The Area Wide Local Offer for Education for children and young people aged 0 – 25 with special educational needs and/or disabilities (SEND) - Settings, Schools, Academies, FE

- This guidance on the Local Offer is intended to assist early years' settings, schools, academies, further education and other providers in clarifying their responsibilities for meeting the special educational needs and disabilities (SEND) of their pupil/students under the terms of the Children and Families Act 2014 and the SEND Code of Practice 2014. We have employed the convention of ‘should’ to denote recommendation and ‘must’ to denote statutory duty in line with the SEND Code of Practice 2014

- The guidance removes a number of categories of additional support: School Action, School Action Plus, Statements of SEN and Learning Difficulty Assessment have been replaced.

- By children we mean learners under the age of 16 and by young people we mean learners over the age of 16. An additional note: - 19-25 provision and services refer to LLDD (learners with learning difficulties and disabilities) rather than SEND. This guidance covers learners with a range of special educational needs that will be found in mainstream provision.

These needs are set out below and presented under existing DfE categories of needs:-

<table>
<thead>
<tr>
<th>Sensory and physical</th>
<th>Visual impairment; hearing impairment</th>
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<tr>
<td></td>
<td>Physical disability</td>
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<tr>
<td>Cognition and learning</td>
<td>Moderate learning difficulties; specific learning difficulties</td>
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<td>Severe learning difficulties</td>
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<tr>
<td>Communication and interactions</td>
<td>Speech, language and Communication Needs (including severe language impairment)</td>
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<td>Autistic spectrum disorder - now commonly referred to as ‘condition’ rather than ‘disorder’. This includes Asperger’s syndrome and autism</td>
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<tr>
<td>Social, Emotional and Mental Health difficulties (SEM) (previously BESD)</td>
<td>Social, emotional and mental health difficulties include: mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. These difficulties may manifest themselves in different ways and can include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</td>
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Setting, schools, academies, FE and other commissioned education providers in Cheshire East will fulfill all statutory responsibilities and demonstrate inclusive ethos and practice founded on a belief that children and young people with SEND are everyone’s responsibility. We refer to ‘all education providers’ throughout this document

All education providers will:
- ensure robust safeguarding practice, including effective E-Safety, anti-bullying strategies, and interventions to support behaviour
- act in accordance with the principle that special educational needs and disabilities are a ‘whole school’ issue
- reduce physical and curriculum barriers to ‘access’ and promote emotional health and wellbeing with robust arrangements for additional pastoral support
- take a prompt and proactive approach to identifying and addressing the needs of children and young people with special educational needs and disabilities at the earliest opportunity
- provide effective intervention which ensures good progress from the learner’s starting point
- establish effective arrangements to ensure that ‘the voice of the child/young person’ is heard and has impact, especially in planning transition across all phases
- ensure robust involvement of parents in the support provided to their child/children
- engage with multi agency working; initiating these processes as necessary in order to increase inclusion and improve outcomes for children/young people with SEND
- build independence for individual learners as part of the Pathway to Adulthood for every child and young person from the beginning of their journey
- enable individual children and young people to make effective transitions throughout their individual pathway through education, training and work based learning/employment

Age specific considerations: -
Early Years (0-5):
Four guiding principles shape practice in early years settings and are set out in the Statutory Framework for the Early Years Foundation Stage (EYFS). These are:
1. every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
2. children learn to be strong and independent through positive relationships
3. children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers
4. children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years’ provision, including children with special educational needs and disabilities.
- Ongoing assessment is an integral part of the learning and development process, with the Progress Check at age 2 being an important milestone.
- Between the age of 2 and 3 years, practitioners must review the child’s progress, identifying the child’s strengths and any areas where progress is less than expected and provide a short written summary of each child’s development for the parents/carers.
- Any significant emerging concerns, identified special educational need or disability must result in a targeted plan, developed by the practitioner, to support the child’s future learning and development, involving parents and/or carers and other professionals, for example SENCO or health professionals as appropriate.
- The plan must describe the activities and strategies the provider intends to adopt to address any issues or concerns.
- Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.
Post-16 (19-25 LLDD):

- Section 15ZA of the Education Act 1996, of the Apprenticeships, Skills, Children and Learning Act 2009 (ASCL) Act, places on local authorities the duty to secure enough suitable education and training to meet the reasonable needs of persons who are over compulsory school age, but under 19, as well as for those aged 19 or over but under 25, who are subject to an Education, Health and Care Plan.

