

## Draft Suffolk timeline for Learning Difficulty Assessments & panel process

Year 11

Stage 1 – AUTUMN TERM (Sept. – Dec.)		
	<ul style="list-style-type: none"> <li>Youth Support Service to complete Learning Difficulty Assessments by end of December. <i>These should be read though with learners and their families and written consent should be obtained from learners and their families to share the content of the plan and other relevant information with the funding panel and other relevant providers and agencies.</i></li> <li>The Learning Difficulty Assessments should be sent <b>with all relevant supporting documents</b> to providers by the end of autumn term. Examples of <b>relevant supporting documents</b> to be included are as follows: <ul style="list-style-type: none"> <li>Multi-agency action plan/transition plan</li> <li>The most recent statement of SEN &amp; statement review</li> <li>The most recent school review report</li> <li>Individual Education Plan (IEP)</li> <li>A relevant and up-to-date social care plan</li> <li>Relevant and up-to-date medical reports, such as a psychological report, speech &amp; language therapy report</li> <li>Behaviour management plan and a risk assessment (if applicable)</li> <li>Health action plan</li> </ul> </li> <li>Learners to commence link courses with colleges as appropriate to aid transition (to continue throughout year).</li> <li>Youth Support Service to inform Local Authority of likely numbers of learners.</li> </ul>	<p><b>Youth Support Service</b></p>

<b>Stage 2 – SPRING TERM (Jan. – Mar.)</b>	<ul style="list-style-type: none"> <li>• Further education colleges to carry out assessments to determine their offer. If the learner's needs can be met through the college's mainstream offer, with Additional Learning Support (ALS) where appropriate, the college will organise this through its own processes. If a learner's needs cannot be met through the college's usual funding channels and it is felt an individualised programme is required, the 'provider contribution' section of the paperwork should be completed with details of the bespoke package which can be offered and returned to the youth support worker.</li> <li>• If the college cannot offer a bespoke programme alternative providers should be approached. Details of the package from any alternative provider should be submitted to the youth support worker on the provider contribution paperwork.</li> </ul>	<b>Colleges and other providers</b>
	<ul style="list-style-type: none"> <li>• Youth support workers to complete placement panel report and submit all paperwork to LDD County Project Lead for authorisation that the case can go to panel.</li> </ul>	<b>Youth support service</b>
	<ul style="list-style-type: none"> <li>• LLDD Support Officer to circulate paperwork to panel members 1 week before panel meeting.</li> <li>• Cases to be heard at monthly panels between January and June. Decisions can be made if all the evidence is available; if however there are additional questions or supplementary evidence is needed then the decision will be deferred until a later date. Local Authority to write to families with details of the panel outcomes following panel meetings.</li> <li>• If joint funding contributions are required the panel will consider the need for additional funding to be requested from health/social care and how this should be brokered.</li> <li>• Local Authority to inform Young People's Learning Agency of likely numbers of learners and projected cost.</li> </ul> <p><b>EXCEPTIONS</b></p> <ul style="list-style-type: none"> <li>• Extensions of programmes can only be agreed in exceptional circumstances, for example when a learner has had a significant period of time away from college due to illness.</li> </ul> <p><b>APPEALS</b></p> <ul style="list-style-type: none"> <li>• If a funding request is not agreed, the parent/carers will be offered the</li> </ul>	<b>Local authority</b>

	<p>opportunity to appeal to the local authority and should write to the LLDD Support Officer setting out the details of their appeal with supporting evidence. Appeals will then be referred to the next available funding panel for consideration. The outcome could be as follows:</p> <ul style="list-style-type: none"> <li>▪ The funding request is agreed.</li> <li>▪ The funding request is not agreed – decisions will need to be ratified by a Director within Children and Young People's Services.</li> <li>• If the parents/carers are dissatisfied with the decision they can approach the Local Government Ombudsman or request a judicial review.</li> </ul>	
<b>Stage 3 – SUMMER TERM (Apr. – Jul.)</b>	<ul style="list-style-type: none"> <li>• Panels to continue till the end of June.</li> </ul> <p><b>EXCEPTIONS</b></p> <ul style="list-style-type: none"> <li>• Additional panels will only be held in exceptional circumstances. There is no guarantee that funding will be available for any funding requests received outside of this timeframe and requests will need to be referred to the Young People's Learning Agency for confirmation of available funding.</li> </ul>	<b>Local authority</b>
	<ul style="list-style-type: none"> <li>• Youth support service to commence planning cycle for all statemented learners leaving school in July and other learners who may require a Learning Difficulty Assessment.</li> </ul>	<b>Youth support service</b>
<b>Stage 4 – On programme from September</b>	<ul style="list-style-type: none"> <li>• Learners commence on programmes. First term review reports to be submitted to local authority by the end of December. Annual review reports to be submitted by the end of May.</li> </ul>	<b>College and other F.E. providers</b>
	<ul style="list-style-type: none"> <li>• Local authority monitors the progress of learners. If concerns are raised in learners' review reports these will be referred back to the panel for consideration. Funding is conditional on good attendance, satisfactory reviews and educational progress and can be withdrawn at any time if these criteria are not met.</li> </ul>	<b>Local authority</b>