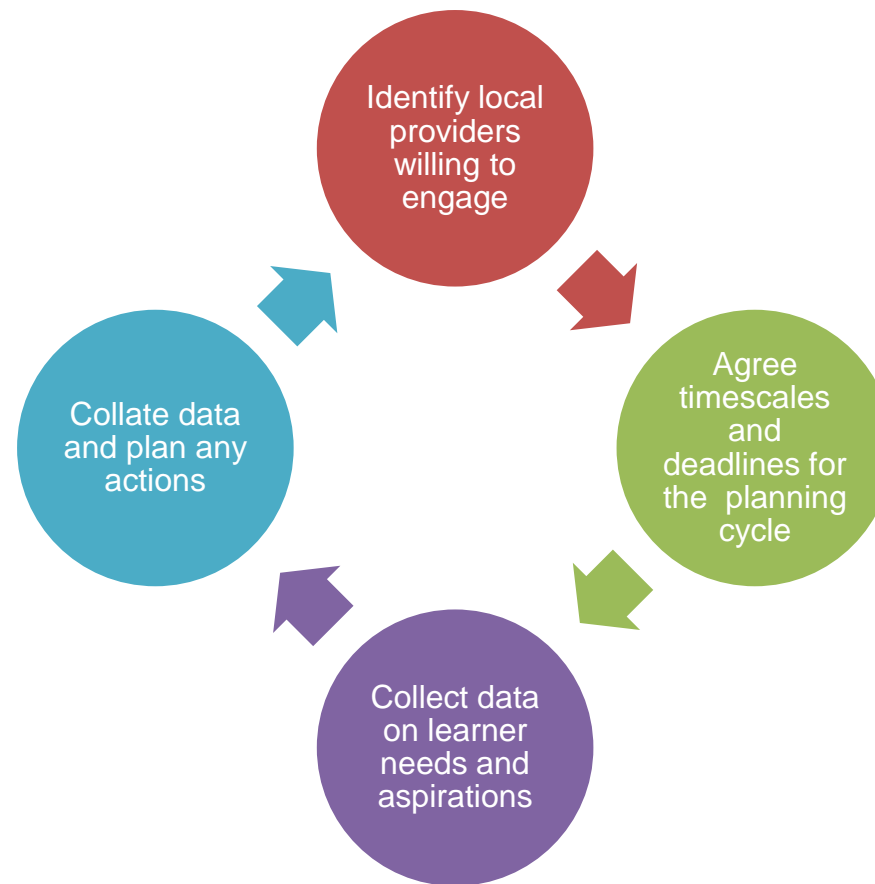


# Annual Planning Cycle (to identify the needs and aspirations of young people with learning difficulties and or disabilities)

## Collate data and plan any actions

- Collate data so patterns can be identified. We used graphs to do this.
- It is also worth comparing the professional's view with the learner's view regarding destinations
- Consider what the information is telling you:
  - Is suitable provision already available locally to meet future need and aspirations?
  - What gaps exist and how can such gaps be addressed?
  - Does the curriculum need modifying?
  - Do present staff need updating about learners aspirations?
  - Is there anything specific staff need training for?
- Draw up an action plan
  - Are there some things that can be done quickly and easily?
  - Do you need to bid for external funding?
- Develop short and long-term goals



## Identify local providers willing to engage with cycle

A variety of pre and post 16 providers who make provision for disabled learners should be included.

The wider the group of providers involved the better the results will be leading to more accurate planning.

## Agree timescales and deadlines for the planning cycle

The cycle is flexible enough to start at any point throughout the year as long as all providers work to the same schedule and individually produce the information detailed below.

## Collect data on learner needs and aspirations

- Collect information on learner needs using your agreed method e.g. banding
- One professional from each organisation should compile a list of what they consider to be the most likely destinations for these learners e.g. general F E, specialist college, supported living etc.
- Gather learner dreams and aspirations - we used a graphic facilitator to do this