- All providers will be expected to apply the principles of the DfE paper ‘Study Programmes for 16-19 year olds’. This is an inclusive approach which applies to all students, including those with learning difficulties and disabilities.

- For the majority of young people who have learning difficulties and/or disabilities, education and training provision will be delivered in a mainstream setting. Young people with EHC Plans may need longer in education or training in order to achieve their outcomes and make an effective transition into adulthood. However, this position does not mean that there is an automatic entitlement to continued support at age 19 or an expectation that those with an EHC plan should remain in education until age 25. Requests to extend the education placement will be considered as exceptions by the Moderation Panel to ensure consistency and equity.

- 16–19 year old learners have a one to three year offer of learning at sixth form, college or apprenticeship (work based learning) or a combination to accommodate individual needs.

- Schools’ delegated funding does not cover post 19 provision and must not be used to fund this.

**Funding to support SEND**

Under the new legislation and associated new national funding arrangements (School Funding Reform: Next Steps Towards a Fairer System) children and young people previously at Action and Action Plus stages of the graduated approach will now have their needs met in mainstream provision through SEN support as part of the local offer. This change in terminology is aligned with national changes to the allocation of SEN High Needs funding - the value of the age weighted Pupil unit (AWPU) plus the notional SEN budget.
### How the funding works for providers:

<table>
<thead>
<tr>
<th>Element 1</th>
<th>Early Years</th>
<th>All early years settings and providers receive the Nursery Education Grant for each 3 and 4 year old plus eligible 2 year olds.</th>
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</thead>
<tbody>
<tr>
<td>Pre 16</td>
<td>School’s delegated budget, including AWPU (age weighted pupil unit). This varies according to age.</td>
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<tr>
<td>Post 16</td>
<td>Providers are funded for allocated places by the Education Funding Agency (EFA) directly.</td>
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<thead>
<tr>
<th>Element 2</th>
<th>Early Years</th>
<th>Additional Early Years Access funding is allocated according to a child’s assessed need. Some will also be eligible for additional Cared for Child funding.</th>
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<tr>
<td>Pre 16</td>
<td>School’s delegated budget includes an SEN allocation which should be used by schools to fund the first £6,000 of additional costs per pupil/student with SEN. Some pupils with SEND will also be eligible for additional funding - Pupil Premium and Cared for Child funding.</td>
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<tr>
<td>Post 16</td>
<td>The allocated places funding from the EFA will include the SEN allocation for students with SEN.</td>
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<thead>
<tr>
<th>Element 3</th>
<th>‘Top up’ – individual pupil related funding from the High Needs budget for learners with an EHC plan. This is an allocation of funding linked to the type and complexity of an individual’s needs. This is provided for the time a pupil/student attends (part-time places are funded accordingly; attendance also affects funding). Time limited ‘exceptional funding’ may be allocated according to assessed needs.</th>
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<tr>
<td>Providers must consider how they make use of all their funding to meet SEN – ‘provision mapping’ allows them to review and adjust their overall use of resources to best effect. They will use the total funding allocated for a pupil to meet their special educational needs.</td>
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The Equality Act 2010 clarified the responsibility for providing aids and equipment for children and young people with SEND. This is the responsibility of the school or other funded provider. The local authority considers exceptional circumstances – the Moderation Panel ensures that exceptions are reasonable and equitable.

| Personal budgets | The reforms introduce the option of a personal budget for those with an Education, Health and Care (EHC) Plan following statutory assessment. The majority of funding comes from the High Needs budget. Personal budgets are based on a Resource Allocation System that ensures a fair and consistent allocation of available resources across the children and young people who have an assessed need. |
The local authority expects all schools/academies/settings/FE to deliver a local offer that meets the following specifications:

These are organised under headings: Leadership and Management; Teaching and Learning; Assessment; Access to the Curriculum

### Leadership and Management

**In Early Years (0-5) Provision providers, owners and managers ensure that:**

1. Arrangements are in place to support children with SEN or disabilities. Settings are expected to identify a Special Educational Needs Co-ordinator whose role is to ensure that all practitioners understand their responsibilities, advise and support colleagues, ensure parents are closely involved and liaise with professionals.

