

## Response ID ANON-YJXB-3M5P-2

Submitted to **Reformed Functional Skills Mathematics and English Subject Content**

Submitted on **2017-10-24 17:13:32**

### Introduction

#### 1 Does the proposed subject content cover the appropriate knowledge and understanding for Functional Skills in these subjects?

Yes

##### Comments text box:

The National Network of Parent Carer Forums (NNPCF) is made up of local Parent Carer Forums from across the 152 Local Authority Areas of England, and has a steering group which consists of 10 Parent Carer Representatives from each of the nine regions in England, and the Co-chairs of the Network. These parent carers representatives link into the regional Parent Carer Forum Networks.

The NNPCF Steering Group has where possible worked within their region to gather views and information to inform this response. We therefore believe that our response helps to identify the most common experiences and views of Parent Carers.

At the NNPCF Annual Conference in October 2015, delegates were asked to provide the Steering Group with their 'Burning Issues'. 'Burning Issues' were defined as being the most common and current issues that forums were focussing on at that time. These issues were collated in a national report which was reviewed in 2016. This report highlighted that preparing for adulthood including further education, training and employment is a concern for parent carers of children and young people with SEND.

The SEND code of practice: 0 to 25 years (1.39) that 'with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

- higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
- participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life.'

As parent carers we share these high aspirations for our children. Our vision for children with special educational needs and disabilities is the same as for our non disabled children – that they achieve well in their early years, at school and in college, are able to find employment and lead happy and fulfilled lives. The NNPCF welcomes the proposed subject content which we believe covers the areas of knowledge and understanding required to support children and young people with SEND to progress and develop their functional skills in English and Maths.

#### 2 At Entry levels: Does the content cover the key elements of literacy and numeracy needed to support learners to progress to higher levels of study in English and mathematics?

Not Sure

##### Comments in text box:

It must be acknowledged that children/young people with SEND may only progress to higher levels of study if the appropriate level of support is in place to meet their needs (SEN Support or EHC Plan). NNPCF are concerned that in some cases a child/young person's progress is met with a reduction in support or the ceasing of a EHCP rather than acknowledging that progress is the result of support rather than in spite of it.

Many children and young people with SEND will find it difficult to transfer the knowledge and functional skills that they have learnt in one setting (school) to the home or local community.

#### 3 At Levels 1 and 2: Does the content cover the key elements of literacy and numeracy needed for employment?

Not Sure

##### Comments in text box:

As above.

Securing levels and 2 may cover the key elements of literacy and numeracy for needed employment however the reality is many young people with SEND will still struggle to find paid or voluntary work.

Disabled young people often face challenges to acceptance in society and can be invisible within our schools and communities. Historically there has also been a sense that finding jobs for disabled young people is too difficult or that they can only do limited types of job. Limited role models has reinforced the view that disabled young people do not have value. Parents have been told to 'manage their expectations' rather than be aspirational for their child's future. The focus has been what they are not able to do (their needs) rather than what they can achieve (their strengths).

The Children and Families Act seeks to address this issue creating a holistic, person-centred and outcome focussed approach to educating children and young people with SEND.

**4 At Levels 1 and 2: Will the proposed qualifications secure sound progression for the purposes of progression into further study?**

Not Sure

**Comments in text box:**

As above

**5 Does the proposed subject content provide assurance that essential knowledge taught in earlier levels is built upon and represented adequately?**

Yes

**Comments in text box:**

However, we must recognise that each child or young person with SEND are unique and will have their own needs and learning styles. Therefore, we can not be assured that knowledge taught at earlier levels will be retained or transferred into other settings.

**6 Do any of the proposals have potential to have a disproportionate impact, positive or negative, on specific learner groups, in particular the 'protected characteristic' groups? (The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity); if they have potential for an adverse impact, how can this be reduced?**

Not Sure

**Comments in text box:**

The NNPCF have concerns about those children and young people who are currently working below the national curriculum levels in maths and English national curriculum levels or who may move into early national curriculum levels .

Currently there is a national P Level system to record this and measure progress against (P1 to P8, then moving into national curriculum levels) in the same way the national curriculum does for all CYP. The areas measured include: reading, writing, speaking, listening, numbers, using shape.

Many parents do not understand this or how it creates a statutory framework against which schools are measured and accountable.

The NNPCF are concerned as to how the Rochford Review recommendations set out below fit with the reformed functional skills proposed:

- 1.The removal of the statutory requirement to assess pupils using P scales.
- 2.The interim pre-key stage standards for pupils working below the standard of national curriculum tests are made permanent and extended to include all pupils engaged in subject-specific learning.
3. Schools assess pupils' development in all 4 areas of need outlined in the SEND Code of Practice, but statutory assessment for pupils who are not engaged in subject-specific learning should be limited to the area of cognition and learning.
4. A statutory duty to assess pupils not engaged in subject-specific learning against the following 7 aspects of cognition and learning and report this to parents and carers:

responsiveness

curiosity

discovery

anticipation

persistence

initiation

investigation

In addition, how schools then decide their own approach to making these assessments according to the curriculum they use and the needs of their pupils.

The NNPCF strongly believes that all children and young people should have the opportunity and support to reach their potential. This may involve developing practical as well as functional skills to enable them to be as independent as possible when they leave education.

**7 Respondent category.**

Other

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