

## **Transition to adulthood webinars: Post 16 education script**

### **Slide 1**

Hello and welcome to the transition and post 16 education session of the Autism and transition to adulthood webinars. These webinars are brought to you by the Greater Manchester Autism Consortium part of The National Autistic society.

### **Slide 2**

This session we will explore post 16 education for young people with special education needs and disabilities. We will look at the Children and Families Act 2014, further education post 16 and 19-25 education.

This session is an introduction and won't cover all aspects of post 16 education, but hopefully it will help you to start to think about post 16 education for your young person. We will also include some useful links at the end should you want to look for more information on this topic yourself.

### **Slide 3**

'Being supported towards greater independence and employability can be life transforming for children and young people with SEN. This support needs to start early, and should centre around the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions' - (Children with special educational needs and disabilities Code of Practice, 2014)

### **Slide 4**

What is an Education, Health and Care Plan? (EHCP)

- An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through school based special educational needs support (all schools have a budget to support students with SEND who's needs that fall below this threshold)
- EHC plans should identify educational, health and social needs and set out the additional support to meet those needs

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What is an Education, Health and Care Plan? (EHCP)

- Section 20 (1) of the C & F Act 2014 definition of SEN:

'A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her'

### **Slide 6**

Health and social care

Section 21 (5) of the Children and Families Act 2014

- Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (instead of health care provision or social care provision)

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Health and social care

- It is only special educational provision which is relevant in terms of determining whether or not a child has special educational needs. A child or young person will only be able to have support under an EHC plan if they have SEN which require special educational provision
- If they only need health care provision or social care provision – no matter how significant – they will not be eligible for an EHC Needs Assessment or to have an EHC Plan

### Slide 8

Principles of Part 3 of the Children & Families Act 2014

The LA must **have regard** to the following matters.

This is a strong legal **must** duty

- the **views, wishes and feelings** of the child and his or her parent, or the young person;
- the importance of the child and his or her parent, or the young person, **participating as fully as possible** in decisions

Remember the school governing body, proprietor or management committee of the school or other setting have a best endeavours duty meaning:

*“If a registered pupil or a student at a school or other institution has special educational needs, the appropriate authority must, in exercising its functions in relation to the school or other institution, use its best endeavours to secure that the special educational provision called for by the pupil’s or student’s special educational needs is made.”*

(Section 66 of the Children and Families Act 2014)

The legal duty is directly on them as a body and not the head teacher of the school or principal of the college.

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The Principles of Part 3 of the Children & Families Act 2014

- the importance of the child and his or her parent, or the young person, being provided with **the information and support necessary to enable participation** in those decisions
- the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her **achieve the best possible educational and other outcomes**

### Slide 10

Preparing for adulthood

For children and young people with EHC plans, discussions about post-16 options will be part of the preparing for adulthood focus of EHC plan reviews, which must be included as part of the review from Year 9 (age 13-14). The local authority must ensure these reviews take place, and schools and colleges must co-operate with the local authority in these reviews. If it is clear that a young person wants to attend a different school (sixth form) or a college, then that school or college must co-operate, so that it can help to shape the EHC plan, help to define the outcomes for that young person and start developing a post-16 study programme tailored to their needs.

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#### Further education

All students aged 16-19 (and students up to the age of 25 where they have an EHC plan) should follow a study programme which provides stretch and progression and enables them to achieve the **best possible outcomes** in adult life, particularly in regard to:

- moving into paid employment and higher education
- independent living
- having friends and relationships and being part of their communities
- being as healthy as possible
- Young people with EHC plans may need longer in education or training to achieve their outcomes and make an effective transition into adulthood

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#### Further education

- Post-16 education encompasses school sixth forms (both mainstream and special schools), sixth form colleges, general further education (FE) colleges, 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector
- The range of available study programmes is broad and includes AS/A-levels, vocational qualifications at all levels, apprenticeships, traineeships, supported internships and bespoke packages of learning
- It's crucial that local authority 'local offers' clearly set out what is normally available for 19- to 25-year-olds with special education needs and disability, to ensure educational and training needs are met, regardless of whether they have an EHC plan.

You can access your local authorities' 'local offer' by searching the term on your council's website.

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#### Special educational support might include

- assistive technology
- personal care (or access to it)
- specialist tuition
- note takers

- interpreters
- one-to-one and small group learning support
- independent living training
- accessible information
- access to therapies (for example, speech and language therapy)
- access to quiet spaces; designated mentor
- special arrangements for exams

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##### Funding for SEN support

- Colleges are funded by the Education Funding Agency (EFA) for all 16-18 year olds and for those aged 19-25 who have EHC plans, with support from the home local authority for students with high needs
- Colleges are expected to provide additional support which costs up to a nationally prescribed threshold per student per year (approx £6,000)
- The responsible local authority, usually the authority where the young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual young person exceeds the nationally prescribed threshold

#### **Slide 15**

##### Useful SEND organisations

##### **IPSEA (Independent Parental Special Education Advice)**

<https://ipsea.org.uk>

**Council for Disabled Children (CDC)** <http://www.councilfordisabledchildren.org.uk/>

##### **Information, Advice and Support Service**

<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network>

##### **SOS!SEN**

<https://sossen.org.uk>