**In all provision the Leadership Team ensure that:**

2. There is a well-trained SENCO who is a member of the Leadership Team (this must be a qualified teacher working at the school, or across schools that have a shared SENCO); they have sufficient time to fulfil the duties of the post; can influence appropriate decision making and identify staff training needs. The importance of this post is such that it should be a stand-alone post on the Leadership Team rather than a combined position (e.g. for headteacher or deputy).

3. The SENCO has day to day responsibility for the operation of the SEN policy and co-ordination of SEN provision; they have sufficient time to fulfil the duties of the post and a specified budget to ensure the school is effective at meeting the special educational needs of pupils (any new SENCO appointed must achieve a National SENCO award within three years of appointment).

4. The SENCO is effective in leadership, monitoring and development of the whole school’s ethos, practice and capacity to meet the needs of pupils with SEND.

5. Governors or equivalent monitor and ensure the inclusion and achievement of all pupils with SEND; there is a designated governor for SEND. The name is shared with the local authority to facilitate support and information gathering.

6. Governors and the Leadership Team demonstrate how SEN funding and Pupil Premium have been used effectively to improve outcomes for pupils with SEND and this is published on the school’s website.

7. The ‘voice of the child’ is central to all decision making, planning and review (‘no decision about me without me’); this includes having regard to the Mental Capacity Act 2005, and new rights associated with young people over the age of 16 make their own decisions and their views take precedence over their parents/carers although parents/carers are still fully involved.

8. The education provider demonstrates good practice in the engagement of parents/carers – in planning and reviews at pupil level; and at whole school level, so that they are partners in improving policy and practice. The school regularly seeks feedback and publishes the results, together with a response (‘you said; we will’).

9. The education provider is a pro-active partner in multi-agency working and local arrangements for collaborative approaches to meeting SEND. e.g. sharing expertise and development.

10. Policies and practice support the inclusion and achievement of all vulnerable groups, including all pupils with SEND.

11. The school publishes required SEND information on the school’s website, including arrangements for admission and transition for pupils with SEND.

12. The school has an up to date Accessibility Plan - published on the website and regularly reviewed. Progress against the actions is published (this plan is ‘anticipatory’ and covers planned improvements to physical access; curriculum and information over time).
13. There is a clear **process for identifying special educational needs** and responding promptly and appropriately; governors and Leadership Team monitor any patterns in the identification of SEN (using national comparators).

14. There are effective **recording and tracking** systems to measure the impact of support provided and the progress and achievements of pupils; these are used to set appropriate targets for pupils with SEND and target actions that close the achievement gaps.

15. **Curriculum, resources and organisation** reflect reasonable adjustment to the needs of all pupils. This is reflected in current changes to the national curriculum at primary and secondary level. Schools are responsible for providing any specialist equipment or aids that pupils need in order to access learning.

16. Staff are equipped to meet a range of SEND – they develop **staff skills and expertise** at every level of the school. Performance Management addresses this and there is a linked staff development programme that ensures staff knowledge and skills continue to improve and develop.

17. There is clear evidence of **high expectations** of pupils with SEND and pupils themselves have **high aspirations**.

18. **All planning** reflects a commitment to overcoming barriers to learning, including managing challenging behaviours; there is evidence of effective ‘plan-do-review’ practice.

19. Monitoring of lesson observations shows that staff deliver **effective teaching and learning**, leading to good and outstanding outcomes for learners with SEND. Performance Management is effective in supporting and ensuring this happens.

20. The use of time limited **alternative provision** (AP) is targeted to a learner’s SEND and monitored robustly for attendance, retention, progress and outcomes. This is reported to governors.

