

## Appendix 4: Provision for learners with high needs

Good

### Context

- The Young People's Learning Provision (YPLP) delivers their ESFA contract at seven Lincolnshire sites: Grantham, Lincoln, Boston, Spalding, Louth, Skegness and Ruskington.
- YPLP support young people on non-accredited Study Programmes, Supported Internships and Traineeships on a roll on roll off basis
- In 2023/24 YPLP supported 124 high needs learners.
- Learners study non-accredited units in a range of Preparing for Adulthood subjects, with employability being a key area of focus. They also study Functional Skills and GCSE qualifications in English and maths and can opt to study additional units that lead to qualifications.

### Provision for learners with high needs is good because:

- Learners benefit from high-quality work placements in a variety of different sectors, which help them to achieve their aspirations and increase chances of paid employment.
- Learners are well supported and supported to become more independent.
- 36% of learners gained paid or voluntary work
- Attendance has remained stable.
- Learners have access to enrichment activities, such as community fund-raising activities and charitable work, which increases confidence and enhances their social skills.
- Learners receive high quality holistic support to continue to engage in education during difficult times.

### Provision for learners with high needs to improve further because:

- Learners struggle to pass full external Functional Skills tests, even though most learners are making progress. For example, in English and maths, many only achieve partial qualifications.
- English and maths achievement rates are too low
- Approaches to behaviour management is inconsistent in some instances.
- Attendance in some areas and for a small number of learners on 16-19 Study Programmes needs to be increased.
- Local labour market information is not fully utilised in the planning of young people's programmes.
- Increased assisted technology is needed to support learners to access their personal data on the online platform, so they can further understand their own progress and development.

Arrangements	Evidence
<p>Leaders ensure that the funding for learners with high needs is used effectively to ensure that individual learning programmes challenge learners to develop their independence, improve their communications skills, and prepare themselves for adult life. Learners and staff reflect on learner progress in these areas throughout the programme to check whether support interventions need introducing, increasing or reducing to enable learners to progress.</p> <p>In 2023/24, the Employment team worked in a flexible way to provide as many work experience opportunities as possible despite the continuing impact of COVID-19, with 78% of learners benefitting from accessing a high-quality placement to enhance their confidence and employability skills, gaining an understanding of what they need to succeed in the job market.</p> <p>73% of High Needs learners that left YPLP in 2023/24 moved onto a positive destination.</p>	<ul style="list-style-type: none"> <li>• Individual study programmes</li> <li>• Support plans</li> <li>• Progress Reviews</li> <li>• Progress Tracker</li> <li>• Provision Audits</li> <li>• EHCP Annual Reviews</li> </ul>
<p>Tutors and leaders ensure that provision meets in full the principles of 16 to 19 study programmes. Leaders have carefully developed study programmes that build on each learner's prior attainment and enable them to make good progress and move on to a higher level of qualification, supported internship or employment when they are ready to do so. The curriculum offer provides timetabled sessions for learners to develop skills to prepare them for adulthood, alongside appropriate and meaningful work experience.</p> <p>Tutors support learners well to develop their confidence to communicate effectively and to use basic number skills in their everyday life. Intervention sessions were in place by dedicated staff funded by the Coronavirus (COVID-19) 16 to 19 tuition fund.</p> <p>Learners benefit from a good range of community activities that support them to gain confidence and improve their communication skills.</p>	<ul style="list-style-type: none"> <li>• Support plans</li> <li>• Learner Engagement plans</li> <li>• Incident, Invention &amp; Impact Logs</li> <li>• Support records</li> <li>• Work experience records</li> <li>• Progress Reviews</li> <li>• Progress Tracker</li> <li>• Learner Covid-19 risk assessments</li> </ul>
<p>Learner's access accredited and non-accredited learning to support them to progress into adulthood. Accreditation, if appropriate, in English, maths and ICT is offered to all learners. Learners are also able to pick from other employment related qualifications, such as Food Safety, Health and Safety at Work and Customer Service, depending on their aspirations.</p> <p>Non-accredited learning, such as healthy living and community inclusion, and supported external work experience is effectively used to support learners to prepare for adulthood and improve their employability skills.</p>	<ul style="list-style-type: none"> <li>• Individual Study Programmes</li> <li>• ILPs</li> <li>• Progress Reviews</li> <li>• Progress Trackers</li> <li>• Success Data</li> <li>• Destination Data</li> <li>• EHCP Annual Reviews</li> </ul>

