

RARPA GUIDANCE

**DEVELOPING AND QUALITY ASSURING RARPA PROGRAMMES FOR
LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

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Recognising and Recording Progress and Achievement (RARPA)

Welcome to the new ETF guidance on using RARPA in provision for learners with special educational needs and disabilities (SEND).

RARPA is a five-stage process that providers can use to measure how well learners are making progress towards their identified chosen destinations. It is based on person-centred values, keeping the learner at the centre of the process so they can achieve their aspirations and long-term outcomes.

The guidance explains what effective practice looks like at each of the five stages and suggests some robust quality assurance measures to use at each stage.

It will be useful for practitioners working in the FE and Skills Sector with learners with special educational needs and disabilities (SEND) including:

- senior leaders and managers with an overall responsibility for quality assurance
- curriculum leads, teachers and learning support assistants
- members of a college multi-disciplinary team such as therapists
- careers advice and guidance teams
- transition officers
- staff with responsibility for learners with education, health and care plans (EHCP's)
- staff who manage the statutory annual review process for learners with SEND.

This guidance will be valuable to organisations that already have an established RARPA process in place and to those who are new to RARPA. It is divided into distinct sections, allowing users to focus in on a specific stage or to consider the whole process.

The guidance can be downloaded as a single PDF or by selecting individual pages. For example, a provider could download the self-assessment tool to support an internal review or for CPD purposes.

The guidance includes:

- a description of what each stage of RARPA 'looks like' when managed well, including case studies and links to exemplars from providers
- an explanation of how the RARPA process aligns with Ofsted's Education Inspection Framework
- key themes and recommendations to consider from the SEND Code of Practice
- questions providers should ask themselves at each RARPA stage when using the process with learners with EHC Plans
- links to a range of person-centred planning tools from the Preparing for Adulthood national programme that will support the personalisation of learning programmes
- suggestions for quality assurance activities at each stage
- a self-audit tool for each RARPA stage to support providers to identify what is going well and where action is required.

The guidance has been produced by [Natspec \(opens in web browser\)](#) with the support of practitioners with a strong track record of using RARPA effectively with learners with SEND.

Navigating this document

This is an interactive pdf. That means that by clicking on certain words and images, you can be taken to different pages of the document or to web pages that will open in your internet browser.

RARPA Guidance

Click on this to go to the RARPA ETF web page

Text links

Underlined text is a link to another page in this document or a web page

Navigation

At the bottom of every page is a navigation bar. Click on **CONTENTS** to go to the contents page or on any of the **STAGES** to get to the beginning of that stage.

Contents (next page)

Click on any of the text in the contents list to be taken to that page of this document.

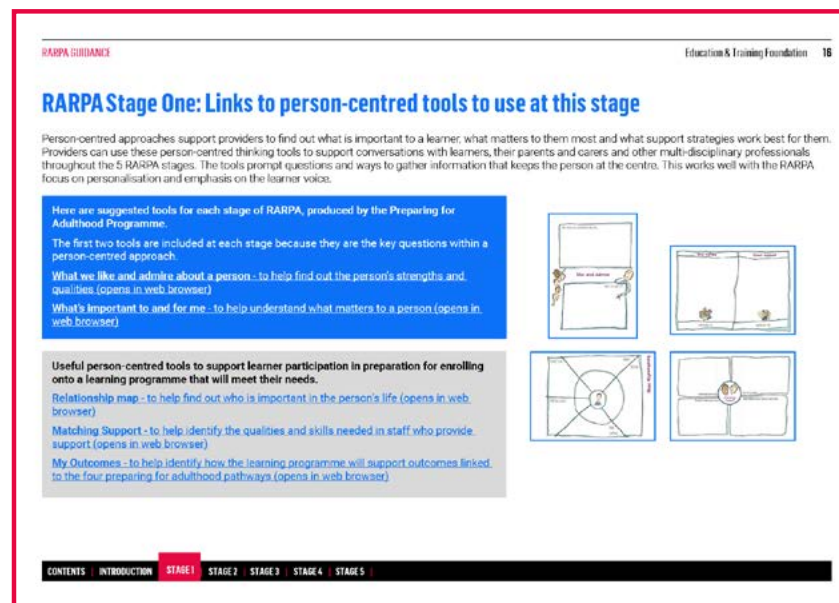


Image links

Click on images to go online

Using this resource

This resource is divided into the five stages of RARPA. At each stage there are sections that will enable providers to develop and quality assure their RARPA provision.

Throughout this resource there are links to documents developed by providers to support the five stages and quality assurance of RARPA.

Each stage includes:

- what is involved at this stage and what this looks like when managed well
- key points from the Education Inspection Framework linked to this stage of RARPA
- examples of ways providers can meet their responsibilities under the SEND Code of Practice at this stage of RARPA
- questions to support providers with provision for learners with EHC Plans
- links to person-centred thinking tools for this stage of RARPA
- the quality assurance measures providers can use at this stage
- a self-audit tool to support self-assessment of this stage of RARPA.

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Self Audit Tools

For a shortcut to the Self Audit Tool for each RARPA Stage please click below:

[STAGE 1](#) | [STAGE 2](#) | [STAGE 3](#) | [STAGE 4](#) | [STAGE 5](#)

What is RARPA?

RARPA stands for Recognising and Recording Progress and Achievement. It is a tried and tested approach to ensuring the quality of non-accredited learning programmes and learning opportunities within a programme that is in addition to a specific qualification.

For many learners with special educational needs, qualifications and accreditation are not appropriate options to support good life outcomes. Learning programmes must be tailored to the individual. When delivered well and quality assured, RARPA provides a structure through which learners can achieve their personalised outcomes and reach their potential.

There are five stages to the RARPA process. The stages follow a process that is familiar within all types of learning programme:

STAGE 1. Aims of the learning programme

STAGE 2. Initial assessment

STAGE 3. Objective setting

STAGE 4. Formative review of learning

STAGE 5. Summative assessment of achievement.

The process is specifically developed to support the personalisation of learning goals and measuring achievement at an individual level. For both short and long learning programmes the RARPA process follows the same stages.



Using RARPA in provision for learners with SEND

The information on this page will help you to understand RARPA and the role it can play in provision for learners with SEND.

The further education and skills sector has a long and successful tradition of providing educational opportunities for learners with SEND. There are a whole range of study programmes from independent living to vocational and academic qualifications. RARPA is a process that records progress and achievement and ensures a robust approach to quality assurance.

The RARPA process enables learners to recognise and own their own progress. The person-centred and holistic focus of RARPA supports providers to assess progress across the whole curriculum. Learners will be participating in a wide range of opportunities to develop their personal, social, communication, independence, employability and citizenship skills. RARPA provides a systematic process to recognise and record their progress and achievements in these wider themes.



For all learners with SEND, providers need to demonstrate that the learning programme has enabled the learner to make the necessary and expected progress to move onto their chosen destination. This requires a level of personalisation that addresses the individual needs of the learner and keeps the learner's voice at the centre of planning and delivery.

RARPA has been used to deliver high quality non-accredited personalised learning opportunities for learners with learning difficulties and disabilities for many years. It provides a staged process and guidance for quality assurance that can be adapted to work within the existing systems of an organisation. This gives providers the flexibility to customise RARPA to meet the needs of diverse learner groups and be reassured that the quality of provision is scrutinised to the same level as externally accredited programmes.

Enabling progression through the 5 stages

In 2017 the Learning and Work Institute added a 6th stage to the RARPA process. This stage is concerned with supporting learners to make informed choices about the 'next steps' towards further learning or work.

This update to the original RARPA guidance was developed to support the expansion of non-regulated provision through the new local flexibilities of the adult education budget. This report can be found here <https://learningandwork.org.uk/resources/research-and-reports/rarpa/> (opens in web browser) along with additional case studies from two colleges, a training provider and an adult learning service.

In the further education and skills sector providers are familiar with identifying learner destinations at the pre-enrolment stage, to ensure the learning programme provides the opportunities the learner needs to reach their intended outcomes.

This focus on progression continues throughout the programme to confirm that the learner is moving towards their outcomes, identifies any barriers to progress and clarifies that the outcomes remain meaningful to the learner. In this way the 6th stage, developed by the Learning and Work Institute, is encompassed within all 5 RARPA stages, rather than a stand-alone stage at the end of the process.

In this resource there are actions identified within each of the original five stages to ensure learners can make progress towards their chosen destinations. This includes the quality assurance actions necessary to assess if progression is being planned for. From pre-enrolment advice and guidance to final assessment, providers should be focused on the purpose of the learning programme for the individual and how it will enable them to move onto the next stage of their lives.

RARPA and the wider landscape

The 2014 Children and Families Act and the subsequent SEND Code of Practice made significant changes to the post-16 sector for learners with learning difficulties and disabilities. The introduction of EHC Plans and study programmes and the greater emphasis placed on curriculum by Ofsted in its Education Inspection Framework, all impacted upon the structure and delivery of learning programmes. The SEND Code of Practice has since been updated and further changes are likely from 2024/25 onwards as part of the government's reform of the SEND system. Ofsted is also planning a new inspection framework from 2024/25 with a strong emphasis on inclusive practice.

However, the importance of preparing for adulthood from an early age and the use of person-centred approaches to enable achievement of ambitious goals for the future will remain central considerations in planning provision for learners with SEND.

This resource brings together the key themes that providers need to understand and act on to provide a robust approach to using RARPA that will meet the requirements of regulators, fulfil statutory duties and demonstrate best practice for learners with SEND.



Useful links

[Further Education and Skills Inspection Handbook - GOV.UK](#)

[SEND Code of Practice: 0 to 25 years - GOV.UK](#)

[Preparing for Adulthood: All Tools & Resources - NDTi](#)

[SEND and alternative provision improvement plan - GOV.UK](#)

STAGE 1

AIMS OF THE LEARNING PROGRAMME

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RARPA Stage One: What is involved?

Aims of the Learning Programme

Stage One is about ensuring learners are offered programmes that:

- can meet their individual needs and long-term aspirations and outcomes
- support learners to make informed decisions about their choices and next steps in education
- provide clear pathways to identified destinations
- support transition onto a new learning programme
- take account of the local and national context in which the learning is taking place.

When the aims of the learning programme are well managed:

- information, advice and guidance processes support learners to make informed realistic choices
- learners' own views and aspirations are taken into account in identifying appropriate provision
- the aims of the programme are relevant to learners' long-term goals and aspirations
- the intended learning programme is suitably challenging for every learner
- the learning outcomes enable learners to develop the personal, social and employability skills that will lead to them to their desired destination
- there is a planned transition onto the learning programme
- staff are clear about their roles and responsibilities and understand the aims of the learning programme
- provision meets local and national demand and is responsive to learners' needs.

Example from a Provider

At home visit meetings we will discuss the learner's interests and aims and how we may be able to work together to support the achievement of aspirations. These may be short or longer term. We hold learning agreement meetings to ensure we are working effectively and so that we may encourage support from any other agencies working with the learner when not in college and promote a consistent approach. We work with parents and carers who may need support to locate additional services or support for days when the learner is not in education or perhaps at weekends and evenings if this is felt it would be beneficial.