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### Teaching and Learning

#### In Early Years (0-5) Provision

21. They meet the needs of all children through a range of practice which is additional and differentiated to meet the child’s needs, and builds on the 2 year old progress check.

22. There is support for learning and progress in the EYFS phase. The school or setting SENCO has a key role in monitoring early years assessments and uses the evidence and information for early identification of needs and appropriate interventions.

#### In all provision the Leadership Team ensure that:

23. **Quality First Teaching** is the first response to any special educational need or disability (SEND) - this involves whole class planning based on effective use of assessment data. It reflects a range of needs and levels of ability, early identification of needs, responsive teaching styles, differentiated learning experiences, a range of small group interventions, access to modified curriculum materials, specialist equipment, and developing staff skills and expertise to meet the provider’s anticipatory duty for meeting special educational needs. It includes interventions that are ‘**additional to and different from**’ any generic approaches to teaching and learning.

24. Class or subject teachers deliver additional support through individualised or group learning interventions to enable pupils with SEND to make at least expected progress.

25. Support staff are used effectively to provide appropriate support for learning, accurate monitoring and assessment of progress. They are also used to enable the teacher to spend **time in direct teaching of pupils with SEND, individually and in small groups**.

26. Professional development and performance management ensures that support staff develop skills and expertise - enabling them to be effective members of the teaching and support team.

27. The SENCO leads the Leadership Team’s monitoring, review and evaluation of the implementation and impact of strategies, teaching and resources. Teaching and support are
modified as appropriate in order to continually improve outcomes. Sufficiency and efficiency are assured

28. Advice is sought from specialist teachers, educational psychologists, speech and language therapists (SALT) and other therapists or specialists – to inform teaching strategies, provision or additional ‘frontline delivery’ where Quality First Teaching needs to be supplemented by more specialist knowledge and skills. This reflects a prompt, pro-active response to identified needs

29. The use of equipment and additional time is made available for learners to complete tasks; the SENCO advises on additional support, reasonable adjustment and access to additional resources. This includes access to a wide range of ICT resources and software

30. Teaching strategies include identifying individual learning targets with the learner, using appropriate questioning to secure learner understanding, and ensuring effective feedback to learners on how to further improve their work and meet their individual learning targets.

31. Staff use ‘scaffolds and prompts’ to support learning; there is evidence of a wide range of strategies including - use of visual aids – working walls – table top prompts – whole class word banks and dictionaries – concrete apparatus - technology – the use of regular routines and task format

32. Staff provide appropriate support to enable pupil participation in unstructured times of the day

33. There is access to the same range of extra-curricular activities as other learners, with appropriate support

34. Staff liaise with parents/carers, collaborating on and sharing interventions and strategies address needs and barriers to learning

35. Ensuring that transition planning across all phases is pupil/person centred will ensure that the impact of specific interventions is sustained. Transition between phases is planned in advance and includes activities and resources that prepare the learner for a successful transition

36. Staff development and performance management includes the sharing of good practice through team teaching, modelling, shadowing, coaching, training and collaborating with external specialists.

37. There is a range of time limited, small group targeted interventions that are ‘additional to and different from’ the generic approach to the curriculum and teaching

38. There is specific teaching of personal skills that will enable the learner to become an increasingly independent learner

39. There are additional and planned opportunities to consolidate and apply learning (including ‘overlearning’) and daily opportunities to practice new learning

40. Alternative or augmentative methods of access to learning activities are used as needed (e.g. signing; symbols; switches; ICT rather than paper and writing; the TEACCH approach; interactive and multi-sensory approaches). There are planned opportunities for oral or signed language development

41. Teaching materials include the use of key visual cues; a range of inclusive images; a range of media including information communication technology

42. There is flexible use of space in classrooms and across the school to accommodate a variety of activities, a variety of pupil groupings and provision of a quiet area so that learners can take ‘time out’ when they need to

43. The school use celebrations and rewards as part of the strategy to raise achievement for all

44. The school effectively delivers high quality information, advice and guidance as part of careers guidance and integrates work placement/experience into the range of curriculum opportunities for all learners and these are appropriate to pupils with SEND

