

9. Post 16 Stage

Part 1 - Introduction and Overview

This guidance relates to young people in the Post 16 stage (16 to the academic year in which they turn 25) that have a special educational need (SEN) and should be read in conjunction with the relevant primary need descriptors if identified for:

- Autism Spectrum Condition (ASC) including Social Communication and Interaction needs
- Blind or Vision Impairment (B/VI)
- Cognition and Learning
- Deafness and Hearing Impairment (D/HI)
- Developmental Language Disorder (DLD)
- Physical/Medical Difficulties
- Social Emotional and Mental Health (SEMH) Difficulties

High Needs Student Funding

- For funding purposes a high needs student is defined as
 - (i) a young person aged 16-18 who requires additional support costing over £6,000; and
 - (ii) any young person aged 19-25 subject to an Education, Health and Care Plan (EHCP) who requires additional support costing over £6,000.
- High needs funding for 16 to 25 year olds consists of both place funding (Elements 1 and 2) and Local Authority (LA) top up funding (Element 3).
- In all instances a high needs student's placement must be commissioned by the relevant LA with top up funding (Element 3) agreed by the LA with a provider.
- If the LA does not agree a placement (even where a provider may have assessed the student as requiring additional support or a student has been offered a place) and top up funding is not agreed to, then these students are not counted as high needs for funding purposes.
- Element 1 and 2 funding is provided by the Education and Skills Funding Agency (ESFA).
- All Further Education (FE) Colleges in Cumbria have an allocation of Element 2 places commissioned by Cumbria LA.
- Students who need a lower level of support costing less than £6,000 should be supported through the providers disadvantage funding – this funding recognises that some students require additional support to participate and achieve.
- This funding is calculated on 2 sets of data and forms part of the overall provider programme funding:

- Economic deprivation (based on postcode data).
- Prior attainment.

Students aged 19 to 24 without an EHCP

- These students are the responsibility of the ESFA even if their support costs are over £6,000.
- Where a young person aged 19 (or over but under 25) arrives at college and based on the provider's assessment is likely to need additional support costing in excess of £6,000, the provider can with the permission of the young person request a statutory assessment from an EHCP from the LA – please refer to Cumbria LA's published criteria that the provider must follow prior to the request.
- On receipt of a request for statutory assessment the LA has up to 6 weeks to decide whether or not to conduct an assessment.
- While the decision to assess or an actual assessment period is ongoing, the provider should enrol the learner as an adult learner funded by the ESFA.
- If the learner subsequently receives an EHCP then the provider should amend the Individual Learning Record (ILR) and the learner will be funded by the ESFA.

16 to 25 year old Apprentices with high needs and an EHCP

- Funding for apprentices with an EHCP is based on the ESFA apprenticeship funding formula.
- £150 can be claimed for support each month through the ILR.
- Excess support costs per month should be recorded and evidenced.
- ESFA covers the additional costs.

High Needs Students – Criteria & Bandings for Post 16 - Further Education

Band 1	Support provided by FE Provider up to 16 hours (less than £6000) funded via EFA (Element 2)
Band 2	Support provided by FE provider over 16 hours (element 2) and up to 10 hours (Element 3)
Band 3	Support provided by FE provider over 16 hours (element 2) and up to 15 hours (Element 3)
Band 4	Support provided by FE provider over 16 hours (element 2) and up to 19 hours (Element 3)

Part 2 - Band Descriptors

Cognition and Learning

Key Strands	Band 1 (Universal) (Element 2)	Band 2 (Element 3)	Band 3 (Element 3)	Band 4 (Element 3)
Participation in the Learning Culture	Mild Cognition and Learning needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment.	Moderate Cognition and Learning needs inhibit participation in, contribution to, and understanding of activities and learning in the classroom and school environment.	Moderate to Severe Cognition and Learning needs inhibit consistent participation in, contribution to, and understanding of activities and learning in the classroom and school environment.	Severe Cognition and Learning needs significantly inhibit access to activities and learning in the classroom and the school environment.
Responses to Learning	Mild difficulties with concentration and retention despite additional support and curriculum modification. Some limited ability to transfer skills and knowledge.	Moderate difficulties with concentration and retention despite additional support and considerable curriculum modification. Limited ability to transfer skills and knowledge.	Moderate to Severe difficulties with concentration and retention despite additional support and a highly adapted curriculum modification. Many difficulties in transferring skills and knowledge.	Severe difficulties with concentration and retention despite high levels of additional support and an individualised curriculum. Unable to transfer skills and knowledge.
Cognitive Development and Progress	Attainment is at a lower level than the majority of peers despite additional support.	Attainment is at a moderately lower level than the majority of peers, with	Attainment is at a moderate to severe lower level than the majority of peers despite	Progress is minimal or regressive despite high levels of support and