(General Further Education College)

RARPA Stage One: Key Points from the Education Inspection Framework for Further Education and Skills 2019

The Education Inspection Framework sets the standards against which Ofsted will judge the overall effectiveness of a provider. There is a strong focus on how providers meet the standards for learners with SEND across all four key judgements. Using a RARPA process effectively enables providers to demonstrate they are ensuring learners with SEND are not disadvantaged compared to other learners and can access high quality provision that is ambitious, challenging and meets needs. Understanding how RARPA links to the requirements of the Education Inspection Framework supports providers to consider how they are meeting the standards and providing evidence to demonstrate continual quality improvement.

RARPA Stage One: Aims of the Learning Programme

From 'Evaluating Types of Provision' (para 164)

Education programmes for young people

- Inspectors will review how well high-quality impartial careers guidance enables learners to make progress and move on to a higher level of qualification, employment, further training or independent living when they are ready to do so. (166)

Adult learning programmes

- Inspectors will judge, where appropriate, how well the curriculum, including the wider curriculum, for each strand of a provider's adult learning programme has a clearly defined purpose that is relevant to the education and training needs and interests of learners, and to local employment opportunities, and supports local and national priorities. (167)

Provision for learners with high needs

- Inspectors will judge how successfully learners participate in good-quality and individually tailored learning programmes that lead to paid or voluntary employment where appropriate (including to supported internships, traineeships and apprenticeships) and/or to greater independence in their everyday lives. (170)

From 'Quality of Education' (para 171) for all learning programmes

- It is clear what the curriculum is preparing learners for. It is also clear what learners will need to be able to know and do at the end of their learning or training programmes. (173)
- Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage. (173)
- The curriculum offers learners the knowledge and skills that reflect the needs of the local and regional context. (173)
- The curriculum intent takes into account the needs of learners, employers, and the local, regional and national economy, as necessary. (173)
- Leaders engage with learners, parents, their community and employers to plan and support the education and training that learners get. (209)
- The extent to which leaders focus their attention on the education and training they provide, leading to better outcomes for learners and continued and sustainable improvement. (209)

RARPA Stage One: Key Themes from the Special Educational Needs and Disability Code of Practice 2014

The Special Educational Needs and Disability Code of Practice informs the further education and skills sector of its statutory duties in relation to young people and education. Where providers understand their duties to the Code of Practice and how this links to RARPA they will be able to provide evidence that learners are achieving their potential and increasing their opportunities for good life outcomes. The Code of Practice advises a person-centred approach and this links well to RARPA's focus on personalised learning outcomes and measuring achievement from an individual's starting points. Throughout the Code of Practice, providers are expected to work in partnership with health, social care and other educational providers to support good life outcomes.

'Colleges should be ambitious for young people with SEN, whatever their needs and whatever their level of study. They should focus on supporting young people so they can progress and reach positive destinations in adult life. These destinations include higher education or further training or employment, independent living (which means having choice and control over the support received), good health and participating in the community'. (para 705)

Statutory duties for FE Colleges, 6th form colleges, 16-19 academies and independent specialist colleges (Section 41 Children and Families Act 2014) include:

- duty to cooperate with local authorities in making arrangements for children and young people with SEN
- duty to admit a young person if the institution is named on the EHC Plan
- duty to regard the Code of Practice
- duty to use their best endeavours to secure special educational provision to meet young people's needs for those with or without an EHC Plan.



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

RARPA Stage One: Key Themes continued

Key themes from the SEND Code of Practice	At RARPA Stage One providers should:
The provision of independent career advice, guidance and support to make informed decisions. From the age of 16 young people can make their own decisions and these must be considered.	Provide age appropriate, accessible careers information, advice and guidance to support the transition to post-16 education and to prepare young people for their chosen destinations as they move into adulthood.
The Local Offer provides key information to young people and their families to support their decision making. This includes admission policies that do not disadvantage young people with special educational needs.	Ensure information about learning programmes in the 'Local Offer' is accurate and accessible to diverse groups of learners and their families and carers.
A planned transition between settings that prepares the young person for this stage of their life. This will often include a multi-disciplinary team of professionals and should be based on a person-centred approach.	Support transition by starting the process early. Bring together the young person, their family, the school and FE provider to establish aspirations and how they will be met. The information about a learner collected during transition is used well to plan for support and learning needs. There is a 'tell us once' approach. There are agreements in place for settings to share relevant information.
Learning programmes include opportunities to achieve outcomes within the four preparing for adulthood pathways: <ul style="list-style-type: none"> ■ Education and employment ■ Health ■ Community participation ■ Independent living 	Design the curriculum to enable young people to make progress within the four pathways. There is a personalised approach to learning so that learners can achieve their potential and get the best outcomes in adult life across the four pathways.
Post-16 providers both inform and are informed by the local joint strategic needs assessment. This information is used to develop provision.	Provide the local authority with data to demonstrate the number of learners on different learning programmes. This will support strategic planning. Use data supplied by the local authority to ensure learning programmes are meeting needs and inform the development of programme aims.

RARPA Stage One: Questions providers should ask themselves about Education, Health and Care Plans (EHC Plans)

The further education and skills sector has statutory responsibilities for young people with EHC Plans. At each stage of the RARPA process there are actions providers can take to ensure they are meeting these requirements. Young people aged 16 and over have the right to make their own decisions about their plans and should be involved, in appropriate ways, at each stage of the RARPA process to agree their long term outcomes based on what is meaningful to them. Providers should challenge EHC Plan outcomes that are not person-centred, relevant to the individual and supportive of good life outcomes across the four preparing for adulthood pathways of education and employment, health, independent living and friends, relationships and community.

Questions to ask yourselves	If your answer is no or you are unsure
Does the course aim include opportunities to make progress towards the four preparing for adulthood pathways?	Review your learning programme against the four preparing for adulthood pathways: education/employment, independent living, friends, relationships and community. All learning programmes for 16-25-year olds with SEN should include personalised learning opportunities to prepare for adulthood, in particular opportunities for work-experience and work-based learning.
Does the last annual review of the learner's EHC Plan inform the admissions process?	Check the outcomes agreed at the last annual review. This should have been a transition review with specific actions to support the young person to move to a new setting. Some post-16 providers attend annual reviews in a young person's last year at school to support discussion around post-16 options.
Do the EHC Plan outcomes accurately reflect what is meaningful for the learner at this age and stage of education?	Contact the local authority for a discussion about the changes that are required before the next annual review. Ofsted expects providers to challenge EHC Plan outcomes if they are not ambitious or relevant for a young person.
Will the aim of the learning programme enable the learner to fulfil the outcomes within their EHC Plan? Will these be suitably challenging and avoid repetition?	<p>Arrange for information, advice and guidance that will match the learner with a learning programme that meets their needs.</p> <p>The EHC Plan outcomes are the expected benefits to the individual as a result of participating in education or training. If the learner cannot make progress towards these within their learning programme or would be repeating learning, this will not be the right programme for them.</p>

RARPA Stage One: Questions continued

Questions to ask yourselves	If your answer is no or you are unsure
Has a planned transition onto the learning programme taken place? Has all the information necessary been gathered to support admission to the learning programme, including asking the young person about the support they need and how they would like to receive this?	Work in partnership with schools and other providers to offer tasters, visits, link programmes and careers events to support a good transition. Identify the relevant and most up to date information about a young person during the admissions process. Finding out from the young person themselves what they want and need is essential to a smooth transition.
Does the learner have a wider package of support that will require adjustment when they start their learning programme?	Develop a multi-disciplinary approach with social care and health to support the transition process and 'tell us once' approach for young people, their parents and carers. Many young people will also be moving into adult services at this time which requires working across sectors.

RARPA Stage One: Links to person-centred tools to use at this stage

Person-centred approaches support providers to find out what is important to a learner, what matters to them most and what support strategies work best for them. Providers can use these person-centred thinking tools to support conversations with learners, their parents and carers and other multi-disciplinary professionals throughout the 5 RARPA stages. The tools prompt questions and ways to gather information that keeps the person at the centre. This works well with the RARPA focus on personalisation and emphasis on the learner voice.

Here are suggested tools for each stage of RARPA, produced by the Preparing for Adulthood Programme.

The first two tools are included at each stage because they are the key questions within a person-centred approach.

What we like and admire about a person - to help find out the person's strengths and qualities ([opens in web browser](#))

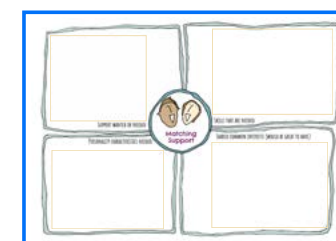
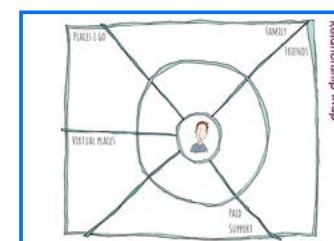
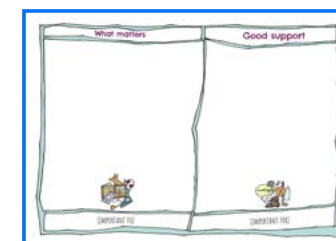
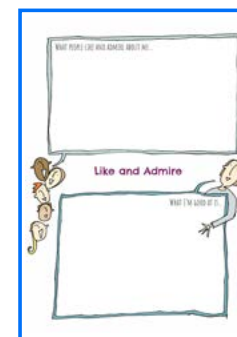
What's important to and for me - to help understand what matters to a person ([opens in web browser](#))

Useful person-centred tools to support learner participation in preparation for enrolling onto a learning programme that will meet their needs.

Relationship map - to help find out who is important in the person's life ([opens in web browser](#))

Matching Support - to help identify the qualities and skills needed in staff who provide support ([opens in web browser](#))

My Outcomes - to help identify how the learning programme will support outcomes linked to the four preparing for adulthood pathways ([opens in web browser](#))



RARPA Stage One: Quality Assurance

Use the examples of activities below to measure quality assurance at this stage. The list is not exhaustive or prescriptive.

Providers may already have alternative or additional means of checking quality at each RARPA stage.

Evidence from these activities will inform providers' self-assessment reviews and quality improvement programmes.

Examples of quality assurance activity:

- Check levels of customer satisfaction about transition and enrolment. Use customer feedback forms to inform how enrolment processes can be made more efficient and customer friendly.
- Analyse application, enrolment and attendance data to determine if learners have been guided to/placed on correct programmes.
- Observe pre-entry IAG interactions to check due consideration is being given to learners' chosen destinations.
- Conduct accessibility checks on programme information, including references with the Local Offer.
- Review curriculum aims against the requirements of Ofsted's Quality of Education judgements and your local area joint strategic needs assessment.
- For a sample of learners on a programme, compare their long-term outcomes with programme aims to verify that learners are being placed on the appropriate programme.
- Provide staff with regular updates, training and written guidance such as a RARPA handbook that tells people who does what, why, when and how.
- Use a staff self-evaluation tool to assess how confident staff are about delivering the 5 RARPA stages.

