

Leaving School – What next?

Supporting your young person with Special Educational Needs to make a choice of post-16 setting or provider.





Halton SEND Partnership

Leaving School – What next?

Transition to post-16 may be a daunting time for young people and parents alike, there is a lot on offer when it comes to this point in your son/daughters chosen pathway. 'Post-16' consists of school sixth forms (both mainstream and special schools), sixth form colleges, further education colleges, 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector.

We recommend that before you visit any provider; think about what questions you may want to ask. This checklist contains some obvious points and some more specific questions. You might want to refer back to these once you have visited several different providers, so keep a checklist for each provider that you visit. Throughout this booklet there is space to make notes and enter any particular questions that are important to you but which are not covered elsewhere.

You may need to visit several settings or providers before you find somewhere that your son or daughter feels comfortable, supported and happy with before they make a final choice.

Before you visit anywhere:

- 1. Speak to your son/daughter's school** – What do they recommend? Do they have any information about what the local provisions can provide? What type of setting or placement they feel would suit your child well?
- 2. Information, Advice and Guidance (IAG)** – The Code of Practice 2014 (para 8.20 - 8.21, pg. 128) recognises that "young people entering post-16 education and training should be accessing provision which supports them to build on their achievements at school and which helps them progress towards adulthood" and that "schools and colleges should help children and their families with more detailed planning" when approaching transition. Ask the school about what Information advice and guidance looks like in that provision and how they will support planning.
- 3. Visit the Halton Local Offer** (www.localoffer.haltonchildrenstrust.co.uk) - here you will find information and links to local post-16 provisions in our borough and nearby.

Things to consider before visiting a setting/ provider

What are your child's aspirations?

E.g. Where do they see themselves in the future? Do they want to move to higher education?

What do they want to achieve in the future?

E.g. What qualifications do they want to gain?

What is important to them?

E.g. Practical Lessons? Friendship groups? Quiet learning spaces?

Setting 1: Date Visited

Setting 2: Date Visited

Setting 3: Date Visited

What is on offer/ Links to aspirations?

Tick if this is
important to you

- Will this setting/provider help my child achieve their outcomes?
- What are the facilities like? What space will my child learn in?
- Do they offer the right course for my child to achieve their aspirations?
- What does the course look like?
- What qualifications will they get?
- Does the setting/provider offer work experience?

Setting environment

- Does the provider feel welcoming?
- How do the staff and students interact with each other?
- Would the environment suit my child?
- Is the environment noisy?
- Can my child access to all the areas they need to?
- Is it easy to get around the setting?
- Who can I contact if I have any questions?
- How will I know if my child is making progress?
- Who can my child speak to if they have a problem or need some support?
- How does the setting assess work and monitor progress towards outcomes?

SETTING 1

How did they score?

Scale 1-5

1 poor 5 excellent

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

SETTING 2

How did they score?

Scale 1-5

1 poor 5 excellent

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

SETTING 3

How did they score?

Scale 1-5

1 poor 5 excellent

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

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Notes**SETTING 1**

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SETTING 3

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1 2 3 4 5

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1 2 3 4 5

Notes

Additional needs?

Tick if this is
important to you

- How will the provider get to know my child before they start?
- How will my child get to know the setting/provider?
- These are my child's needs; do you have staff with specialist qualifications/experience?
- Could you outline the support that may be available to my child?
 - How would this be arranged?
 - How will staff be informed of my child's needs?
- How will my child be supported in unstructured times such as lunchtimes?
- Is work adapted for individual students if necessary?
- Does the setting work with any outside agencies to seek support?

SETTING 1

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Scale 1-5

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1 2 3 4 5

1 2 3 4 5

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How did they score?

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SETTING 3

How did they score?

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1 2 3 4 5

Notes

Moving on from Post 16

Tick if this is
important to you

So, your child has made it to their chosen destination, but what happens to prepare them for the next steps?

The four areas in which providers should support are:

- **Paths to employment**
- **Independent Living**
- **Friends, Relationships & Community**
- **Good Health**

If you're interested in finding out any more information about these, please visit the Preparing for adulthood website:

www.preparingforadulthood.org.uk/

- How does the setting/provider support students moving on to achieve their aspirations?
- What agencies do college work with to support with moving on from Post 16?
- Are there any activities my child will engage with to support them in moving on?
 - Are there any events to support this?
 - When do these activities take place?

Notes

SETTING 1	SETTING 2	SETTING 3
How did they score? Scale 1-5 1 poor 5 excellent	How did they score? Scale 1-5 1 poor 5 excellent	How did they score? Scale 1-5 1 poor 5 excellent
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Notes

General Information

- If you are interested in finding more about a provider's policies related to Special Educational Needs & Disability or any other policies, these may be available on their website. If not, you may like to ask them for these, this will help see what they have on offer or how they may support further.

You may also wish to refer to Chapter 7 & Chapter 8 of the SEND Code of Practice 2014 which discusses the duties for the different Post-16 setting types and Preparing for Adulthood. You can find this here:

www.gov.uk/government/publications/send-code-of-practice-0-to-25

- If you are interested in finding more information about anything you may not have come across in this leaflet, please visit the Halton Local Offer at:

<https://localoffer.haltonchildrenstrust.co.uk/preparing-adulthood>

Glossary:

- **Post 16 Provision** - A post-16 institution is an establishment that provides education or training for those over compulsory school age (the last Friday of June in the year in which they become 16).
- **Outside Agencies** – these are services available to settings to help support young people who may at one time or another require extra additional help and/or resources. Outside agencies may offer advice or strategies to a setting to help them support a young person.
- **Further Education** - Further education (FE) includes any study after secondary education that's not part of higher education (Degree, Level 4 or equivalent)

Notes



Please contact Halton SEND Partnership for further information, advice and support

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 www.haltonparentpartnership.co.uk

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