In Post-16 provision (19-25 LLDD) providers ensure that:

45. There is a member of teaching/tutorial staff with overall responsibility for putting together and overseeing an individual’s study programme. Requirements, including review and monitoring of progress are the same as for pre-16 provision

Study programmes apply to 19-25 year old students with a learning difficulty assessment or
Assessment

46. Assessment is key to ensuring that special educational needs are identified early and interventions are appropriate and effective. Under current Ofsted requirements schools are expected to have robust systems for tracking and monitoring progress and achievement for all children. There is an expectation that all learners will make at least expected progress in relation to age and starting point. For pupils working below age related expectations (including those working at P Levels) expectations are the same. Schools should have regard to the Progression Materials and all teachers are expected to use these.

47. Class, subject teachers and practitioners, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. Less than expected progress. This is defined as progress that:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

48. The first response to such progress should be high quality teaching targeted at those areas of under-performance. Where progress continues to be less than expected the class, subject teacher, or practitioner, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

Children and young people are expected to make the following progress:

49. At the end of the Early Years Foundation Stage (EYFS) children should have achieved the Early Learning Goals. However, evaluation of expected progress should to be relative to an individual child’s starting points.

50. A child in KS1 should make at least 8APS (average point score) progress across years 1 and 2.

51. A child in KS2 should make at least 3APS across the year - or 1APS a term.

52. Learners should make at least 2 levels of progress between KS1 and 2; at least 3 levels of progress between KS2 and 4.

53. Learners who do not make the expected progress must be identified and appropriate interventions put into place to close gaps (note: Ofsted looks for accelerated progress for all learners, with a focus on learners with SEND).

In Early Years (0-5) Provision providers, owners and managers ensure that: -

54. Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs and to plan activities and support. Ongoing assessment is an integral part of the learning and development process.

55. The Progress Check at age 2 will identify areas of need and development and initiate the involvement of relevant services/professionals as needed.

56. When a child is aged between 2 and 3 practitioners must review their progress and provide parents and/or carers with a short written summary of their development. It must identify the child’s strengths and any area where the child’s progress is less than expected. If there are significant emerging concerns practitioners develop a targeted plan to support the child’s future learning and development involving parents and/or carers and other professionals. Identified special educational needs must result in a targeted plan, developed by the practitioner, to support the child’s future learning and development. This must include other
In all provision the Leadership Team ensure that:

57. Assessment of the needs of individual pupils must focus on the reasons for any inadequate progress. This should include consideration of classroom environment, learning styles, analysis of strengths and weaknesses, progress in relation to time, peers starting at a similar level, age related expectations, emotional wellbeing and attitude to learning.

58. Identifying a learner’s special educational needs will help identify appropriate support; it is not an exercise to place a learner into a category and must not reduce expectations of progress and achievement. In relation to behaviour related needs, the DfE are clear that we must differentiate between conduct and an impairment that requires special educational provision and expertise. Effective strategies will address most behaviour related needs within the Local Offer and SEN support. Robust evidence will be required to identify learners who have a social, emotional and mental health (SEM) related special education need that requires more than the Local Offer and SEN support.

59. Effective assessment determines learners’ baseline achievements and areas of difficulty.

60. Assessment information is used to plan teaching and additional interventions; these result in closing gaps in progress and achievement (between learners with SEND and their peers).

61. Assessment for Learning principles are employed and other exemplars of best practice.

62. Assessment is effectively used to inform planning and School Focused Plan (SFP) targets. These are SMART, they include consultation, advice and assessment from external agencies as appropriate and are reviewed termly with the pupil, their parent/carers and other agencies.

63. Staff use records and assessments from previous stages of education e.g. KS1 will use early years’ outcomes.

64. Ongoing assessment involves the systematic monitoring of pupil progress regarding the effectiveness of interventions and making any necessary changes.

65. All teachers and practitioners use appropriate externally validated resources e.g. RAISE ONLINE, Progression Materials, Performance Matters, Early Years Outcomes to ensure appropriate measures are applied and school judgements are ‘triangulated’ against a common benchmark.