RARPA Stage One: Self Audit Tool

Use this self-audit tool to assess what you are already doing well and where you need to take further action.

Stage One: Aims of the Learning Programme				Action Required
Is there evidence that the aim of the learning programme meets local and national need?				
Does the aim of the learning programme include learning opportunities relating to the four preparing for adulthood pathways?				
Does the aim of the programme include opportunities to develop personal and communication skills, access work-based learning and focus on independent living and employment?				
Does the aim of the learning programme enable learners to make progress towards personalised outcomes within EHC Plans that are challenging, aspirational and achievable?				
Will the learning programme enable learners to reach their identified destination?				
Do staff have the training and information they need to understand the programme aims and support prospective learners to make informed choices?				
Is there information, advice and guidance available before enrolment that supports learners to make informed choices about which programme is best for them?				
Has the admissions process identified all the learner's support needs and can they be met on the learning programme?				
Can prospective learners find out about the programme from events, visits, taster sessions, links programmes and access to information that is accessible and relevant to them?				
Have prospective learners been listened to and their views considered when offering a place on the learning programme?				
Is the quality assurance process informed by feedback from pre-enrolment and admissions processes? Will this support continual improvement?				

■ No evidence requires attention ■ Requires development ■ Evidence of this informs planning and delivery

STAGE 2

INITIAL ASSESSMENT

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RARPA Stage Two: What is involved?

Initial Assessment

Stage Two is about offering an initial assessment process that:

- takes place over a number of weeks or time period appropriate to the length of the learning programme
- identifies learner's strengths and areas for development that will inform the delivery of the curriculum
- includes all the relevant information, gathered from different sources, that informs learners' starting points on entry to their learning programme
- enables the learner to demonstrate their current skills and knowledge in areas that are meaningful to them and relate to their long-term aspirations and outcomes
- clarifies additional support needs and strategies to maximise learner potential
- provides an opportunity to build supportive and positive working relationships between staff and learners.

When initial assessment is well managed:

- there are a variety of approaches and learning opportunities to gain feedback from the learner about their aspirations, preferences and preferred learning style
- information gathered during initial assessment leads to the design of a learning programme that is suitably challenging and ambitious, reinforces previous learning and avoids repetition
- the results of initial assessment are shared with the learner, relevant staff, including the wider multi-disciplinary team and parents and carers, where appropriate
- teachers plan opportunities to assess how learners transfer existing skills into their new setting, taking account of how the transition to a new setting may have affected the learner
- there is a focus on what learners can do independently and where they can build on this for greater independence
- additional support needs are identified and strategies are developed with the learner to meet these needs
- there is a clear identification of what the learner knows and can do now and what they need to know and do in the future, to achieve their outcomes.

RARPA Stage Two: What is involved? continued

Example from a Provider

Students at the college have a wide range of needs with levels from Pre-entry to Level 2. Personal tutors develop a close working relationship with individuals. They review the EHCP and link in with the family.

Assessment takes place across all areas of the curriculum in a six-week baseline period across four core curriculum areas:

- Communication- developing expressive and receptive methods of communication and social communication
- Cognition and Learning - attending sessions, taking part in active learning, study skills and working with others.
- Wellbeing- relationships, dealing with emotions and developing and using strategies to enhance social and emotional wellbeing
- English and maths – functional skills which support all areas of life including employment and independence.

Vocational subjects such as Enterprises – Catering, Retail, Administration, careers – employability sessions, enrichment, all support the delivery of the core skills. Assessment of subject specific skills are varied depending on the needs of the student and curriculum area.

Independent specialist provider



RARPA Stage Two: Key Points from the Education Inspection Framework for Further Education and Skills 2019

The Education Inspection Framework sets the standards against which Ofsted will judge the overall effectiveness of a provider. There is a strong focus on how providers meet the standards for learners with SEND across all four key judgements. Using a RARPA process effectively enables providers to demonstrate they are ensuring learners with SEND are not disadvantaged compared to other learners and can access high quality provision that is ambitious, challenging and meets needs. Understanding how RARPA links to the requirements of the Education Inspection Framework supports providers to consider how they are meeting the standards and providing evidence to demonstrate continual quality improvement.

RARPA Stage Two: Initial Assessment

From 'Quality of Education' (para 171) for all learning programmes

- Inspectors will consider the provider's curriculum, which embodies the decisions the provider has made about the knowledge, skills and behaviours its learners need to acquire to fulfil their aspirations for learning, employment and independence. (171)
- Leaders, managers and teachers have planned and sequenced the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need. (173)
- Learners see links between different areas of knowledge and skills and recognise that some knowledge and skills are transferable. (176)
- Leaders have ensured that a subject curriculum includes content that has been identified as most useful and that this content is taught in a logical progression, systematically and explicitly for all learners to acquire the intended knowledge, skills and behaviours. (176)
- When used effectively, assessment can help learners to embed and use knowledge fluently and to show that they are competent in applying their skills. The results of effective assessment assist teachers to produce clear and achievable next steps for learners. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and learners. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse. (179)
- Teachers use assessment to check learners' understanding in order to inform teaching. (178)

RARPA Stage Two: Key Themes from the Special Educational Needs and Disability Code of Practice 2014

The Special Educational Needs and Disability Code of Practice informs the further education and skills sector of its statutory duties in relation to young people and education. Where providers understand their duties to the Code of Practice and how this links to RARPA they will be able to provide evidence that learners are achieving their potential and increasing their opportunities for good life outcomes. The Code of Practice advises a person-centred approach, and this links well to RARPA's focus on personalised learning outcomes and measuring achievement from an individual's starting points. Throughout the Code of Practice, providers are expected to work in partnership with health, social care and other educational providers to support good life outcomes.

'Schools and colleges are expected to design study programmes which enable learners to progress to a higher level of study than their prior attainment, take rigorous, substantial qualifications, study English and maths, participate in meaningful work experience and non-qualification activity. They should not be repeating learning they have already completed successfully. For learners who are not taking qualifications, their study programme should focus on high quality work experience, and on non-qualification activity which prepares them well for employment, independent living, being healthy adults and participating in society'.(para 8.30)

Statutory duties for FE Colleges, 6th form colleges, 16-19 academies and independent specialist colleges (Section 41 Children and Families Act 2014) include:

- duty to cooperate with local authorities in making arrangements for children and young people with SEN
- duty to admit a young person if the institution is named on the EHC Plan
- duty to regard the Code of Practice
- duty to use their best endeavours to secure special educational provision to meet young people's needs for those with or without an EHC Plan.



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

RARPA Stage Two: Key Themes continued

Key themes from the SEND Code of Practice	At RARPA Stage Two providers should:
Providers working together should support a planned transition programme to a FE provider transition where learning, care and support needs can be identified and planned for in advance.	Work in partnership with schools and other relevant providers in advance to gather information to plan a personalised initial assessment.
Learners should have opportunities to disclose any learning needs, medical issues or disabilities. Any assessments that follow this should be in relation to the type and level of need.	Provide accessible information to learners about the type of learning support available. Develop support and care plans with the learner so they understand how support will enable them to make progress.
During initial assessment, where special educational needs are identified, providers must use their 'best endeavours' to put support in place. This includes specialist support.	Use an evidence-based approach to identify and provide support, matched to the learner's needs. This may include external specialist support that is commissioned by a provider.
Staff can demonstrate during initial assessment that they have the specialist knowledge and skills to identify and assess needs accurately and to deliver appropriate support strategies.	Conduct a staff skills audit to identify any gaps in knowledge and skills relating to assessment of need. Identify CPD opportunities to build expertise in specific areas and ensure relevant staff have regular briefings and updates about best practice in assessing and meeting needs.
Learners should not be repeating learning they have already successfully completed. Initial assessment should lead to ambitious target setting linked to longer term aspirations and outcomes.	Ensure the initial assessment process correctly identifies the learner's starting points. Effective use of information from previous settings and during transition will support this.
There should be an expectation that all young people with SEND can work and providers will engage with learners to match their career aspirations to suitable jobs.	Include opportunities for learners to demonstrate employability skills during initial assessment. Start to build a vocational profile with the learner to make employment options a reality from the start of the programme.

RARPA Stage Two: Questions providers should ask themselves about Education, Health and Care Plans (EHC plans)

The further education and skills sector has statutory responsibilities for young people with EHC Plans. At each stage of the RARPA process there are actions providers can take to ensure they are meeting these requirements. Young people aged 16 and over have the right to make their own decisions about their plans and should be involved, in appropriate ways, at each stage of the RARPA process to agree their long-term outcomes based on what is meaningful to them. Providers should challenge EHC Plan outcomes that are not person-centred, relevant to the individual and supportive of good life outcomes across the four preparing for adulthood pathways of education and employment, health, independent living and friends, relationships and community.

Questions to ask yourselves	If your answer is no or you are unsure
Has the initial assessment process correctly identified the learner's current knowledge and skills in relation to their planned aspirations and outcomes within their EHC Plan, including their choice of learning programme?	Review the EHC plan aspirations and outcomes with the learner and their parent and carers, if appropriate. Check that the aspirations and outcomes are still relevant. If they are not, contact the local authority to ask for an urgent review. Review the learning activities that took place during the initial assessment process. Was there sufficient breadth of activities to measure a learner's starting points towards their aspirations and long-term outcomes? If not, decide how this could be changed.
Has the initial assessment process confirmed the need for support as described in the EHC plan or identified additional or different requirements?	Clarify that you have a full understanding of the learner's current health, care and learning needs. If initial assessment has shown that additional support is required you will need to contact the local authority about this, if it is not already identified in the EHC Plan.
Do you have a process for supporting a learner to get an EHC Plan needs assessment where initial assessment findings suggest this needed?	Discuss this with the learner and parents and carers, if appropriate. Contact the local authority to ask for an EHC Plan needs assessment. There are specific timescales for this that can be found in the SEND Code of Practice (para 9.41).

RARPA Stage Two: Links to person-centred tools to use at this stage

Person-centred approaches support providers to find out what is important to a learner, what matters to them most and what support strategies work best for them. Providers can use these person-centred thinking tools to support conversations with learners, their parents and carers and other multi-disciplinary professionals throughout the 5 RARPA stages. The tools prompt questions and ways to gather information that keeps the person at the centre. This works well with the RARPA focus on personalisation and emphasis on the learner voice.

Here are suggested tools for each stage of RARPA, produced by the Preparing for Adulthood Programme.

The first two tools are included at each stage because they are the key questions within a person-centred approach.

