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## NORTH YORKSHIRE

Leaflets and Factsheets

Post 16 Transitions

# Introduction

All children and young people deserve a bright future - to belong, achieve, contribute, stay safe and be healthy.

For children and young people with special educational needs and disabilities, starting early to plan and prepare for transition into adulthood will build their confidence and help make this period in their lives a positive experience. This guide is for parents/carers of children and young people on SEND Support or those that have an Education, Health and Care Plan (EHCP).

# Planning For The Future

Helping a young person to start thinking about their future is an exciting process, but it can also seem confusing and worrying. Whatever a young person is feeling, the most important thing to remember is that they should be at the centre of these discussions.

These are some questions you might like to discuss with your child/young person:

- What does the young person enjoy? – either at school or at home
- Does the young person have any hobbies?

- What sort of person are they? – E.g. Do they like being with people? Do they like working with animals? Do they like working with their hands?
- Are they outgoing or do they like to keep to themselves?
- How do they like to learn?
- What is important to them? (e.g. staying near home or being independent, do they want to discover new places and people?)
- What kind of environment suits them – busy and noisy or quiet?
- Have they any ideas about what sort of work they would like to do?
- Where would they like to live and who with?
- What independence skills to they need to develop?
- Do they need to gain daily living and employability skills?

## Transition Planning

Transition means change and it is important to be aware of this. All young people need to make plans for their future. If a young person is on SEND support their school/current setting will provide support with transition. Speak to your SENCO if you feel the young person will need a longer period to prepare.

Providing careers advice for children and young people from Year 8 to Year 13 including those with SEND is a statutory duty for maintained schools and pupil referral units under Section 42 of the Education Act 1997. Academies, Free Schools and FE Colleges are subject to this duty through their funding agreements.

If the young person has an EHCP, their planning for the future starts at age 13 (Year 9). As well as the statutory requirement to review the plan, it will also include planning for transition and may be referred to as the Transition Review. This allows sufficient time to start thinking and planning for their future options.

Young people entering post-16 and training should be accessing provision which supports them to build on their achievements at school and which helps them to progress towards adulthood. Young people with EHC Plans are likely to need more tailored post-16 pathways. For more information see SEND Code of Practice 8.21 to 8.26.

### **The needs of the young person are central to the whole process.**

- The review meeting is crucial, and you have the right to invite anyone you feel is important in shaping the young person's life. This can range from teachers, close friends, therapists, family members to social workers. The school will support you and will organise the meetings on your behalf.
- Schools are there to inform you about the options available and support the young person through the transition process.
- If a professional, such as a health care worker or teacher, cannot attend a review meeting, they should provide you with a written report.

- From Year 9 onwards, make sure you discuss with your child's school their post-16 options; visit Further Education (FE) departments, colleges and training providers.

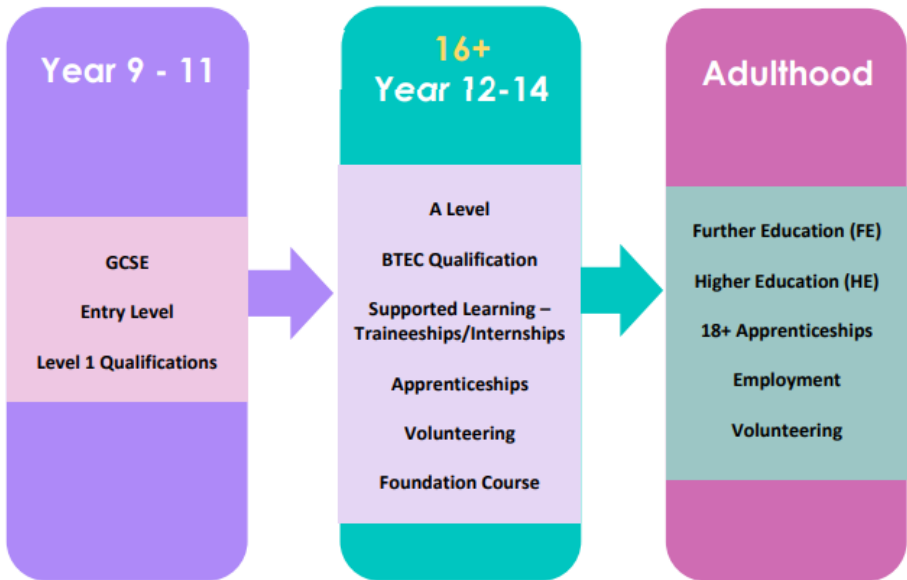
**To ensure you get the most out of the transition planning, it is important to help the young person to think about what they like and their hopes for the future.**

Some young people will need more support to do this, therefore it may be helpful to ask others who know them well what they think.

- At the Year 11 EHCP review meeting, decisions about post-16 options will need to be made.
- The young person will need to think about what they would like to do when they leave school and what support they will need to help them prepare for the future.
- Some young people may benefit from extra time in school after Year 11.
- Applications for school or college should be made in the autumn term of Year 11.
- Young people who are looking for an apprenticeship or training should start their search in the spring term of Year 11.
- It is advisable to consider all options and to have a back-up plan.

