needs, such as autism, sensory impairment, and dyslexia.

Featured report:

Moving Forward? How well the further education and skills sector is preparing young people with high needs for adult life



<http://send.excellencegateway.org.uk/>

[Booking ETF SEND courses](#)

[ETF information on SEND Workforce Development programme](#)



What do we mean by 'high quality' in relation to study programmes for learners with SEND?

DfE guidance on study programmes

- Students should follow a programme that stretches them, prepares them for adulthood, and supports their progression into work or further study.
- The type of programme offered should match their career aspirations.
- Some students with SEND should be entered for stretching qualifications.
- For others, the study programme should concentrate on high quality work experience and other non-qualification activities to help them prepare for employment and adult life more generally, rather than on qualifications

DfE guidance on study programmes

- As part of their study programme, students should be supported to find routes through to employment, building on work experience, and independent living.
- Study programmes for students with less complex needs can also focus on substantive work placements and support to make them work-ready.
- Study programmes should always include English and maths, but at an appropriate level. Some students with SEND will be able to work towards achieving GCSE grade C or above, whereas others may qualify for exemption from the condition of funding.

What do high
quality study
programmes for
learners with SEND
look like?



Progression-focused

Coherent

Personalised

Outcomes-driven

Appropriate support on offer

Informed by initial assessment

Challenging

Accessible

Build on strengths

Creative, engaging teaching and learning

Flexible

What do high quality study programmes for learners with SEND look like?

Quality assured

Aspirational

Adult feel

Well-paced

Varied – opportunities to develop and practise skills in different settings

Confidence-building

Learning beyond the classroom

Addressing barriers

Ofsted: study programme judgements

- Leaders promote **high expectations** and use rigorous systems to drive improvement
- Study programmes for each learner are planned and managed so that they provide **progression**, **stretch**, mathematics and English for all learners without GCSE grades A* to C, as well as work experience and non-qualification activities
- Teaching and assessment support and **challenge** learners
- Study programmes **build on** each learner's prior attainment and enable them to make progress and **move on** to a higher level of qualification when they are ready to do so.

Ofsted: study programme judgements

- Learners receive high quality impartial careers guidance to prepare them for their chosen next steps and to enable them to make well-informed decisions about their **future plans**
- Learners develop personal, social, employability and independent learning skills, and achieve high levels of punctuality, attendance and conduct, including through the contribution of **non-qualification or enrichment activities and/or work experience**
- Learners understand how to keep themselves safe and healthy, both physically and emotionally
- Learners **make progress** from their different starting points, remain on their study programme, achieve their core aim and make progress in English and/or mathematics
- Learners progress to the planned **next stage** in their careers

Ofsted: high needs judgements

- Funding for learners with high needs is used to offer learners individual learning programmes that challenge them to develop independence and prepare for their future
- Learners participate in good quality and individually tailored learning programmes that lead to paid employment where appropriate, and/or greater independence in their everyday lives
- All specialist support is coordinated
- Choice of accreditation helps learners progress towards further learning, vocational training, employment and independent living, where appropriate
- Procedures for recognising and recording learners' progress and achievement are rigorous and purposeful and support achievement for all learners

Ofsted: high needs judgements

- Staff have **appropriate expertise** to support learners or specific groups of learners; learning resources, including assistive technology, are used to support learners to overcome their barriers to achieving their learning goals
- Learners have opportunities to develop their **independence**, improve their communication skills and make relevant personal choices and decisions
- Learners develop skills to enhance their employability and **independence** in their everyday lives in real-life situations, including meaningful work experience, and take an active part in their local communities

On-table discussion

- Identify two areas of strength in your study programmes for learners with SEND
- Identify two areas where improvements are needed – and any barriers you face in addressing these areas
- Share these with others on your table and see if you can support one another to tackle identified challenges



WORKSHOPS

Option 1 – before lunch

Option 2 – after lunch

Exploring priorities for improvement

An opportunity to

- speak with one of today's SEND experts
- discuss ideas with colleagues
- start to work on your own plans

...with a view to identifying and exploring one or more priorities for improving study programme design or delivery for learners with SEND

Exploring priorities for improvement

- What/where do we most need to improve?
- Why is this a priority?
- What would it look like if it was working well?
- What do we need to *do* to achieve this kind of improvement?
- Who needs to be involved?
- Where should we start?



Taking SEND work forward: becoming part of a cluster

What is a cluster?

- Group of organisations working together on a shared project to improve study programmes for learners with SEND
- Members to include 4 – 6 different organisations. One might not be learning provider; remainder must be learning providers in receipt of ESFA funding for study programmes
- Normally within a region

What sort of projects can a cluster work on?

- Focus on shared area for development relating to improving design and/or delivery of study programmes for learners with SEND
- In scope: learners with and/or without Education, Health and Care plans, on mainstream or discrete programmes



Support available to clusters

- Each cluster will receive £2,500 to support their project work
- 3 days of support from a SEND consultant

Cluster commitments

- Create an action plan
- Work collaboratively as a cluster, meeting face-to-face as a full group at least once
- Engage with their SEND consultant
- Produce a brief interim progress report
- Produce a final output: case study or a resource or tool with explanatory information
- Disseminate their work including at a regional event

Key dates

Date	Activity
31 July	Deadline for submitting cluster applications
4 September	Notification of successful applicants
6 October	Submission of agreed action plan
30 November	Submission of progress report
28 February	Submission of final output (case study or resource)
March 2018	Dissemination events

What are we looking for?

A spread of clusters across the regions, involving

- a range of provider types
- learners with different types of need engaged in different types of study programme
- different project focuses.

Projects that

- Address issues relevant both to and beyond the cluster organisations themselves
- Take creative approaches to finding and implementing solutions
- Have a strong element of learner voice, wherever relevant.

How to apply

- Find the right project partners
- Identify your shared project focus and draft a development proposal
- Appoint a cluster leader (must be ESFA funded for study programmes)
- Secure senior management support from within each organisation
- Read the guidance and submit an application form by 31 July at <http://www.natspec.org.uk/study-programmes/improving-outcomes-etf-project/>
- Queries: info@natspec.org.uk