What we like and admire about a person - to help find out the person's strengths and qualities ([opens in web browser](#))

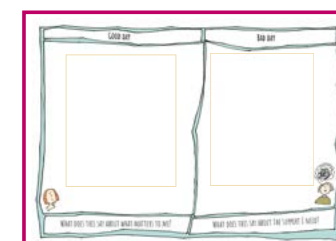
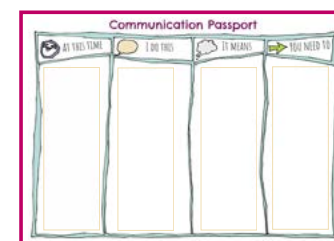
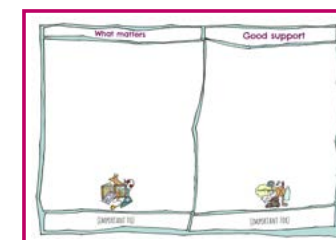
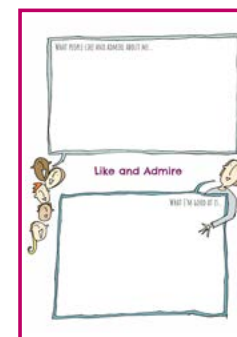
What's important to and for me - to help understand what matters to a person ([opens in web browser](#))

Useful person-centred tools during initial assessment to identify needs and involve learners in planning their learning programme.

Communication Passport - to help understand how communication is linked to behaviour ([opens in web browser](#))

Good day and bad day - to help sort out what a good day looks like and to avoid or reduce a bad day ([opens in web browser](#))

Decision making profile - to help understand how a person can make their own decisions, in a way that works best for them ([opens in web browser](#))



RARPA Stage Two: Quality Assurance

Use the examples of activities to measure quality assurance at this stage. The list is not exhaustive or prescriptive. Providers may already have alternative or additional means of checking quality at each RARPA stage.

Evidence from these activities will inform providers' self-assessment reviews and quality improvement programmes.

Examples of quality assurance activity:

- Sample learner's work during initial assessment and compare this to information about their previous level of skills and knowledge gathered during pre-enrolment.
- Check for consistency in the initial assessment process across subjects or themes in the curriculum, including that English, maths and computer literacy are being assessed at the right level for the learner. Have a clear process for deciding if qualifications are appropriate.
- Identify where the initial assessment process creates opportunities for learners to develop their personal and social communication skills, independence and employability skills and if appropriate, their behaviour.
- Observe and gather feedback from learners about their experience of initial assessment and how it meets their expectations of starting in a new provision.
- Review learner's long-term outcomes and chosen destinations against the completed initial assessment process-to provide evidence that the process is assessing what is relevant for the learner's future.
- Sample additional learning support records to check that there is a correlation between the support learners are being offered and the needs identified during initial assessment.
- Assess the personalised curriculum plans of a sample of learners to identify a match between content and ambitions and preferences expressed by learners during initial assessment.
- Compare initial assessment baseline data with programme learning aims to check that learners are being supported to progress from identified starting points.

RARPA Stage Two: Self Audit Tool

Use this self-audit tool to assess what you are already doing well and where you need to take further action.

Stage Two: Initial Assessment				Action Required
Is there sufficient and relevant information being gathered in transition from previous settings and others who know the learner well, to inform initial assessment?				
Has the initial assessment process encouraged and supported learners to communicate what is important to them about their learning programme and how they prefer to be taught and supported?				
Is initial assessment fun and engaging for learners? Does it focus on identifying strengths and positive qualities as well as challenges? Where appropriate, do learners understand its purpose?				
Do staff accurately identify learners' starting points as relevant to their learning programme?				
Is there a consistent approach to initial assessment across the provision? Do all teachers and support staff share the same understanding of what is being assessed, for whom and for what purpose?				
Does initial assessment lead to the development of challenging and ambitious targets that link directly to learner's long-term outcomes? Does this include opportunities to develop personal, social and independence skills?				
Are support strategies identified and plans shared with relevant staff, the learner and parents and carers, if appropriate?				
Does the initial assessment process enable any unmet needs to be identified that would otherwise disadvantage SEND learners?				
Do staff have effective processes to share assessment data and do they use this to plan learning activities that take account of learner's different starting points?				
Are there opportunities for learners to access advice, information and guidance if, during the initial assessment process, it becomes evident that a programme cannot meet their needs?				
Is moderation of initial assessment included in the quality cycle and used to make continual improvements to learning programmes?				

■ No evidence requires attention ■ Requires development ■ Evidence of this informs planning and delivery

STAGE 3

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OBJECTIVE SETTING

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RARPA Stage Three: What is involved?

Objective Setting

Stage Three is about having an approach to setting learning objectives that:

- uses information gathered during transition and initial assessment to plan personalised learning programmes
- establishes learning objectives with the learner, that enables them to make progress towards their long-term aspirations and outcomes
- includes objectives around personal development, communication, independence, citizenship, employability and behaviour, if appropriate
- provides a broad curriculum that supports and enables objectives to be achieved
- responds quickly to changing or adapting objectives when necessary, to ensure they continue to meet learner's needs
- includes high quality support and interventions for the individual.

When setting learning objectives is well managed:

- there is a clear route from transition to initial assessment and objective setting that supports the achievement of meaningful long-term outcomes
- learners have ownership of their own objectives and can articulate them, in appropriate ways, because they have been involved in developing them
- all staff working with learners are asked to participate and contribute to objective setting and time is allocated for this to happen
- all staff are clear about their responsibilities to support the achievement of objectives and how to recognise and record progress
- there is a management information system where objectives can be recorded and tracked. This may be in the form of an Individual Learning Plan (ILP) or equivalent
- objectives are specific, measurable, achievable, realistic and within the timeframe of the learning programme
- it is clear how objectives can be achieved across the breadth of the curriculum
- staff continue to access CPD activities that lead to high quality teaching, learning and support.

RARPA Stage Three: What is involved? continued

Example from a Provider

Student A's goals were to feel a part of her local community and achieve voluntary or if possible paid employment. The college team worked closely with her to understand her aspirations using a holistic approach during their assessment process and looking at what the barriers to success were and how these could be overcome. From this, her individual timetable, study programme and objectives were developed.

Objectives were identified that would support her to develop the skills that she had identified as being important to her, for example breaking down the stages in the process needed when using public transport. These could be very small steps from identifying where bus stops are from start of the journey to the end, to ultimately reading a timetable.

Her objectives around community engagement were about matching her interests to activities in the community and then linking these to access and independence via travel training.

Her individual learning plan focused on the specific skills and behaviours needed to be successful working in the catering and hospitality group that ran a café in college. The work skills objectives were linked to the community engagement and then on to travel training. In this way it was possible to combine objectives in different subject areas making a more holistic approach.

Each half term there was a formal tutorial when her objectives would be reviewed and progress noted. From this meeting revised or new objectives were set to challenge her further the following half term and shared with the staff team to maintain clarity and focus for all. The transferable skills developed in all areas enabled the student to see the links between activities rather than in isolation and resulted in a positive progression into regular work experience in the community café and engagement in community groups.

(Independent specialist provider)

RARPA Stage Three: Key Points from the Education Inspection Framework for Further Education and Skills 2019

The Education Inspection Framework sets the standards against which Ofsted will judge the overall effectiveness of a provider. There is a strong focus on how providers meet the standards for learners with SEND across all four key judgements. Using a RARPA process effectively enables providers to demonstrate they are ensuring learners with SEND are not disadvantaged compared to other learners and can access high quality provision that is ambitious, challenging and meets needs. Understanding how RARPA links to the requirements of the Education Inspection Framework supports providers to consider how they are meeting the standards and providing evidence to demonstrate continual quality improvement.

RARPA Stage Three: Objective setting

From 'Evaluating Types of Provision' (para 164)

Education programmes for young people

- Inspectors will consider how well leaders and teachers promote high expectations for achievement and progress through the systems they use to monitor and develop the quality of provision for learners, including the most disadvantaged, those with SEND and those with high needs. (166)

Adult learning programmes

- Where appropriate, inspectors will judge how well providers record and recognise learners' progress and achievements to inform teaching and support programmes to help learners reach their goals. (167)

Provision for learners with high needs

- Inspectors will consider the extent to which leaders, managers and governors use the funding for learners with high needs so that their individual learning programmes challenge learners to: develop their independence; improve their communication skills; make relevant personal choices and decisions; and prepare themselves for adult life. (170)

From 'Quality of Education' for all learning programmes (para 171)

- Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage. (173)
- Leaders, managers and teachers have planned and sequenced the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need. (173)
- Leaders have ensured that a subject curriculum includes content that has been identified as most useful and that this content is taught in a logical progression, systematically and explicitly for all learners to acquire the intended knowledge, skills and behaviours. (176)
- Leaders ensure that the curriculum supports learners' progression and provides knowledge and/or skills for the future (including non-qualification activity, where relevant). (176)

RARPA Stage Three: Key Points continued

Behaviour and Attitudes (para 197)

- Inspectors' judgements about learners' behaviour and attitudes are concerned with their attitudes to learning and, where appropriate, to work, and the development of the skills relevant to their learning programme. Inspectors' judgements also take account of learners' ability to demonstrate appropriate behaviour for the learning and work environments. Inspectors will consider the main purpose of the type of provision when they prioritise the impact that each of the criteria has on learners' behaviour and attitudes. (197)

This link <https://www.et-foundation.co.uk/news/new-guide-to-promoting-positive-behaviour-from-etf/> (opens in web browser) takes you to the ETF guide to Promoting Positive Behaviour.

'Personal Development' (para 202)

- The curriculum should support learners to develop their knowledge and skills beyond the purely academic, technical or vocational. This judgement evaluates the provider's intent to provide for the personal development of learners, and the quality of the way in which it does this. (202)
- See para 204 for a full list of the range of personal development opportunities Ofsted expects to see within the curriculum.



RARPA Stage Three: Key Themes from the Special Educational Needs and Disability Code of Practice 2014

The Special Educational Needs and Disability Code of Practice informs the further education and skills sector of its statutory duties in relation to young people and education. Where providers understand their duties to the Code of Practice and how this links to RARPA they will be able to provide evidence that learners are achieving their potential and increasing their opportunities for good life outcomes. The Code of Practice advises a person-centred approach and this links well to RARPA's focus on personalised learning outcomes and measuring achievement from an individual's starting points. Throughout the Code of Practice, providers are expected to work in partnership with health, social care and other educational providers to support good life outcomes.

'The EHC plan should also specify the arrangements for setting shorter term targets at the level of the school or other institution where the child or young person is placed. Professionals working with children and young people during the EHC needs assessment and EHC plan development process may agree shorter term targets that are not part of the EHC plan. These can be reviewed and, if necessary, amended regularly to ensure that the individual remains on track to achieve the outcomes specified in their EHC plan'. (para 9.69)

Statutory duties for FE Colleges, 6th form colleges, 16-19 academies and independent specialist colleges (Section 41 Children and Families Act 2014) include:

- duty to cooperate with local authorities in making arrangements for children and young people with SEN
- duty to admit a young person if the institution is named on the EHC Plan
- duty to regard the Code of Practice
- duty to use their best endeavours to secure special educational provision to meet young people's needs for those with or without an EHC Plan.