# 16+ Education and Training

It is considered important for all young people to stay in 'learning' after 16 and gain qualifications, skills and workplace experiences. However, it is important to remember that 'learning' can take place in different settings, including school, college, through work with training, bespoke programmes or even volunteering.



To find out further information you may wish to explore these links:

[Preparing for adulthood | North Yorkshire County Council](#)

[Post 16 options | National Careers Service](#)

[Education beyond 16 | Contact](#)

# Transition Calendar

If the young person has an EHCP this process will have started in year 10. If the young person does not have an EHCP this process will usually start in year 11.

September	October	November	December
<ul style="list-style-type: none"> <li>- Explore further options in employment, training, 6<sup>th</sup> forms and FE colleges</li> <li>- Look at pathways fitting around skills, interest and predicted grades of your young person</li> <li>- Contact the provider for initial discussions &amp; to plan visits/open days if your child is likely to need additional support</li> </ul>	<ul style="list-style-type: none"> <li>- Ask tutors, the school's careers advisers and the teachers for advice</li> <li>- Submit an early application for your chosen course to avoid disappointment,</li> </ul>	<ul style="list-style-type: none"> <li>- Go to open days!</li> <li>- Find out what support is available and how to get it</li> <li>- College and 6<sup>th</sup> forms interviews begin</li> </ul>	<ul style="list-style-type: none"> <li>- Consider a work experience placement during the Christmas period</li> </ul>
January	February	March	April
<ul style="list-style-type: none"> <li>- Think about a back-up plan!</li> </ul>	<ul style="list-style-type: none"> <li>- Create an account at the National Apprenticeship Service and keep an eye out for vacancies.</li> </ul>	<ul style="list-style-type: none"> <li>- Start contacting employers regarding apprenticeships and traineeships</li> <li>- If you haven't done so yet make sure your application forms are completed by the end of March</li> </ul>	<ul style="list-style-type: none"> <li>- Exams start in May – some schools have study leave</li> <li>- Confirm your back-up plan</li> <li>- Discuss with student advisers if any finance support is available e.g. FE16-19 bursary grants</li> </ul>
May	June	July	August
<ul style="list-style-type: none"> <li>- Ensure your child has an up-to-date CV</li> <li>- Decide on the best travel option for your child. For assistance under the SCC Post-16 Travel Policy the closing date for applications is 31<sup>st</sup> May!</li> </ul>	<ul style="list-style-type: none"> <li>- 6<sup>th</sup> Forms may now have an induction day</li> <li>- Your child needs to keep applying for apprenticeships and work-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- You might need to start thinking about options once exam results are out in August</li> <li>- Staff at 16+ providers can help advise</li> </ul>	<ul style="list-style-type: none"> <li>- Update CV with exam results</li> <li>- Enrolment starts at colleges</li> <li>- Purchase new kits/uniforms</li> <li>- Enjoy your Summer!</li> </ul>



## A brief description of the types of routes you can take post 16:

### **Staying in a school setting, e.g. a sixth form**

You should start thinking about this option when the young person is still at school. They don't have to stay at the same school, you can apply to move to another school sixth form. Your decision should be based on what courses are on offer and whether the courses will enable your child to progress further towards their planned goal – this might be work or further/ higher education.

### **Going to a local FE college / 6th Form College / Independent training provider**

These post 16 providers typically offer a wide range of vocational and academic courses to meet the needs of students at all levels. They all provide support for students with additional needs. You can start talking about additional needs as early as year 10 with your preferred post 16 provider – they will be able to confirm what additional support is already available and can discuss the young person's needs individually.

- Many students will attend mainstream courses, and some may require extra support. Mainstream courses will be offered at Level 1 through to Level 3 and beyond, in a range of subjects.
- Specialist courses are often called ‘Foundation Courses’ and are specifically designed for young people with SEND. Courses will aim to increase independence and confidence and develop practical and work- related skills.
- Some courses will focus on developing independent living skills. Whilst other courses will be focused on developing skills that will lead to employment; often focusing on a specific area of interest that the student has shown an interest in.

## Choosing to prepare for work

If the young person’s goal is to move into work they could join a Supported Internship, pre-apprenticeship programme or traineeship. Supported Internships are specifically for young people aged 16-24 with an EHCP. They are classified as ‘study programmes’ and are tailored to meet the needs of the young person and employer. Supported internships are offered by FE/Sixth form colleges and some independent training providers.

## The post 16 setting will:

- Work with you to source an employer and a job role that is right for the young person.
- Create a unique study programme so that the young person can study a qualification and gain high quality on-the-job-training whilst at work .
- Provide a job coach who will come to work with the young person to start with. Over time the work coach will accompany the young person less and less – this will be because they will be gaining confidence and skills and won't need as much support.
- The young person may need to attend college one day a week and go to work for 2-3 days a week.
- This is a study programme, so the young person won't get paid, unlike an apprenticeship, which is a job Traineeships and pre-apprenticeships are very similar. They are study programmes that include education and on-the-job training. These options are good for people who are looking to develop basic employability skills to help them on their journey to paid employment.