		gaps in comparative attainment levels increasing over time. Progress is slow despite significant and increasing levels of targeted intervention.	high levels of support and intervention.	intervention.
Communication	Mild language and communication difficulties.	Moderate language and communication difficulties impacting on participation in the Learning Culture and on Learning Responses.	Moderate to severe language and communication difficulties impacting significantly on participation in the Learning Culture and on Learning Responses.	Severe language and communication difficulties that preclude participation in the majority of areas of the Learning Culture and Learning Responses.
Social Relationships and Development	Mild difficulties in the formation and maintenance of friendships and relationships.	Moderate difficulties in the formation and maintenance of appropriate friendships and relationships.	Moderate to severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in frequent social isolation and vulnerability, with some alienation from the learning culture.	Severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in extreme social isolation, vulnerability and alienation from the learning culture.
Adaptive Behaviours: Motor Skills	Mild delay in gross and fine motor skills.	Moderate delay in gross and fine motor skills.	Moderate to severe delay in gross and fine motor skills.	Severe delay in gross and fine motor skills at levels that prevent access to the curriculum.

Adaptive Behaviours: Self-Help Skills	Mild difficulties in developing independence in organisational skills and personal care needs.	Moderate difficulties in developing age-appropriate independence in daily living skills and personal care needs.	Moderate to severe difficulties in developing age-appropriate independence in daily living skills and personal care needs without support.	Severe difficulties in developing age-appropriate daily living skills and personal care skills, resulting in total dependency on an adult.
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Communication and Interaction				
Key Strands	Band 1 (Universal) (Element 2)	Band 2 (Element 3)	Band 3 (Element 3)	Band 4 (Element 3)
Participation in the Learning Culture	Mild Communication and Language needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment as a result of difficulties in following instructions and routines and maintaining attention to task.	Moderate Communication and Language needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment as a result of persistent difficulties in following instructions and routines and maintaining attention to task.	Moderate to severe Communication and Language needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment as a result of persistent and complex difficulties in following instructions and routines and maintaining attention to task.	Severe Communication and Language needs inhibit some participation in, contribution to, and understanding of activities and learning in the classroom and school environment as a result of an inability to follow instructions.

Social Relationships and Development	Mild difficulties in the formation and maintenance of friendships and relationships.	Moderate difficulties in the formation and maintenance of appropriate friendships and relationships.	Moderate to severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in frequent social isolation and vulnerability, with some alienation from the learning culture.	Severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in extreme social isolation, vulnerability and alienation from the learning culture.
Developmental Profile	May have an uneven developmental profile	A moderate degree of uneven progress between subject areas due to problems with particular aspects of communication development.	Limited progress across all areas due to moderate to severe problems with particular aspects of communication development, resulting in a significant impact on learning.	Extremely limited progress across all areas due to moderate to severe problems with particular aspects of communication development, resulting in a direct and extreme impact on learning.
Communication and Participation	Mild language and communication difficulties.	Moderate communication difficulties inhibit regular participation, understanding and contribution to activities.	Moderate to severe communication difficulties seriously inhibit regular participation, understanding and contribution to activities. A pupil has a diagnosis of autism.	Severe communication difficulties preclude participation, understanding and contribution to activities.
Flexibility of Thought	Evidence of mild inflexible thought.	Evidence of a moderate degree of rigidity of thought, resulting in the pupil being inflexible and unlikely to	Evidence of a moderate to severe degree of rigidity of thought, resulting in the pupil being inflexible and unlikely	Evidence of a severe degree of rigidity of thought, resulting in the pupil being totally inflexible and unlikely

		cope with change, leading to signs of stress and anxiety.	to cope with change, leading to significant responses.	to cope with change, leading to extreme responses.
Response to Sensory Stimuli	A mild and unusual response to some sensory stimuli requiring adjustments to the environment.	A moderate and unusual response to sensory stimuli requiring additional adjustments to the environment.	A moderate to severe and unusual response to sensory stimuli at frequent levels, requiring major adjustments to the environment.	A severe and unusual response to sensory stimuli at frequent levels, requiring major adjustments to the environment.