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

RARPA Stage Three: Key Themes continued

Key themes from the SEND Code of Practice	At RARPA Stage Three providers should:
Providers must meet their duties in making reasonable adjustments for learners, so there is no disadvantage for learners with SEND.	Develop individualised support strategies for SEND learners that will address any barriers to learning and maximise their ability to achieve their learning objectives.
Learning objectives are ambitious and support progress towards the best possible outcomes in adult life, these include the four preparing for adulthood pathways.	Have strategies to inspire and encourage learners to identify and work towards challenging outcomes. This includes providing positive role models of disabled people and people with special educational needs who have succeeded in education and achieved their life goals.
There is a strong focus on employment, including access to high quality work experience.	Ensure learning objectives include a wide range of work-related learning opportunities, including a work experience programme tailored to learner's career interests. Employ staff with the right qualifications and expertise to enable learners to move into employment e.g. job coaches.
Support interventions accurately meet learner's needs, including access to specialist support e.g. access to therapy, interpreters, personal care.	Identify where support may need to be commissioned externally so that the learner can achieve their learning objectives. Use an evidence-based approach to provide high quality support and involve the learner and those who know them well.
Staff have the necessary expertise and skills to deliver support for learning to a high standard.	Match staff skills, qualities and expertise to learners and the activities they will participate in to achieve their learning objectives. Identify and address gaps in CPD, training or qualifications.
There is a strategic approach to using financial and other resources effectively to ensure learner's needs are met.	Complete the ILR accurately and on time to meet funding regulations and plan for needs.

RARPA Stage Three: Questions providers should ask themselves about Education, Health and Care Plans (EHC Plans)

The further education and skills sector has statutory responsibilities for young people with EHC Plans. At each stage of the RARPA process there are actions providers can take to ensure they are meeting these requirements. Young people aged 16 and over have the right to make their own decisions about their plans and should be involved, in appropriate ways, at each stage of the RARPA process to agree their long-term outcomes based on what is meaningful to them. Providers should challenge EHC Plan outcomes that are not person-centred, relevant to the individual and supportive of good life outcomes across the four preparing for adulthood pathways of education and employment, health, independent living and friends, relationships and community.

Questions to ask yourselves	If your answer is no or you are unsure
Do the learning objectives set for the individual learner clearly link to the achievement of long-term outcomes within their EHC Plan?	Check that the EHC Plan outcomes are still relevant and meaningful for the learner. If they are still relevant, review how the learning objectives have been developed and what needs to change to ensure they will support long-term outcomes to be achieved. If the outcomes require amendment, contact the local authority for an urgent discussion.
Will the learning objectives enable progress towards the four preparing for adulthood outcomes?	Map the learning objectives to the four preparing for adulthood pathways. Some learning objectives may support progress towards more than one pathway. Identify any gaps and check these with the learner and parents and carers, if appropriate, and the local authority, if necessary. Where gaps exist in learning objectives across the four pathways, consider how their omission will affect the learner's quality of life and if a review of outcomes is necessary.
Are the learning objectives specific, measurable, achievable, realistic and within a specific time frame (SMART) as required in the EHC Plan?	Write learning objectives using key phrases that support the SMART approach: e.g. 1. Now I know or can do this... 2. By (when) I will know or be able to do this... 3. This is because I am going to practise doing/learning this...
Are the support interventions, as identified in the EHC Plan, in place?	Audit the learner's care and support plans. Evaluate this against section B of the EHC Plan which states the learner's special educational needs. Contact relevant health and social care providers that also work with the learner to ensure you have accurate and up to date information on successful strategies to meet needs.

RARPA Stage Three: Links to person-centred tools to use at this stage

Person-centred approaches support providers to find out what is important to a learner, what matters to them most and what support strategies work best for them. Providers can use these person-centred thinking tools to support conversations with learners, their parents and carers and other multi-disciplinary professionals throughout the 5 RARPA stages. The tools prompt questions and ways to gather information that keeps the person at the centre. This works well with the RARPA focus on personalisation and emphasis on the learner voice.

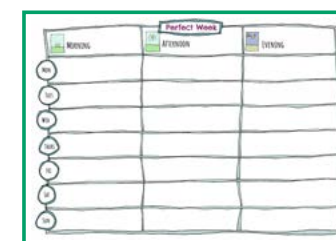
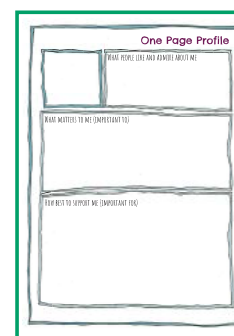
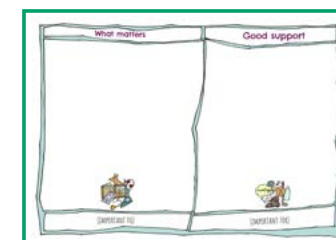
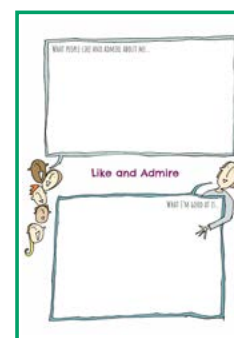
Here are suggested tools for each stage of RARPA, produced by the Preparing for Adulthood Programme.

This tool is included at each stage because they are the key questions within a person-centred approach.

What's important to and for me - to help understand what matters to a person (opens in web browser)

Useful person-centred tools to involve the learner in setting learning objectives that are meaningful to them and for bringing together key information about support needs.

A one-page profile - to bring together key information about a person to help others understand what matters to them and what support they need (opens in web browser)



RARPA Stage Three: Quality Assurance

Use the examples of activities to measure quality assurance at this stage. The list is not exhaustive or prescriptive. Providers may already have alternative or additional means of checking quality at each RARPA stage.

Evidence from these activities will inform providers' self-assessment reviews and quality improvement programmes.

Examples of quality assurance activity:

- Identify a team of appropriate staff to moderate learner objectives. This could include a senior manager, curriculum leads, teachers and support leads. Moderation at this stage is about checking learning objectives are based on a SMART approach, are achievable within the curriculum and link to learner's long-term outcomes.

Depending on the size of the learning programme, take a sample of learning objectives for each learner across the whole programme and cross reference these to their long-term outcomes. Alternatively, select specific learners and sample all their learning objectives. Either approach is a way to check validity and consistency.

Moderation can provide evidence that objectives are linked to long-term outcomes and that the curriculum has sufficient breadth to enable the learner to make the progress expected. Provide moderators with a checklist that includes asking how, when and who will address any inconsistencies in setting learning objectives and identify good practice that can be shared across the staff team.

- Map learning objectives to subjects or themes within the curriculum to ensure learners have access to the right learning opportunities to make progress.
- Audit learners' care and support plans to ensure there is the right type and level of support in place for each learner relevant to their learning objectives.
- Compare a sample of learner ILPs or equivalent with initial assessment findings to determine whether objectives set represent a suitable level of challenge for each learner.



RARPA Stage Three: Quality Assurance continued

- Use lesson observations or learning walks to check if learning objectives are readily available, visible in the learning environment and understood by staff who provide support. Ask learners what their learning objectives are and how they will make progress towards them.
- Audit the objective setting process to identify instances in which learners have been actively involved (e.g. through use of video, symbols, alternative and augmentative communication and strategies such as intensive interaction).
- Attend learner initial assessment reviews and/or sample meeting records to assess if objectives are being shared with the right people who know the learner well and can give feedback on how appropriately they support the learner's long-term outcomes.
- Review data recorded on management information systems to check that staff are entering objectives and check that all relevant staff have access to this information.
- Survey staff to assess their level of knowledge, understanding and confidence in objective setting. Identify any gaps and provide appropriate CPD e.g. peer support for less confident staff. Include this in staff supervision and performance management if necessary.
- Undertake a skills audit of staff to assess if staff have the right levels of expertise to enable learners to make progress against their objectives. Identify any gaps in skills or expertise and how to address these through CPD activities or commissioning specialist external support.
- Review the evidence from different quality assurance activities to make a judgement if the objective setting process is identifying correctly what the learner needs to do and know, to move closer to their long-term outcomes. If it is not, identify what changes are needed.

RARPA Stage Three: Self Audit Tool

Use the self-audit tool to assess what you are already doing well and where you need to take further action.

Stage Three: Objective setting				Action Required
Is there a moderation plan in place within the quality cycle that checks objective setting against long-term outcomes? Are changes made as a result of this to improve quality and share best practice?				
Are learners involved in objective setting in appropriate ways? E.g. that takes account of their preferred communication and learning styles.				
Is there a management information system where a learner's objectives are stored, can be reported on and altered, that is accessible to all relevant staff?				
Does the management information system enable staff to track progress and achievement from starting points and link back to long-term outcomes?				
Have support and interventions to enable objectives to be achieved been identified for all learners with SEND? Are these evidence based and delivered to a high standard?				
Do staff have the right levels of expertise and skills to deliver a curriculum where learners can make progress towards their objectives? Is there a CPD plan in place for staff who need to increase their skills and knowledge?				
Is there a logical progression of objectives, that shows how each objective sequentially builds on the previous one?				
Are learners' objectives visible in the learning environment? Is this in ways that are meaningful to the learner? E.g. using symbols, photos, pictures, objects				
Do objectives cover personal development, communication, independence and work-related learning, including work experience?				
Do objectives enable learners to make progress towards long-term outcomes from the preparing for adulthood pathways: education and employment, independent living, friends, relationships and community?				

■ No evidence requires attention
 ■ Requires development
 ■ Evidence of this informs planning and delivery

STAGE 4

FORMATIVE REVIEW OF LEARNING

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this guidance on behalf
of the Education and
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RARPA Stage Four: What is involved?

Formative review of learning

Stage Four is about assessing learner progress through a formative review of learning that:

- reviews and records the progress that is being made during the learning programme
- uses creative approaches to gain regular feedback from learners and other key stakeholders
- recognises learner progress across the whole curriculum
- includes person-centred reviews to discuss progress and ensure learning, support and care needs are being met
- provides information, advice and guidance about the learner's next steps using an accurate measure of progress so far.

When the formative review of learning is well managed:

- there is a record of progress and updated learning objectives that demonstrate what the learner can do and knows now, that is different from before
- progress outside of set objectives is captured and used to inform planning
- the learner and key stakeholders are involved in assessing progress and it is meaningful for them, feedback is personalised to the individual
- learners know what they have achieved and what the next steps are
- learners can make informed decisions about destinations based on assessment of their progress
- there is an effective management information system that collates assessment data
- staff understand their role and responsibilities in conducting assessments and this can be done efficiently, without creating unnecessary burdens for staff or learners
- evidence of progress is moderated for consistency and against quality measures
- evidence from progress reports and reviews is used to make improvements, for individuals and for the overall learning programme.

Example from a Provider

At one college they are developing their own progress tracker tool in response to the individual complex needs of their learners.

The Progress Tracker is based on the Assessment of Functional Living Skills (AFLS) and the Essentials for Living (EFL) curricula. This tool monitors student progress in acquiring functional and measurable skills. The tracker is easy to use with grids and graphs that clearly show where progress is being made and where students might need extra support. It helps tutors see what's working and allows them to adjust their teaching or bring in additional resources if progress has stalled.

