

Dudley Local Authority Post-16 LLDD Project Plan

Priority	Action
Manage expectations of young people, parents and Special School Headteachers	Provide clarity on local authority statutory duty pertaining to learners with LDD aged up to 25 and produce a 'Clarification' document
	Present the Clarification document to local authority legal team to review and agree the legal interpretation for a 'Briefing' document
	Produce a Briefing document with agreed interpretation to be used for stakeholders
	Share Briefing document with young people, parents, providers and stakeholders
	Place Briefing document and wider LLDD guidance on Dudley MBC internal and external websites
	Manage the expectations of young people and parents, ensure all Connexions PAs are aware of the interpretation of statutory duties
	Ensure all Connexions PAs are aware of the revised ISP Placement Process to help manage expectations of young people, parents and colleges/providers
	Review the ISP Placement Process including future third party funding contributions
Ensure there are sufficient, adequate places for all learners with LDD at Post-16	Commence the pilot implementation of the Learning for Living Framework (LLFW) with six learners from September 2011
	Carry out a six monthly review on the LLFW and suggest improvements where appropriate
	Adopt and implement the LLFW across all Year 9 learners
	Carry out a modelling exercise to identify the throughput of learners with LDD from Year 8 to Year 11
	Build into the modelling exercise those learners who are out of borough but are likely to return at 16
	Based upon the modelling exercise, identify specific trends where long-term planning with mainstream colleges will be required
	Work closely with Connexions PAs, SEN team, 16-19 team and other partners/stakeholders to identify suitable, appropriate routes for learner from Year 9
Developing new mainstream provision for learners with LDD	Provide clear interpretation of benefit and funding rules for attendance and enrolment at college e.g. full time, part time, YPLA funding guidance for 16-18/19+
	Meet with colleges to discuss LLDD in FE arrangements through the use of Additional Learning Support and other funding streams
	Share findings of discussions with Special School Headteachers
	Communicate key messages from Special School Headteachers to colleges in order to improve arrangements and transition for learners with LDD
	Work with colleges to develop a range of programmes that will attract learners with LDD without affecting benefits
	Identify numbers from Halesbury School that will require new provision at Halesowen College and meet with the college to discuss transition arrangements
Work with Special Schools to improve transition at Post-16	Produce a plan of the type of provision that the LA would like colleges to deliver and share this with Special School Headteachers
	Gain commitment from Special Schools to work with colleges prior to learners leaving school, to ensure transitional arrangements are smooth
Develop LA role as 'host' for the Glasshouse College	Work with the Glasshouse College to develop a flexible delivery model that will ensure individual programmes achieve value for money and arrangements are more effective
	Agree levels of funding required for the range of learners likely to attend the Glasshouse College as from September 2012 based on individual assessment
	Continue negotiations to increase the focus on further education, employability and independent living to improve progression and transition at the college
	Communicate new arrangements with other local authorities and Young People's Learning Agency (evolving into the Education Funding Agency)

Notes:

JC John Cunningham, 16-19 Funding and Commissioning Manager

JET Jane Taylor, 16-19 Support Officer

HE Helen Ellis, Connexions Commissioning Manager

SH Sharon Hearne, SEN Team Manager

SP Sue Powell, Connexions Team Leader