

## Post 16 and Post Educational Options for Young People with Education, Health and Care Plans: Guidance

1. This Guidance has been prepared to outline the options and factors that will be considered by the Local Authority in making educational provision for young people at 16+. This document does not replace the law and is only issued as guidance. All cases will be considered on their individual merits and in accordance with the relevant statutory provisions set out under the Children and Families Act 2014 and the Special Educational Needs Code of Practice.
2. Please note, extracts from the SEND The Code of Practice referred to throughout the Guidance are abridged for ease of reference.

### ACCESS TO FURTHER EDUCATION & FUNDING

3. **The Raising of the Participation Age** states that young people are required to continue in education or training until they are 18 years old. Most of our SEN young people go into education with the remainder choosing training options. Bournemouth SEN will look to educate the vast majority of learners with Special Educational Needs and Disabilities in local post 16 provision: 6th forms (maintained or academies), FE colleges or training providers. Details of local settings which are available and are experienced in supporting young people with SEN are set out at Appendix 1. Where such providers are unable to meet identified need, specialist placements will be considered.
4. The Local Authority is required to ensure that all young people have access to a range of further education and training options. This may include including vocational courses, training and apprenticeships. Young people with Education, Health and Care Plans have the same rights to access this provision as all other young people.
5. For young people aged 16-18 courses within further education colleges are free at the point of entry. This does not include independent specialist placements. Admission is based on meeting the entry requirements for a particular course. The only costs that would arise are in respect of course materials or if a young person has an Education, Health and Care Plan, the costs of providing support. This cost is met by the Local Authority.
6. Those aged 19 and over without an EHC Plan, would generally pay for their courses if they choose to stay in education. This cost is approximately £1,500 - £2,000 per year).
7. Bursaries may be available to help with the cost of resources or transport costs for those who are eligible.
8. Where a Young Person has an EHC Plan they will have the right to express a preference for a further education setting. This will then be considered by the Local Authority who are required to consult with the setting. If the setting is a further education college, sixth form, a non-maintained special school (16+) or an institution approved by the Secretary of State under section 41 the Local Authority must name the setting unless the following can be demonstrated:

- The school or other institution requested is unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or
- The attendance of the child or young person at the requested school or other institution would be incompatible with—
  - (i) the provision of efficient education for others, or
  - (ii) the efficient use of resources.

## PREPARATION FOR ADULTHOOD

9. The focus of the Children and Families Act is preparing young people with special educational needs and disabilities for adulthood. The SEN Code of Practice defines the outcomes that could be expected preparing young people for adulthood (see 8.10 for a more in-depth description of the categories):
  - Higher Education (university level) and / or employment (Education)
  - Independent living, including supported living (Social Care/Education)
  - Participating in society, having friends and supportive relationships, participating in the community (Social Care)
  - Being as healthy as possible (Health) – both mentally and physically
  
10. The Local Authority will begin preparing outcomes to meet these broad objectives when the young person is at school. Discussions about post 16 options must be included as part of the review from Year 9. This will involve:
  - At the Year 9 review, we need to know what the general post 16/19 plans are likely to be.
  - Those young people in special schools may continue into their special school's post 16 department, (but this should not be assumed); for others they may choose either an SEN course or a mainstream course at a mainstream provider – information on page 5. Details of qualification levels are on page 6.
  - Each year, a small number of parents request an SPI as a post 16/19 option. This must be recorded on the Transitions Action Plan.
  - Transition Action Plans should be reviewed as part of subsequent annual review in order to make firm plans for moving on. If the parent or young person requests an SPI, the SEN Inclusion Officer must be advised as early on as possible in the process. (The SEN Officer may raise these young people at the Transitional Operations Group – a multi-agency group including education, care and health professionals).
  
11. Schools have a statutory duty to provide pupils from year 8 to year 13 with **independent careers guidance**. The careers adviser will explore all local post 16/19 options with the young people and their parents as part of their wider information, advice and guidance. Local mainstream providers should be fully explored before considering SPIs. (Independent information, advice and guidance means that all options must be explored without partiality of the current placement. This should be evidenced through action plans completed with the independent careers adviser).