Sensory/Physical and Medical				
Key Strands	Band 1 (Universal) (Element 2)	Band 2 (Element 3)	Band 3 (Element 3)	Band 4 (Element 3)
Participation in the Learning Culture/Curriculum Access	Experiences a mild degree of difficulty and is able to participate in most classroom and school environment activities and learning tasks independently with some additional support.	Experiences a moderate degree of difficulty and is able to participate in some classroom and school environment activities and learning tasks independently with a degree of additional support. Curricular information requires repetition/rephrasing. Classroom information and curriculum materials may require specific adaptation	Experiences a moderate to severe degree of difficulty and is only able to participate in limited classroom and school environment activities and learning tasks independently with significant additional support. Pupil requires sign support or higher levels of repetition/rephrasing. Classroom information and curriculum materials may	Experiences a severe degree of difficulty and is unable to participate in classroom and school environment activities and learning tasks without total adult support. Pupil's sole access to the curriculum requires sign language interpretation. Classroom information and curriculum materials may require extensive adaptation and/or modification to

		<p>and/or modification to enable access.</p> <p>Distance learning (e.g. reading/copying from a whiteboard) may be moderately difficult and require flexible arrangements such as additional/modified resources.</p> <p>A moderate degree of difficulty may require specialist teaching input to teach/develop specific visual skills.</p> <p>A moderate degree of difficulty may require differentiated arrangements for statutory assessments, examinations and tests.</p> <p>A moderate degree of difficulty requires continued assessment advice, monitoring and direct teaching when necessary from a specialist teacher.</p>	<p>require significant adaptation and/or modification to enable access.</p> <p>Moderate to severe difficulties are in evidence in gaining access to print for reading. Distance learning presents significant and requires adult mediation for learning.</p> <p>A moderate to severe degree of difficulty requires an enhanced level of specialist teaching input to develop visual skills.</p> <p>A moderate to severe degree of difficulty requires enhanced levels of differentiated arrangements for statutory assessments, examinations and tests.</p> <p>A moderate to severe degree of difficulty requires enhanced levels of assessment advice, monitoring and direct teaching when necessary from a specialist teacher.</p>	<p>enable access.</p> <p>Severe difficulties result in the pupil being totally dependent on tactile approaches such as Braille or Moon.</p> <p>A severe degree of difficulty requires optimum levels of specialist teaching input to develop visual skills.</p> <p>A severe degree of difficulty requires an optimum level of differentiated arrangements for statutory assessments, examinations and tests.</p> <p>A severe degree of difficulty requires maximum levels of assessment advice, monitoring and direct teaching when necessary from a specialist teacher.</p>
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Care Needs	Experiences mild care needs requiring some adult intervention.	<p>Experiences moderate care needs that may require targeted specialist advice, support and training from a mobility officer to aid participation in activities.</p> <p>Experiences moderate care needs that require adult support.</p>	<p>Experiences moderate to severe care needs and is likely to require specialist advice, support and training from a mobility officer to ensure safe and efficient mobility around provider and wider environment to aid participation in activities. Experiences moderate to severe care needs that require significant adult support.</p> <p>Experiences moderate to severe care needs that are likely to require support to address social needs during unstructured times of the school day.</p>	<p>Experiences severe care needs requiring specialist advice, support and training from a mobility officer to ensure safe and efficient mobility around provider and wider environment to aid participation in activities.</p> <p>Experiences severe care needs, resulting on total dependency on adult to meet all care and/or mobility needs.</p> <p>Experiences severe care needs that require support to address social needs during unstructured times of the school day.</p>
Social Interaction	Mild difficulties in the formation and maintenance of friendships and relationships that may require some adult support.	Moderate difficulties in the formation and maintenance of appropriate friendships and relationships that require are likely to require adult support.	Moderate to severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in frequent social isolation and vulnerability, with some alienation from the learning culture. Significant adult support is needed.	Severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in extreme social isolation, vulnerability and alienation from the learning culture. Substantial adult support is needed.