66. Undertake regular internal moderation exercises and regular external benchmarking exercises with other schools.

67. Practice ensures that there is a robust evidence base to support any requests for Education, Health and Care assessments; these are referenced against the local authorities guidance and meet the associated criteria.

68. Regular reviews are based on a range of information, including assessments by teachers and any other involved professionals, they are focused on preparing for adulthood from the earliest age and from Y9 utilise the local Transition Plan arrangements where appropriate.

69. Where a learner with SEND is also a ‘cared for child’ there is a strong link with the Personal Education Plan (PEP) and Care Plan.

In Post-16 (19-25 LLDD) providers ensure that:

70. This specification applies to FE and other commissioned providers. The local authority will monitor the progress and achievement of learners with SEND in FE and independent specialist provision (ISP). Providers will report termly on a specified range of indicators.

71. Provision is matched to learner needs and intended outcome; this is detailed in the review of the Individual Learning Plan or Education, Health and Care Plan. This must be specific about the young person’s reasonable education and training needs and the support and learning provision that is required to meet those needs. Additionally the review should have a specific focus on the learning programme that is required and which can actually and realistically be provided to enable the young person to progress towards greater independence and where appropriate employment.
Access to the Curriculum

The governors and Leadership Team will have high aspirations for children and young people, taking a whole school approach to removing any barriers to curriculum access, whilst ensuring that the curriculum remains appropriately challenging and relevant.

72. Children and young people with SEN and those with a disability have access to a broad balanced and suitably modified curriculum that is effectively differentiated in all areas, including the effective use of assessment for learning and learner self-assessment.

73. **At the Early Years Foundation Stage** there are seven areas of learning and development which must shape the educational programmes delivered in early years’ settings. The areas of learning and development are divided into **Prime** (communication and language, physical development and personal social and emotional) and **Specific** (literacy, mathematics, understanding the world and expressive arts and design) **areas of learning.** The three prime areas are particularly crucial for developing children’s curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

74. All education providers adopt a range of methods to make the curriculum accessible to all learners, including (but not exclusively) the following:

- Learners engage in ‘partner work’ including self and peer assessment
- A differentiated curriculum
- Specialist teaching, including HI and VI provision
- SENCO support
- Booster groups
- Pragmatics groups (for pragmatic language/communication needs)
- Direct instruction
- Precision teaching (task analysis, fading prompts, over-learning)
- Targeted intervention groups e.g. for writing and/or numeracy
- Speech and language therapy (SALT) programmes
- Programmes provided by occupational therapy or physiotherapy
- Small group teaching
- 1:1 teaching and support
- Use of Learning Mentors and peer tutoring
- Differentiated or pupil specific work
- Reducing sensory distractions e.g. workstations
- Pre teaching
- Timetabled ICT support programmes
- Additional time to complete SATs; other assessments or class work
- Corrective and paired reading
- Modification of resources
- The full range of Wave 2 and 3 interventions where these are still available
- Opportunities for independent learning
- Access to audio recordings and mobile phones, calculators, Information Communication Technology where these provide access to the curriculum and low tech concrete apparatus.

75. **Secondary Specific**: schools and providers make considered use of specific subject area teaching assistant and resources, off site provision, additional time to complete coursework, ASDAN and work experience as appropriate.

76. **Post-16(19-25 LLDD)**: all 19-25 year old students with an Education, Health and Care Plan who are still in Further Education have a study programme, which Ofsted monitor on inspection.
Study Programmes may be GCSE or vocational but all will include progress to:
- a level higher than prior attainment
- qualifications/accreditation which are stretching rather than easy to pass. They are of appropriate duration and rigour, enabling genuine progression to meaningful employment, training or education.

77. Programmes will aim to enable all learners to achieve English and mathematics GCSE A*-C or English/mathematics accreditation at a level appropriate to needs and which builds on prior attainment

78. These expectations are intended to be broad and flexible enough to meet the needs and interests of all full and part time students, including Learners with Learning difficulties and Disabilities.

79. Employability skills are important and evident at all levels

80. Study Programmes should lead to an ambitious positive destination for all