## **FACTORS CONSIDERED BY THE LOCAL AUTHORITY IN DETERMINING POST 16/POST 19 PLACEMENTS**

12. There should not be any assumption made that just because a young person has an EHC Plan that it will be maintained until they reach the age of 25. However, **EHC Plans must not be ceased just because the person is aged 19 or over**. It is recognised that young people with SEN may need longer in education or training in order to achieve their outcomes and make a successful transition to adulthood.
13. The Local Authority will have to consider a range of factors as set out in the Code. The Local Authority will consider the following (this list is not exhaustive):
- The views of the young person.
  - Whether the training and education outcomes have been met.
  - Whether staying in education enable the young person to achieve educational outcomes that s/he has been unable to achieve so far?
  - Whether these outcomes enable the young person to access higher education or employment?
  - Whether the young person can show evidence of progression within education.
  - Whether the young person still requires special educational needs provision.
  - Whether the young person's needs could be met solely through social care provision.
14. The Local Authority will seek to engage social care services where it is considered that the development of functional life skills is required rather than formal educational provision.

**APPENDIX 1:  
LOCAL POST 16 EDUCATION PROVISION**

<b>MAINSTREAM FURTHER EDUCATION</b>	<b>COURSE</b>	<b>LEVEL</b>	<b>AGE RANGE</b>
Bournemouth & Poole College – general FE  01202 205205 <a href="http://www.thecollege.co.uk">www.thecollege.co.uk</a>	Pre Vocational Programme (PVP)	Entry Level – Level 1	16+
	STEPS	Pre Entry Levels - Entry Level	16+
	Academic and vocational courses	Level 1 – Level 3	16+
Brockenhurst College – general FE  01590 625555 <a href="http://www.brock.ac.uk">www.brock.ac.uk</a>	Continuing Education	Pre Entry Levels – Level 1	16-18
	Vocational Choices	Level 1	16+
	Personal and Social Development	Pre Entry Levels - Entry Level	18+
	A Levels & Vocational Courses	Level 2 – Level 3	16+
Kingston Maurward College – agriculture  01305 215000 <a href="http://www.kmc.ac.uk">www.kmc.ac.uk</a>	Skills for Working Life	Entry Level	16+
	Academic and vocational courses	Level 1 – Level 3	16+
<b>Other mainstream colleges, Sparsolt, Totton, Weymouth and Yeovil all offer similar courses to those above, but there will be an impact on travelling in terms of time and cost to consider</b>			
School 6 <sup>th</sup> Forms	Academic and vocational courses	Level 2 – Level 3	16-19
<b>Special School Post 16:</b> Beaucroft Linwood Post 16 and CHI Montecute Springwood Summerwood	Various – speak to school	Pre Entry Levels – Level 1	16-19

Almost all young people should be able to access courses or placement at, at least one of the above. Additional support can be made available through top up funding to provide for the learning needs for High Needs Students.

## QUALIFICATIONS FRAMEWORK – Equivalent levels

<i>Expected age of achievement for those without a SEN</i>	<i>Level</i>	<i>National Curriculum Level</i>	<i>Vocational</i>
22 years min or older	HIGHER ED 8	PhDs	
22 years min or older	HIGHER ED 7	Masters degrees	
18-21 years or older	HIGHER ED 6	Honours degrees	
18-21 years	HIGHER ED 4 & 5	Foundation degrees	Higher Apprenticeships / NVQ Levels 4 and 5
16-18 years	FURTHER ED Level 3	A Level	Advanced Apprenticeships / Level 3 Diplomas and Extended Diplomas NVQ Level 3
14-16 years	Level 2	GCSE A*-C	Intermediate Apprenticeships / Level 2 Diplomas NVQ Level 2
12-13 years	Level 1	GCSE D-G	Traineeships / Level 1 Diplomas (foundation learning)
This is the division between SEN and mainstream courses when you are looking at someone for post 16 options			
10-11 years	Entry Level 3	National Curriculum Level 3	Traineeships / Entry Level Diplomas / Life Skills
8-9 years	Entry Level 2	National Curriculum Level 2	Pre Traineeships (new) / Entry Level Diplomas / Life Skills
6-7 years	Entry Level 1	National Curriculum Level 1	Entry Level Diplomas / Life Skills
Pre 5 years	Pre Entry Level	P levels	Life Skills