

Response to the consultation on the threshold guidance for young people aged 16 to 19+

	Comment or question	Response
1	Many responses had picked up inconsistencies in age groups mentioned in headings and so on.	We think this was a typo and will amend all headings and content to read 16 to 19+
2	Some responses requested that this document should lay out how professionals from education, health and social care should work together.	<p>We think this is beyond the scope of this document, as the document's purpose is to describe special educational needs and disabilities (SEND) and the recommended support, intervention, and provision we would expect to be in place to meet these SEND at SEN support and statutory action.</p> <p>AfC is working to develop its multi-professional response to children with special educational needs. This is a current focus of the AfC SEN action group.</p>
3	Some clarifications were requested. For instance around use of jargon and comments that the document is difficult to understand.	We will expand the glossary to include wording that you have identified as lacking clarity, and will re-read the document to make changes and ensure that we have been as clear as we can. We anticipate that this document would be used in partnership between families and professionals and hope that this will support where use of specific technical vocabulary is necessary to ensure brevity.
4	One response asked why we chose to use the headings of cognition and learning, etc, rather than the preparing for adulthood headings.	We think that using the headings we chose makes it simpler to focus on what the needs of the child or young person are. The preparing for adulthood headings are best used as a focus for discussion around planned outcomes and we would expect that these would be used in an EHCP or personalised plan for young people.
5	One or two responses indicated concern about late diagnosis resulting in late intervention, and children needing to 'fail' before intervention is available. Another response made a similar point that the guidance should include what to do while waiting for diagnosis.	The threshold guidance is clear that diagnosis is not required for intervention. Intervention should be based on needs and early intervention is best practice. The guidance also outlines the support we would expect to be in place at SEN support and statutory action whilst waiting for diagnosis.

6	One or two responses asked how post-16 providers will work together.	We are putting in place commissioning arrangements, eg, for some therapies where this will mean a more streamlined offer for the learner and the assurance that provision is of high quality and value for money. At a strategic level, all our post-16 providers are members of our 14-19 Partnership (which meets five times a year) and where the agenda has SEND as a standing and high priority item.
7	One response asked specifically about young people who become school refusers and experience significant anxiety; how would these young people meet thresholds?	Anxiety based needs are included in the social emotional and mental health tables.
8	Some responses expressed the concern that the transition to adult services is difficult.	We have passed these comments on to adult services.
9	One response stated that the document read as though aimed at children in mainstream provision and who are more able.	We think that the tables for statutory action are clear about the complex, severe and extreme challenges faced by some children and young people who require specialist provision.
10	One response requested information about high needs funding to be included in the document.	<p>We think detail on funding is beyond the scope of the document, as the document's purpose is to describe special educational needs and disabilities (SEND) and the recommended support, intervention, and provision we would expect to be in place to meet these SEND at SEN support and statutory action.</p> <p>We can refer to the code of practice paras 7.28/7.29 and 7.30: and the following statement is already in the introduction to the document: 'Further education colleges, sixth form colleges and 16 to 19+ academies have a duty to use their best endeavours to secure the special educational provision needed by a young person. They must fulfil this duty for those with SEN whether or not they have an EHCP. These providers have funding that is available to meet the needs of most children with SEN up to the nationally prescribed threshold. Only a few young people will have needs so significant that the provider requires the top-up funding available from an EHCP. Colleges are able to charge fees for students who do not have an EHCP and are 19 or over'.</p>

		Our post 16 high needs funding protocol covers funding for this group. Primarily aimed at providers, it gives an overview of high needs funding and links to further information. Go to www.afcinfo.org.uk and search for post-16 education.
11	Some responses requested more clarity around interventions led by therapies such as speech and language.	The provision of these therapy services is currently being reviewed by AfC.
12	One response asks us to mention training in addition to education.	This has been included in the final version.
13	One response asked for action on the local authority attending annual reviews.	AfC has recently appointed an officer whose focus will be attending prioritised annual reviews.