This visual and data-driven system feeds directly into Education, Health, and Care Plan (EHCP) reviews by providing detailed updates on each student's progress. The structured use of the AFLS and EFL curricula allows the tutor to select relevant targets in relation to EHCP outcomes, and this provides a progressive, structured system to work towards overall outcomes. The clear, visual format is accessible to all stakeholders, including students, parents, and multidisciplinary teams, facilitating better collaboration.

By linking this process to the RARPA framework, the tracker helps tutors record and review progress in a way that is personalised. It highlights achievements and identifies where extra help might be needed to keep students moving forward.

Ultimately, this approach supports both tutors and students by providing a detailed understanding of what is working, what needs adjustment, and how best to support further development. It ensures learning is targeted, progress is monitored effectively, and student success is maximised.

Independent Specialist College

RARPA Stage Four: Key Points from the Education Inspection Framework for Further Education and Skills 2019

The Education Inspection Framework sets the standards against which Ofsted will judge the overall effectiveness of a provider. There is a strong focus on how providers meet the standards for learners with SEND across all four key judgements. Using a RARPA process effectively enables providers to demonstrate they are ensuring learners with SEND are not disadvantaged compared to other learners and can access high quality provision that is ambitious, challenging and meets needs. Understanding how RARPA links to the requirements of the Education Inspection Framework supports providers to consider how they are meeting the standards and providing evidence to demonstrate continual quality improvement.

RARPA Stage Four: Formative review of learning

From 'Quality of Education' for all learning programmes (para 171)

- Teachers check learners' understanding effectively and identify and correct misunderstandings. (178)
- Teachers ensure that learners embed key concepts in their long-term memory and apply them fluently and consistently. (178)
- Leaders and teachers have designed and they deliver the subject curriculum in a way that allows learners to transfer key knowledge to long-term memory. The curriculum is sequenced so that new knowledge and skills build on what learners know and can do and learners can work towards defined end points. (178)
- Teachers use assessment to check learners' understanding in order to inform teaching. (178)
- Teachers use assessment to help learners to embed and use knowledge fluently, to develop their understanding, and to gain, extend and improve their skills and not simply memorise disconnected facts. (178)
- When used effectively, assessment can help learners to embed and use knowledge fluently and to show that they are competent in applying their skills. The results of effective assessment assist teachers to produce clear and achievable next steps for learners. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and learners. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse. (179)
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners. (191)

RARPA Stage Four: Key Themes from the Special Educational Needs and Disability Code of Practice 2014

The Special Educational Needs and Disability Code of Practice informs the further education and skills sector of its statutory duties in relation to young people and education. Where providers understand their duties to the Code of Practice and how this links to RARPA they will be able to provide evidence that learners are achieving their potential and increasing their opportunities for good life outcomes. The Code of Practice advises a person-centred approach and this links well to RARPA's focus on personalised learning outcomes and measuring achievement from an individual's starting points. Throughout the Code of Practice, providers are expected to work in partnership with health, social care and other educational providers to support good life outcomes.

'Colleges should keep a student's profile and record of support up to date to inform discussions with the student about their progress and support. This should include accurate information to evidence the SEN support that has been provided over a student's time in college and its effectiveness. They should record details of what additional or different provision they make to meet a student's SEN and their progress towards specified outcomes. This should include information about the student's SEN, interventions and the support of specialists. The information should be used as part of regular discussions with the student and, where appropriate, the family, about the student's progress, the expected outcomes and planned next steps.' (7.25) SEND Code of Practice

Statutory duties for FE Colleges, 6th form colleges, 16-19 academies and independent specialist colleges (Section 41 Children and Families Act 2014) include:

- duty to cooperate with local authorities in making arrangements for children and young people with SEN
- duty to admit a young person if the institution is named on the EHC Plan
- duty to regard the Code of Practice
- duty to use their best endeavours to secure special educational provision to meet young people's needs for those with or without an EHC Plan.



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

RARPA Stage Four: Key Themes continued

Key themes from the SEND Code of Practice	At RARPA Stage Four providers should:
Regular review and reporting of how the learner's special educational needs are being met through support and specialist interventions.	Keep up to date and accurate records of all support and interventions that are in place. Review support and care plans regularly to ensure needs are being met effectively and this is supporting progress towards outcomes.
Effective use of resources to provide support.	Review how additional learning support is enabling progress to be made. Check that resources are deployed effectively and identify where support needs to be targeted, addressing any issues of inequalities between groups of learners. Provide evidence of the additional support in place, how this meets need and supports learner progress. Case studies may be useful to demonstrate this.
The local authority is informed about the progress of learners with special educational needs and any changing needs. Short term objectives are always considered against long-term outcomes.	Invite local authority representatives to learner reviews, especially when needs have changed. This should be with the learner's consent. Send written documentation to local authorities as evidence of learner progress towards outcomes.
There is evidence that the learner is making progress towards their long-term outcomes and these include the four preparing for adulthood pathways.	Ensure the curriculum provides opportunities for learners to make progress across the four pathways. Discuss the four pathways at learners' reviews, check that short term objectives support progress towards long-term outcomes in each of the preparing for adulthood pathways.
Transition planning is in place. There is joined up work between education, health and social care so learners and their parents and carers do not have to keep re-telling different professionals their story. Learners have the right, from the age of 16, to make their own decisions about their future.	Organise progress reviews earlier in the year for learners who will be leaving that year. Use the evidence from progress reports to inform planning and next steps towards the chosen destination. Invite representatives from the local authority and other multi-disciplinary professionals who will have a role in the learner's life. Prepare the learner for the review so they can share their progress and make informed decisions about their transition. This may involve arranging for advocacy services through the local authority.

RARPA Stage Four: Key Themes continued

Key themes from the SEND Code of Practice	At RARPA Stage Four providers should:
There is a person-centred approach to reviewing progress and support. This keeps the focus on the young person and what matters to them as they prepare for their future.	Use person-centred thinking tools to help prepare for progress and transition reviews. These provide an inclusive way to gather information and ask questions about what is important to the learner now and in the future.
Where needs cannot be met by a provider, external specialist support is accessed e.g. educational psychology service.	Provide an assessment process that clearly identifies where needs cannot be met internally and how to make a referral for external services. When a learner without an EHC Plan is not making the expected progress and this is due to unmet needs, an EHC Plan assessment can be requested from the local authority.

RARPA Stage Four: Questions providers should ask themselves about Education, Health and Care Plans (EHC Plans)

The further education and skills sector has statutory responsibilities for young people with EHC Plans. At each stage of the RARPA process there are actions providers can take to ensure they are meeting these requirements. Young people aged 16 and over have the right to make their own decisions about their plans and should be involved, in appropriate ways, at each stage of the RARPA process to agree their long-term outcomes based on what is meaningful to them. Providers should challenge EHC Plan outcomes that are not person-centred, relevant to the individual and supportive of good life outcomes across the four preparing for adulthood pathways of education and employment, health, independent living and friends, relationships and community.

Questions to ask yourselves	If your answer is no or you are unsure
Does the progress identified during formative assessment link to the long-term aspirations and outcomes in the EHC Plan and do these include the four preparing for adulthood pathways?	Identify how the learner's progress is supporting them towards their long-term outcomes and if any changes need to be made to outcomes or short-term objectives. If outcomes are not on track to be achieved within their timescale, decide what else needs to be done by the provider or by others to get progress back on track. If outcomes require amendment contact the local authority to discuss this.
Are staff fully aware of learners' views on their progress and what might be preventing or supporting their progress?	Plan annual reviews of EHC Plans with the learner. Use person-centred thinking tools to support the learner to decide what they want to say and how they want to say it. The EHC Plan is theirs and their voice is central. For learners who do not use formal communication, develop personalised ways for learners to meaningfully participate and involve staff who know the learner well and can advocate on their behalf.
Does the local authority have accurate and sufficient information and evidence about the progress made towards long-term outcomes?	Prepare progress reports in advance of an EHC Plan annual review. These must be sent out to the local authority and other invitees at least two weeks in advance. EHC Plan reviews will include a discussion around the learner's progress against shorter term objectives, linked to long-term outcomes. The local authority will need to be satisfied that the learner is making expected progress from the evidence presented at the annual review. When deciding to cease an EHC Plan, local authorities will examine if educational outcomes have been achieved. Any amendments to the EHC Plan made during the review must be recorded and returned to the local authority by the appropriate deadline. (see para 9.176 for details of deadlines)

RARPA Stage Four: Questions continued

Questions to ask yourselves	If your answer is no or you are unsure
Has the learner been involved in discussing their chosen destination in the light of formative assessment?	Provide impartial information, advice and guidance services to support the learner to make informed decisions about their future. Formative assessment should enable the learner to plan for their next stage. If a learner wants to continue their post-16 education at an alternative provider there are specific deadlines for an EHC Plan review to take place (para 9.181). In all situations, if a learner is leaving at the end of a learning programme there should be evidence of transition planning at their annual review.

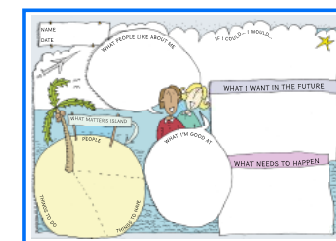
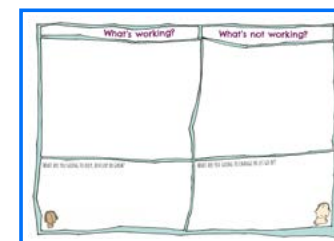
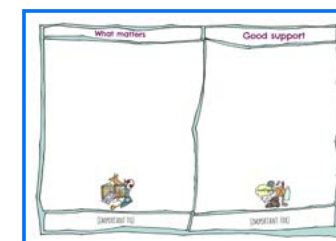
RARPA Stage Four: Links to person-centred tools to use at this stage

Person-centred approaches support providers to find out what is important to a learner, what matters to them most and what support strategies work best for them. Providers can use these person-centred thinking tools to support conversations with learners, their parents and carers and other multi-disciplinary professionals throughout the 5 RARPA stages. The tools prompt questions and ways to gather information that keeps the person at the centre. This works well with the RARPA focus on personalisation and emphasis on the learner voice.

Useful person-centred tools to support learner involvement during formative assessment and reviews.

[Working and not working](#) - to support a formative assessment process from the learner's perspective (opens in web browser)

[What matters island](#) - to prepare for progress reviews/annual reviews (opens in web browser)



RARPA Stage Four: Quality Assurance

Use the examples of activities to measure quality assurance at this stage. The list is not exhaustive or prescriptive. Providers may already have alternative or additional means of checking quality at each RARPA stage.

Evidence from these activities will inform providers' self-assessment reviews and quality improvement programmes.

