

# Education, Lifelong Learning and Skills Committee

## ELLS(2) 14-06(p5)

### Craig y Parc School perspective

Students with significant complex needs do not have choice over where to attend Further Education and follow courses that are appropriate.

### Craig y Parc leavers in the past three years:

- 65% have not gone onto any form of FE
- 23% have attended residential colleges in England
- 12% have attended part time FE in Wales

Traditional English FE establishments have only taken more able students with independent driving skills and good levels of communication.

### Issues

- Emerging complex young adults - early term birth - extended life span
- Multiple needs: sensory/ medical/ communication/ physical/ cognitive/ behavioural
- Additional support provision required: specialist educators/ medical/ Visual Impairment (VI)/ Hearing Impairment/ therapies
- Specialist SEN provision mainly in special schools and not duplicated in FE
- Funding: escort/ transport/ 1:1 enabling/ clinicians/ technicians/ therapists/ lecturers/ travelling/ Voice Output Communication Aids (VOCA) specialists/ driving specialists/ adaptive technology/ hydro pool/ manual handling/ equipment
- Low incident group – spread geographically providing virtually no choice at FE due to lack of critical mass
- Preparation for future life style – FE curriculum content highly specialised

**The problem: no FE provision in South Wales for students with exceptional needs.**

**The solution: provide a specialist college able to deliver quality learning, health and social outcomes for this specific group of young adults.**

### Parents' perspective

- Protected by educational statement to 19 – what happens next?

- Present level of educational, medical and therapeutic input will dramatically diminish
- School acts as a clearing house for seating clinics, orthotics, equipment (e.g. standing frame), etc.
- Respite packages/ residential breaks with their friends easier to design at school
- After school activities/ extended year at school – most teenagers are able to take themselves off for social activities – my child will lose contact with her peer group as she is totally dependent
- Variety of educational and therapeutic methodologies e.g. Conductive Education, Touch therapy, Music therapy.
- My child will not be able to chose a local college and enrol on a local course – her needs are too complex – there is a lack of equal opportunity