Language and/or Written/Oral Communication	Mild communication/language difficulties requiring some specialist support and approaches.	Moderate communication/language difficulties requiring specialist support and approaches.	Moderate to severe communication/language difficulties requiring significant specialist support and approaches.	Severe communication/language difficulties resulting in total dependent on specialist support and approaches.
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Social Emotional and Mental Health				
Key Strands	Band 1 (Universal) (Element 2)	Band 2 (Element 3)	Band 3 (Element 3)	Band 4 (Element 3)
Participation in the Learning Culture	Mild SEMH inhibit participation in and contribution to activities and learning in the classroom and school environment, resulting in limited progress in many areas.	Moderate and frequent SEMH inhibit consistent participation in and contribution to activities and learning in the classroom and school environment, resulting in very limited progress in most areas.	Moderate to severe and persistent SEMH inhibit most participation in and contribution to activities and learning in the classroom and school environment, resulting in extremely limited progress in all areas.	Severe SEMH inhibit any participation in and contribution to activities and learning the classroom and the school environment. SEMH are a barrier to all learning.
Responses to Learning	Mild and unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and/or emotional withdrawal.	Moderate and frequent unpredictable responses to learning tasks, resulting in periods of uncooperative behaviour and/or emotional withdrawal.	Moderate to severe and persistent unpredictable responses to learning tasks, resulting in prolonged periods of uncooperative behaviour and/or emotional withdrawal.	Severe responses, leading to inability to engage with any formal learning situation.

Social Relationships and Development	Mild difficulties in the formation and maintenance of friendships and relationships.	Moderate difficulties in the formation and maintenance of appropriate friendships and relationships.	Moderate to severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in frequent social isolation and vulnerability, with some alienation from the learning culture.	Severe difficulties in the formation and maintenance of appropriate friendships and relationships, resulting in extreme social isolation, vulnerability and alienation from the learning culture.
Impact on Self and Others	Mild behaviours that may be injurious and/or endanger others.	Moderate and frequent behaviours that may be injurious and/or endanger others, resulting in some social isolation and rejection.	Moderate to severe and repeated behaviours that may be injurious and/or endanger others, resulting in high levels of social isolation and rejection.	Severe and extreme behaviours that result in significant risks of harm to self and others despite close adult support, resulting in extreme social isolation, vulnerability and alienation from the learning culture.
Emotional Health and Well-Being	Mild and infrequent periods of disruption to social and emotional well-being resulting in an impact on learning.	Moderate and frequent periods of disruption to social and emotional well-being resulting in a regular impact on learning.	Moderate to severe and persistent disruption to social and emotional well-being resulting in unhappiness/stress. Possible prolonged periods of absence/alienation.	Severe disruption to social and emotional well-being, resulting in extreme social isolation and disengagement.

High Needs Students – Post 16 - Further Education				
	Band 1 (Element 2)	Band 2 (Element 3)	Band 3 (Element 3)	Band 4 (Element 3)
Area of Need	Universal/Mild	Moderate	Moderate/Severe	Severe
Cognition and Learning	Educating Institution resources Up to 16 hours	Up to 10 hours	Up to 15 hours	Up to 19 hours
Communication and Interaction	Educating Institution resources Up to 16 hours	Up to 10 hours	Up to 15 hours	Up to 19 hours
Medical	Educating Institution resources Up to 16 hours	Up to 10 hours	Up to 15 hours	Up to 19 hours
Sensory/Physical	Educating Institution resources Up to 16 hours	Up to 10 hours	Up to 15 hours	Up to 19 hours
Social Emotional Mental Health	Educating Institution resources Up to 16 hours	Up to 10 hours	Up to 15 hours	Up to 19 hours