Examples of quality assurance activity:

- Assess the quality of a sample of progress reports from different staff working across a programme. Check staff are following the organisation's guidelines for reporting on progress. This could include in class, face to face assessment and written progress reports. Provide staff with clear expectations and deadlines for reporting. Ensure this does not create an unreasonable workload.
- Collate data on what progress is being made across the curriculum for a sample of individual learners. Identify any specific patterns where progress is not as expected, as well as where progress is consistently high. Use this information to conduct a wider review of areas of the curriculum, to address quality issues and share best practice.
- Hold learner voice meetings or programme representative meetings to ask if learners are getting the feedback they need to understand their progress and what they need to do next. For learners with more complex needs, involve staff who know the learner well and parents and carers, if appropriate.
- Audit a sample of assessment records to determine how much use is being made of learner self-assessment and peer assessment alongside teacher assessment, and how effectively that is being done.
- Send questionnaires to parents and carers, if appropriate and to key stakeholders to determine whether they have a clear understanding of what progress is being made and whether this matches their expectations.
- Sample learners' work and related feedback/progress records for evidence that consistent judgements on progress are being made and that the language staff use is consistent and accessible to the learner.
- Observe in lesson assessment methods and ways of recording progress. Check they involve using creative approaches such as videos, photographs and displays of learner work that show progress against objectives. Identify best practice and share with staff teams.
- Use evidence from a review of formative assessment to identify staff CPD needs, including where performance management measures are required.

RARPA Stage Four: Quality Assurance continued

- Observe learner review meetings to identify how well staff keep the focus on the learner and how progress is linked to long term outcomes. Use a review checklist to compare if all staff facilitating reviews are:
 - enabling the learner to understand the progress they have made and what they need to do next to continue making progress
 - addressing areas where progress has not been as expected and deciding what action to take
 - identifying and arranging for the information, advice and guidance needed at this stage to support planning towards destinations, including any changes to a learner's future plans
 - relating learning to the four preparing for adulthood pathways to ensure good life outcomes
 - involving people who know the learner well
 - sharing information from reviews with appropriate people, including parents and carers, if appropriate and the local authority, if the learner has an EHC Plan.
- Audit learner care and support plans to identify if the support and interventions provided are enabling progress towards outcomes and not creating unnecessary dependency.
- Use information gathered across formative assessment quality assurance activities to provide evidence that learner progress is being made as expected and where it is not, there is a clear plan in place to address this.

RARPA Stage Four: Self Audit Tool

Use the self-audit tool to assess what you are already doing well and where you need to take further action.

Stage Four: Formative Review of Learning				Action Required
Do moderation activities lead to improvements in the quality of formative assessment that support learner progress?				
Do learners understand what they can now do and know, that is different from the start of their learning programme? Do they know what they need to do next?				
Is there evidence that progress towards short and/or medium-term learning objectives is linked to the achievement of long-term outcomes?				
Is the assessment of progress being used to support learners to consider their planned destinations? Is there information, advice and guidance available?				
For learners in a transition year, does formative assessment support their transition plans?				
Are learner reviews person-centred and do they involve relevant people who know the learner well? Are actions from reviews completed to deadlines?				
Are staff providing regular feedback to learners about their progress towards objectives and long-term outcomes, in accessible and creative ways?				
Is the scrutiny of learner work being used to improve consistency and quality of assessment?				
Do staff have the expertise and specialist knowledge to assess the progress of learners who do not use formal verbal communication? Are staff making accurate judgements on progress for these learners and is appropriate feedback being provided to them?				
Are learner support and care plans being regularly checked and updated in the light of formative assessment?				
Is there a comprehensive CPD plan in place to support staff to conduct high quality assessments?				
Can staff follow the formative assessment process without creating unnecessary burdens for themselves or learners?				

■ No evidence requires attention
 ■ Requires development
 ■ Evidence of this informs planning and delivery

RARPA Stage Four: Self Audit Tool continued

Use the self-audit tool to assess what you are already doing well and where you need to take further action.

Stage Four: Formative Review of Learning				Action Required
Are there staff performance measures linked to formative assessment?				
Do you have data that highlights any inequalities in progress by specific groups of learners e.g. by gender, ethnicity, disability or other special educational need?				
Is there sufficient evidence gathered from different sources to know if formative assessment is accurately measuring progress and where it is not, action is being taken to address this?				

■ No evidence requires attention
 ■ Requires development
 ■ Evidence of this informs planning and delivery

STAGE 5

SUMMATIVE ASSESSMENT OF ACHIEVEMENT

ETFOUNDATION.CO.UK

Natspec has produced
this guidance on behalf
of the Education and
Training Foundation.



RARPA Stage Five: What is involved?

Summative assessment of achievement

Stage Five is about completing a summative assessment of achievement that:

- supports learners' progress towards their chosen destination
- provides evidence of achievement that is meaningful to learners and key stakeholders
- demonstrates the progress and achievement of outcomes in personal development, communication, independence skills and employability
- finalises transition processes and prepares the learner for moving on
- celebrates achievement.

When summative assessment is well managed:

- learners know what they have achieved and how they have made progress towards their aspirations and long-term outcomes
- information gathered is useful in supporting a planned transition as it captures the progress made across the whole learning programme from baseline assessment to end point
- employers or other destination settings such as care providers, understand what the learner can do and knows now and this supports transition
- it includes a record of any external accreditation or qualification gained, along with achievements in broader aspects of the curriculum such as communication and personal development, independence skills, employability and citizenship
- achievement is demonstrated in a variety of creative ways that are meaningful to the learner
- achievements are celebrated and shared widely across the organisation and to external partners
- feedback is used to inform planning the curriculum for future learners
- the impact of the learning programme can be evaluated for individuals and groups of learners
- learners have a planned transition to their chosen destination, this starts before their final year on a learning programme
- providers use destination data to inform self-assessment and quality improvement plans.

RARPA Stage Five: What is involved? continued

Example from a Provider

Review meetings are arranged before the Easter holiday, and learners are encouraged to think carefully about who they would like to invite. The purpose of the meeting is to review their key achievements, share with those at the meeting what they would like to do after college, think about the next steps to take and identify who can help. Those invited may include family members, work experience job coach, keyworker, social worker, advocate and community support worker. Learners introduce the meeting by sharing three achievements they are particularly proud of, and may choose to show, for example, a work file, an electronic presentation or a job coaching review from work experience.

After this meeting, learners work on an Action Plan which gives a strong focus to the final few weeks of the course. Each learner takes personal responsibility for their own plan, and by doing so stays in control of the transition from college. At the same time as working on the Action Points learners will put together their own CV, usually in electronic format to include video clips and voiceover descriptions. The CV is a fantastic record of all key achievements on the Towards Independence course, and particularly employability skills. It has become a tradition for the CVs to be shown by our proud graduates to their guests at the end of year celebration.

(General Further Education College)



RARPA Stage Five: RARPA Stage Five: Key points from the FE and Skills Inspection Handbook

The Education Inspection Framework sets the standards against which Ofsted will judge the overall effectiveness of a provider. There is a strong focus on how providers meet the standards for learners with SEND across all four key judgements. Using a RARPA process effectively enables providers to demonstrate they are ensuring learners with SEND are not disadvantaged compared to other learners and can access high quality provision that is ambitious, challenging and meets needs. Understanding how RARPA links to the requirements of the Education Inspection Framework supports providers to consider how they are meeting the standards and providing evidence to demonstrate continual quality improvement.

RARPA Stage Five: Summative assessment of achievement

From 'Evaluating Types of Provision' (para 164)

Education programmes for young people

- Inspectors will consider how well leaders and teachers promote high expectations for achievement and progress through the systems they use to monitor and develop the quality of provision for learners, including the most disadvantaged, those with SEND and those with high needs. (166)

Adult learning programmes

- Inspectors will judge how effectively staff work with learners, employers and other partners such as Jobcentre Plus, to ensure that teaching, learning and assessment enable learners to develop personal, social and employability skills that prepare them well for their intended job role, career aims and/or personal goals. (167)

Provision for learners with high needs

- Inspectors will judge how successfully learners participate in good-quality and individually tailored learning programmes that lead to paid or voluntary employment where appropriate (including to supported internships, traineeships and apprenticeships) and/or to greater independence in their everyday lives. (170)

From 'Quality of Education' for all learning programmes (para 171)

- A well-constructed, well-taught curriculum will lead to good results because those results will reflect what learners have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests or assessments. (184)
- Disadvantaged learners and learners with SEND acquire the knowledge and skills they need to succeed in life. (184)
- End-point assessments and examinations are useful indicators of learners' outcomes, but they only represent a sample of what learners have learned. Inspectors will balance this with their first-hand assessment of learners' work. (184)
- All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether learners are ready for their next steps. (184)
- Inspectors will also consider whether learners are ready for the next stage and are going to appropriate, high-quality destinations. (184)

RARPA Stage Five: Key Points continued

- Inspectors will evaluate learners' progress in relation to their starting points, based on their rate of learning, acquisition of knowledge, skills and behaviours and whether they have achieved their individual, challenging learning goals. (186)
- Inspectors will put more focus on the curriculum and less on providers' generation, analysis and interpretation of performance data. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that information first-hand. (188)

Leadership and Management (para 209)

- This judgement is about how leaders, managers and those responsible for governance ensure that the education and training delivered by the provider have a positive impact on all learners, including those with SEND and those who have high needs. It focuses on the areas in which inspection evidence and research show that leaders and managers can have the strongest impact on the quality of education and training provided. (209)



RARPA Stage Five: Key Themes from the Special Educational Needs and Disability Code of Practice 2014

The Special Educational Needs and Disability Code of Practice informs the further education and skills sector of its statutory duties in relation to young people and education. Where providers understand their duties to the Code of Practice and how this links to RARPA they will be able to provide evidence that learners are achieving their potential and increasing their opportunities for good life outcomes. The Code of Practice advises a person-centred approach and this links well to RARPA's focus on personalised learning outcomes and measuring achievement from an individual's starting points. Throughout the Code of Practice, providers are expected to work in partnership with health, social care and other educational providers to support good life outcomes.

'Local authorities should be ambitious for children and young people with SEN, raising their aspirations and promoting high expectations about what they can achieve in school, college and beyond. Local authorities should ensure children and young people have access to the right support and opportunities that will prepare them successfully for adulthood by helping them achieve the agreed outcomes in their EHC plan. This will enable many more young people with SEN to complete their formal education'. (para 8.49)

Statutory duties for FE Colleges, 6th form colleges, 16-19 academies and independent specialist colleges (Section 41 Children and Families Act 2014) include:

- duty to cooperate with local authorities in making arrangements for children and young people with SEN
- duty to admit a young person if the institution is named on the EHC Plan
- duty to regard the Code of Practice
- duty to use their best endeavours to secure special educational provision to meet young people's needs for those with or without an EHC Plan.



