

## Developing a Quality Educational Psychology Offer for 16 to 25 year olds

Sarah Geiger

UCL Professional Development tutor  
Senior Educational Psychologist Barnet

---

---

---

---

---

---

---

The four **Preparing for Adulthood life outcomes** are based on what young disabled people say is important to them:

- Paid employment (including self employment)
- Good health
- Independent living (choice and control over your life and support and good housing options)
- Community inclusion (friends, relationships and community)

---

---

---

---

---

---

---

- Most YP on on mainstream courses
- Students starting college are not known by staff
- Pastoral care declining due to cuts in core funding
- Particular pressures on 16+ FE
- Sector as a whole needs to look at how it supports learners with additional needs
- Staff recruitment and retention issues
- 540 to 600 hours
- who is the client, what is the work

---

---

---

---

---

---

---

## Progression and assessment

- Progression comparisons
- Assessment
- LDA/139a / EHCP

---

---

---

---

---

---

---

## Curriculum and progress mapping - challenges of different curriculums

- Potential for repetition of skills
- Variations in assessments (judgements & formats)
- Differential levels of support
- Availability of equipment, resources and funding
- Communication of progress between provisions

---

---

---

---

---

---

---

## Transition Key features for success

- Transition planning that puts the young person and the family at the centre creates the most positive outcomes for the young persons. This includes having a person centred review process from Yr9.
- A strategic plan to lead transition
- A joined up approach between health, education & FE.

National transition support team 2011

---

---

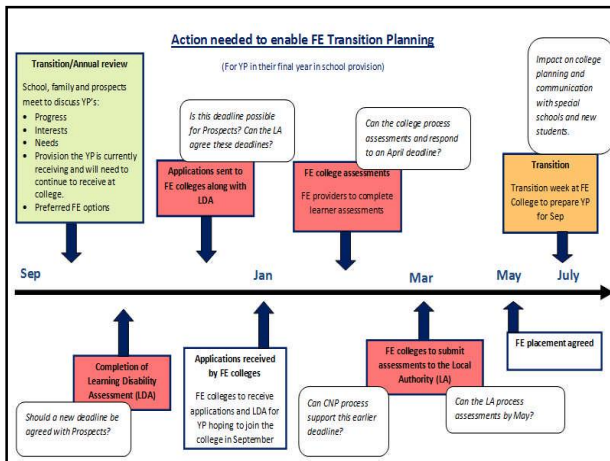
---

---

---

---

---




---

---

---

---

---

---

---

---

## Quality provision for students with complex needs

- One to one
- Using the assessment system to enhance awareness of intervention

---

---

---

---

---

---

---

---

## Using the college funding mechanisms to enhance provision

- **What are the Support Needs?**
- **How will the provision meet these needs?**

---

---

---

---

---

---

---

---

## Current Context: Funding

Imich (2012): SEN Reform and High Needs Funding

### Post-16 settings (mainstream and specialist)

Element 1: Core education support funding	Mainstream per-student funding (as calculated by the national 16-19 funding system)	Post-16 high needs provision will be funded in an equivalent way across all provider types. This funding will be provided by the maintaining LA (for maintained schools) or the EFA (for all non-maintained settings). Elements 1 and 2 will be formula calculations.  • All providers will receive an allocation of mainstream per-student funding calculated by the new national 16-19 funding formula - this recognises the different programmes of learning that young people access and other (eg deprivation) factors to reflect lower cost additional support for some students with learning difficulties. • All providers will receive an allocation of additional support funding of £6,000 for each high needs student. Allocation calculated using student numbers from last full academic year. Providers can request that their allocations are reviewed if their current or projected number of students is significantly higher than their historical numbers. E.g. for a student on a course costing £5,500 per year, the provider would contribute from its base funding £11,500 (course cost plus £6,000), while for a student on a course costing £4,000, the provider's contribution would be £10,000. The contribution to the cost of a high needs student's additional education support will be consistent, however, at £6,000.
Element 2: Additional support funding	Contribution of £6,000 to additional support required by a pupil or student with high needs	
Element 3: Top-up funding	"Top-up" funding from the commissioner to meet the needs of each pupil or student placed in the institution	Top-up funding will be: • provided direct to the provider from the commissioning LA; • provided in or close to the pupil's or student's real-time movement, and • based on the pupil's or student's assessed needs and the setting in which those needs are to be met.

• Element 1 is calculated using the national post-16 funding formula and is based on lagged numbers.  
• Element 2 is based on the forecast of high needs placements for students resident in their authority and is not lagged.

---

---

---

---

---

---

---

---

---

---

## Specification LDD PMLD ASC

- **Learning Needs:**
- **Physical/Medical Needs (incl. sensory):**
- **Social Development Needs:**
- **Language and Communication Needs:**
- **Emotional and Behavioural Needs:**
- **Transport and travel needs:**
- **Other**

---

---

---

---

---

---

---

---

---

---

## ASC Specification example

- Key worker will attend additional training to support planning programmes.
- Plan and support to help the student understand the work processes needed in the lesson.
  - Task differentiation linked to structured techniques.
  - Key worker to mentor and provide overview of needs.
  - Key worker managing general work schedule
  - Key worker managing home/school contact
- Visual structure to provide support for communication
  - Daily schedule
  - Across task schedules
  - Within task schedules
  - Turn taking supports
  - Learning breaks
  - Tasks with clear end points

---

---

---

---

---

---

---

---

---

---