<p>Procedures for recognising and recording learners' progress and achievement in all areas of the programme are rigorous and purposeful. All relevant staff, Employers and learners contribute to reviews of progress throughout the programme. Staff effectively support learners to review and reflect on their own progress and identify further areas for development. Most learners make good progress from very low starting points.</p>	<ul style="list-style-type: none"> <li>• ILPs</li> <li>• Progress Reviews</li> <li>• Progress Trackers</li> <li>• Destination Data</li> <li>• EHCP Annual Reviews</li> </ul>
<p>Staff are suitably qualified and have the appropriate expertise to support learners. All staff are trained in Therapeutic Crisis Intervention and are expected to complete planned CPD annually. If a training need is identified to support learners, managers react quickly to identify and support staff to attend/complete suitable training. For example, staff have received Buccal and diabetes, anaphylactic shock training. Staff are well utilised to support learners to overcome barriers and achieve challenging learning goals.</p> <p>Staff have received additional training in supporting people with Dyslexia during general sessions and during exams as this was identified as an area of need. Further training has been planned as the needs of the learners change.</p>	<ul style="list-style-type: none"> <li>• CPD records</li> <li>• Staff CVs</li> <li>• Team Meeting records</li> <li>• Supervision notes</li> <li>• Appraisals</li> <li>• Support Plans</li> <li>• Support records</li> <li>• EHCP Annual Reviews</li> </ul>
<p>Learners benefit from high-quality enrichment activities such as community fund-raising activities and charitable work. Around half of all learners also complete additional qualifications that help to prepare them for employment.</p> <p>Learners receive high-quality, impartial careers guidance that prepares them well for their next steps and enables them to make well-informed decisions about their future.</p>	<ul style="list-style-type: none"> <li>• Impact Report (Case Studies) (Appendix 2)</li> <li>• ILPs</li> <li>• Progress reviews</li> <li>• Work experience records</li> </ul>
<p>Learners with high needs make good progress from their starting point. Many learners have not engaged well in previous settings. Due to COVID-19 learners have not sat exams or received the same educational experiences.</p> <p>Most learners on study programmes, including those with an EHC plan and those with high needs, progress to further learning programmes. 47% of High Needs learners are returning to YPLP in 2023/24.</p>	<ul style="list-style-type: none"> <li>• ILPs</li> <li>• Progress Reviews</li> <li>• Progress Trackers</li> <li>• Success Data</li> <li>• Destination Data</li> </ul>

<p>Learners, including those with high needs, know how to keep themselves safe. They know who they should report a concern to about their safety or welfare. They have a good awareness of how to stay safe online and when using social media.</p> <p>Where required, multi-agency meetings take place to ensure there is suitable wrap around support for all learners in all aspects of their life.</p> <p>Learners are supported through additional sessions to identify when they may be in danger such as sexual health sessions, consent sessions, prevent, drug and alcohol and crime. These sessions are timed throughout the year, with ad hoc sessions introduced when a new issue arises.</p> <p>Each learner has a designated safe member they can talk to about any concerns they have. Each learner knows who this is, and where and when they can get this support from. As well as being able to access this support at any time, the learner will receive dedicated time at the end of each quarter.</p> <p>Learners receive support to regulate their behaviour and are supported to identify triggers to their inappropriate behaviour and strategies that will help to reduce this. These are recognised within the newly developed learner engagement plan, which has replaced the learner behaviour plan.</p> <p>Learners receive rewards for positive behaviour and a contribution to the reward and recognition system, in which they have the chance to receive physical rewards.</p> <p>Learners have been supported to know how to keep themselves as safe as possible during Covid-19 pandemic. Bespoke interventions have been implemented for those learners who have struggled to return to some kind of normal following the various lockdowns over the last 18 months, helping them to regain their confidence and manage anxieties.</p> <p>Bullying is not tolerated and YPLP has a restorative approach. All staff receive both Training in Systematic Instruction (TSI) training and Therapeutic Crisis Intervention (TCI). Learners are supported to reflect on their choices and decision-making processes and are supported to develop different strategies to utilise these skills.</p> <p>The curriculum is developed to ensure that key topics are covered to provided learners with information about how to stay safe online, cyber bullying, peep on peer abuse, knife crime etc. This is reviewed in line with information relating to ongoing safeguarding concerns and, where there is a need, this is covered in</p>	<ul style="list-style-type: none"> <li>• Induction Records</li> <li>• Learner Handbook</li> <li>• Progress Reviews</li> <li>• Significant Incident Records</li> <li>• Incident, Intervention and Impact Logs</li> <li>• PFA SOW</li> <li>• Learner Work</li> <li>• Record of external training/guest speakers</li> <li>• Impact Report (Case Studies) (Appendix 2)</li> </ul>
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sessions to ensure learners and staff have up to date information that they can share to promote safety for all.	
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