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## **Apprenticeships**

Apprenticeships are a way to combine on-the-job learning with a working environment. Apprentices will receive on and off the job training and will work towards apprenticeship standards for their relevant job role.

Apprenticeships are offered at intermediate level (Level 2), Advanced Level (Level 3), Higher (Level 4) and Degree Level. An apprenticeship is a job not a course, so the young person will need to pass a job interview and be appointed by the employer to be successful.

The on-the-job training is provided by a manager/mentor. The off-the-job-training will be provided by a training organisation who will visit the young person in the work place to check their learning and they may also need to attend college/training provider premises once a week. The young person earns a salary as an apprentice and is classified as employed rather than a student.

# From the age of 18+

## **Further Education at a local FE college or Independent**

With or without an EHCP it should be possible for all young adults to access a learning offer. At 19 all young people, with or without SEND, have access to education and training fully or part-funded through the Adult Education Budget.

Young people can access courses that help develop their basic skills and prepare them further for work. Depending on the family's circumstances, you may need to make a financial contribution towards course fees over the age of 19. These courses tend to be part time and short but are available through independent training providers and colleges.

If the young person has an EHCP this means it has been recognised that they need to stay in learning longer and would typically have access to longer, full time courses within an FE College.

## **Apprenticeships or Employment with Training**

If a young person feels confident enough to start work, it would be sensible to look for a job that has training and/or job coaching to help them adjust to the world of work.

## **Supported Employment**

This is a successful model for supporting people with significant disabilities to secure and retain real employment. There are eligibility criteria which, if met, mean the service is likely to be free. However, if this isn't granted, a personal budget or EHCP could be used to purchase this support, or the young person may be able to apply for an Access To Work grant.

## **Higher Education (HE)**

For young people with a level 3 qualification (e.g. A-levels, BTEC L3 etc.) and the desire and capability to study further, there are a wide range of courses to study at higher education institutions – either locally or further afield. Students with a disability or SEND can access a range of financial and personal support to help them achieve in their studies.

## **Higher & Degree Apprenticeships**

Apprenticeships are available for people of all ages up to Level 6 and 7 (e.g. a full bachelor's honours degree or a full master's degree). This pathway provides substantial training and the development of transferrable skills, as well as gaining a real qualification.

# Preparing for Adulthood & Employment

Employment helps people to be independent and be part of the community, leading to a good life. For young people with SEND, getting work experience and developing employability skills is very important. It can also help an employer to recognise the skills that the young person can bring to their organisation.

## Meeting Employers

Schools and colleges have a duty to ensure all young people have opportunities to meet with employers during their time in education – an aspect which is inspected by Ofsted. This could be an employer coming to the school or college to talk to students about their job, help with a project, give students opportunities for a mock interview or mentor a student. Many schools hold careers fairs where students get the chance to talk to lots of employers in one day.

## Work Experience

Young people should also be offered the chance to do some work experience during their time in education. This could be for a fixed period of time, such as one full week or spread over a number of weeks during a term. Schools and colleges have a responsibility to help students prepare for these kinds of experiences.

## Volunteering

Volunteering can also help students develop skills that will help them in future employment. There are formal programmes such as the Duke of Edinburgh Award or National Citizenship Service that schools and colleges will be involved in. You could also help young people to do some voluntary work outside school or college in an area that they are interested in. However, they may need to be over 16 to take part in external voluntary work and they may need some support.



## Useful Links

- **Ace Education** (independent advice and information on state education in England).
- **Child Law Advice** (education law advice for families) [www.childlawadvice.org.uk](http://www.childlawadvice.org.uk)
- **Collis Mediation Ltd** (mediation and disagreement resolution service) [www.collismediationltd.com](http://www.collismediationltd.com)
- **Contact** (for families with disabled children) [www.contact.org.uk](http://www.contact.org.uk)
- **Council for Disabled Children** (umbrella body for the disabled children's sector) [www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)
- **IASSN** (information, advice and support services network) [www.cyp.iassnetwork.org.uk](http://www.cyp.iassnetwork.org.uk)
- **IPSEA** (national charity providing legally based information advice and support) [www.ipsea.org.uk](http://www.ipsea.org.uk)
- **Our Website** [www.sendiassnorthyorkshire.co.uk](http://www.sendiassnorthyorkshire.co.uk)
- **SEND Code of Practice** (explains the statutory duties of schools and local authorities) [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
- **SEND Tribunals Service** (organisation responsible for handling claims) [www.justice.gov.uk/tribunals/send](http://www.justice.gov.uk/tribunals/send)

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Special Educational Needs and Disabilities  
Information, Advice and Support Service

If you would like any further information please see the links below to our website and social media pages.

Alternatively, if you would like some extra support for your child/young person you can call or email our

Advice Line service on 01609 536923 or

[info@sendiassnorthyorks.org.uk](mailto:info@sendiassnorthyorks.org.uk)

Our Advice Line is open 9:30-1pm Monday to Friday during Term-Time and 9:30-1pm Tuesday and Thursday during School Holidays.



Information



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[www.sendiassnorthyorkshire.co.uk](http://www.sendiassnorthyorkshire.co.uk)



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