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

RARPA Stage Five: Key Themes continued

Key themes from the SEND Code of Practice	At RARPA Stage Five providers should:
Young people with SEN are entitled to an education that is ambitious and prepares them successfully for adulthood, including their chosen career.	Have a culture of high expectations for young people with SEN. Use summative assessment to celebrate and promote the achievements of current and past learners. Include different learner groups to demonstrate the diversity of SEN learners across the whole organisation.
Impartial careers advice must be available to support young people to move onto employment, training, adult learning opportunities and independent living.	Provide access to information, advice and guidance throughout the learning programme so that learners can make informed choices about their future. If a learner's plans have changed as a result of summative assessment, they are likely to require additional careers advice to plan their next steps.
There should be a planned transfer to adult social care and health services (if required). This should happen at a time when it most benefits the young person, not necessarily at age 18. Young people must not be left without support.	Review the health and social care services the learner uses at each annual review and work in partnership with external agencies to deliver a planned transition to adult services, at an appropriate time. If this has not taken place by the end of the learning programme, summative assessment should reflect any changes to health and social care needs that have impacted upon progress and achievement.
Young people moving onto higher education will need support to apply for the Disabled Students' Allowance.	Identify learners who are applying to higher education at an early stage so advice, support and guidance can be given to attending disability support assessments and making applications through Student Finance England. Learners will require their summative assessment to reflect both their qualifications and wider learning aims such as personal development, independence skills, employability and citizenship.
Young people with SEN can request a personal budget to pay for education, health and social care needs. For some young people managing their own personal budget will provide the autonomy and control needed as they move into adulthood.	Provide learners and their parents and carers information about personal budgets so they can make an informed choice about how to request and manage a personal budget.

RARPA Stage Five: Questions providers should ask themselves about Education, Health and Care Plans (EHC Plans)

The further education and skills sector has statutory responsibilities for young people with EHC Plans. At each stage of the RARPA process there are actions providers can take to ensure they are meeting these requirements. Young people aged 16 and over have the right to make their own decisions about their plans and should be involved, in appropriate ways, at each stage of the RARPA process to agree their long-term outcomes based on what is meaningful to them. Providers should challenge EHC Plan outcomes that are not person-centred, relevant to the individual and supportive of good life outcomes across the four preparing for adulthood pathways of education and employment, health, independent living and friends, relationships and community.

Questions to ask yourselves	If your answer is no or you are unsure
Are you involved in or have you contributed to a local authority's decision about whether or not to cease an EHC Plan at the end of a programme?	Use both formative and summative assessments to provide evidence of progress towards outcomes. EHC Plans only remain in place where educational provision is required to support a young person to reach their EHC Plan outcomes. Local authorities will make decisions to cease an EHC Plan based on evidence of progress towards and achievement of outcomes in the plan. The summative assessment will usually be the key evidence local authorities base their decisions on.
Do you know if the learner's EHC Plan will continue when they move to a new setting?	Review the learner's chosen destination. If they are moving onto another educational setting and still require an EHC Plan there are specific timescales in the Code of Practice for local authorities to review planning five months before the transfer is due to take place. Therefore, EHCP Plan annual reviews may need to be scheduled earlier than usual. (see para 9.181 Send Code of Practice).
Have the learner's views on their transition to a new setting or returning to a learning programme been considered and are the local authority aware of these views?	Provide evidence to the local authority of how learners have expressed their views about their achievements and what they want to do next. Use person-centred planning tools to demonstrate this. Involve staff who know the learners well and parents and carers, if appropriate.
Do you have appropriate transition arrangements for learners transferring into adult social services?	Work in partnership with adult social care and health services to ensure the young person is not left without access to the support they need when they finish their learning programme. If a learner is due to leave education, ensure social care and health partners are involved in annual reviews and transition planning.

RARPA Stage Five: Questions continued

Questions to ask yourselves	If your answer is no or you are unsure
Are eligible learners and their families aware of their right to a personal budget and how to access this?	Provide learners with accessible information about how to request and manage a personal budget, if they do not already have one.
Is it clear from the summative assessment that the outcomes in the EHC Plan remain relevant and meaningful to the learner?	Relate the achievements in the summative assessment to the EHC Plan outcomes. Check that they remain relevant and ambitious for the young person and demonstrate how an additional year on the learning programme would not be a repetition of the previous one.
Do you know from the summative assessment, if a learner's needs are not being adequately met and they require an EHC Plan?	Identify where there are unmet or new needs that require support or a specific intervention. Summative assessment should include a review of how effectively needs are met and if there are any unmet needs. Discuss with the learner and parents and carers, if appropriate. Make a request to the local authority for an EHC Plan needs assessment. This can be done at any point up until the learner's 25th birthday.
Are you aware of the specific responsibilities to certain groups of young people with EHC Plans, in the Code of Practice?	Review how the Code of Practice applies to these groups and ensures young people are not disadvantaged by their particular circumstances. Chapter ten of the Code of Practice provides information for specific groups of young people which are: <ul style="list-style-type: none"> ■ looked after children ■ care leavers ■ children and young people with SEN and social care needs, including children in need ■ children and young people educated out of area ■ children and young people with SEN who are educated at home ■ children and young people in alternative provision ■ children and young people who have SEN and are in hospital ■ children of service personnel ■ children and young people in youth custody.

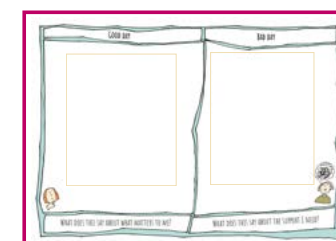
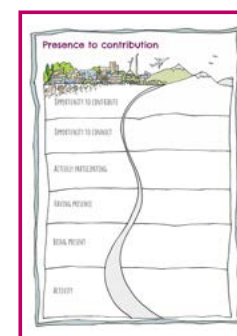
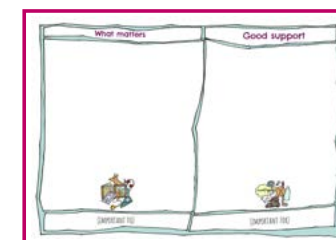
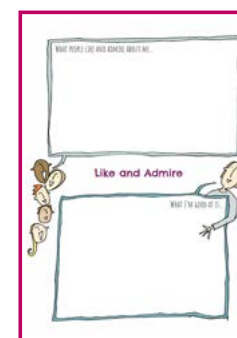
RARPA Stage Five: Links to person-centred tools to use at this stage

Person-centred approaches support providers to find out what is important to a learner, what matters to them most and what support strategies work best for them. Providers can use these person-centred thinking tools to support conversations with learners, their parents and carers and other multi-disciplinary professionals throughout the 5 RARPA stages. The tools prompt questions and ways to gather information that keeps the person at the centre. This works well with the RARPA focus on personalisation and emphasis on the learner voice.

Useful person-centred tools to support learner involvement during summative assessment and for sharing key information with destinations during transition.

Good day and bad day - to plan for more good days and less bad ones in the future (opens in web browser)

Perfect week - to demonstrate what a person would like to happen across their week in the future (opens in web browser)



RARPA Stage Five: Quality Assurance

Summative Assessment of Achievement

Use the examples of activities to measure quality assurance at this stage. The list is not exhaustive or prescriptive. Providers may already have alternative or additional means of checking quality at each RARPA stage.

Evidence from these activities will inform providers' self-assessment reviews and quality improvement programmes.

Examples of quality assurance activity:

- Review achievement data to demonstrate a consistent level of judgement has been applied at summative assessment. This could include a scrutiny of evidence to support assessment, final progress reports, learner work and reviewing learners' ILPs or equivalent. Identify if there are any patterns of inequality between groups of learners e.g. gender, ethnicity, disability or special educational need.
- Check that the summative achievements recorded
 - represent a satisfactory amount of progress from starting points
 - build on progress made through meeting learning objectives
 - have enabled progress towards long-term aspirations
- Use a learner survey to find out how well learners believe that the learning programme overall has met their needs. Hold learner voice or learner representative meetings to gain feedback on what they have achieved. Ask learners if it has met their expectations and if they would change anything or do anything differently, including the type of support or interventions they have received.
- Gather feedback from key stakeholders such as parents, carers and multi-disciplinary professionals on how the learning programme has enabled the learner to achieve.
- Conduct walk throughs of classrooms and communal spaces to observe how learners' achievements are shared and celebrated. Review the website and other sources of information for evidence that learner's achievements are highly valued.
- Request feedback from learners' new settings on the usefulness of the summative achievement data shared with them, in planning support, activities and opportunities.

RARPA Stage Five: Quality Assurance continued

- Review support and care plans. Identify successful interventions and build on these. Address where support has not led to learner achievement. Work with external partners to assess the quality and benefits of any external specialist support.
- Seek feedback one year on from learners to assess how well they are doing in their new settings. Use this feedback to evaluate if the summative assessment supported the transition process.
- Compare year on year achievement data to assess whether the provider is continuously improving, sharing best practice and taking action to address concerns.
- Triangulate data collected at the end of the learning programme to inform the self-assessment review and develop the quality improvement programme.
- Conduct an internal review of the RARPA provision using the template below.
- Arrange for an external review of the RARPA provision using the template below.



RARPA Stage Five: Self Audit Tool

Use the self-audit tool to assess what you are already doing well and where you need to take further action.

Stage Five: Summative assessment of achievement				Action Required
Do all learners have a final assessment of their achievements on the learning programme that shows the progress they have made from their starting points?				
Are final progress reports checked for consistency of approach, language, content and assessment of achievement across the whole programme?				
Have learners achieved their learning objectives and longer-term outcomes as expected?				
Can learners articulate, in appropriate ways, what they know and can do now that they could not at the start of their learning programme?				
Are achievements in personal development, communication, independence, employability and behaviour, where appropriate, identified and reported on?				
Is there evidence that the support and interventions in place have enabled learners to achieve?				
Has a moderation of final assessments taken place and is this used to inform planning of the curriculum?				
Is there evidence of creative, meaningful ways to demonstrate achievement, such as videos, displays, learner feedback, celebration events and awards, that involve the learners and express the 'learner voice'?				
Is achievement shared with the wider community, including parents and carers and other key stakeholders?				
Have learners continued with a planned transition to their next setting or destination? Has information from the summative assessment been shared with the learner's consent?				
Is there an analysis of destination data that informs planning?				
Is best practice in summative assessment being shared and actions identified to make improvements where required?				
Can staff deliver their responsibilities for summative assessment effectively and without incurring an overload of work?				
Do staff have targets to improve summative assessment, if required, in their performance reviews and the appraisal process?				
Is evidencing of achievement reflected in the self-assessment report and the quality improvement plan?				

■ No evidence requires attention ■ Requires development ■ Evidence of this informs planning and delivery

Supporting the quality assurance of RARPA

Internal Review

Internal reviews can be carried out throughout the year, at key points during the different five stages or on an annual basis.

An internal review supports the identification of best practice and where action is required to improve quality. It should be undertaken within the organisation's usual quality assurance cycle.

External Review

Providers may benefit from commissioning an external review of RARPA learning programmes.

External professionals with expertise in delivering and quality assuring RARPA can provide an impartial assessment of how evidence is used to self-assess and improve quality. This can increase stakeholder confidence that there is a level of external scrutiny taking place.

Peer Review

A small group of providers can work in partnership to review each other's RARPA provision.

External peer review can be used in addition to internal reviews to identify and share good practice between providers. It usually involves identifying a particular RARPA stage to focus on. Peer review can work equally well between providers of the same and different types and where they have similar and different cohorts of learners.

OUR PARTNER



Natspec has produced this guidance on behalf
of the Education and Training Foundation.

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