



# Choosing a post-16 pathway

for students with Education, Health and  
Care Plans

# Purpose of the session

- ▶ To review what the different options are and how to find them
- ▶ To understand the timelines around choosing a post-16 option
- ▶ To explain how deciding a placement happens, including when there are changes
- ▶ To clarify the support available for students
- ▶ To explore the different roles of those involved in the process
- ▶ To answer questions and signpost to further advice

Pathway option	Key information
Sixth-form	<ul style="list-style-type: none"> <li>• Usually level 2 courses (GCSE-equivalent) and above if mainstream; level 1 and below if specialist</li> <li>• Typically ‘academic’ options – few/no vocational choices</li> <li>• Courses are usually 2 years</li> </ul>
College	<ul style="list-style-type: none"> <li>• Suitable for entry level up to level 3 (A-level equivalent)</li> <li>• Range of academic and vocational options, inc work-based learning and life skills</li> <li>• Courses are usually 1-3 years</li> </ul>
Apprenticeship	<ul style="list-style-type: none"> <li>• Suitable for a range of levels - usually level 2 and above, and for those with some work experience</li> <li>• Can be with a college, business, or training provider</li> <li>• Work-based and paid, with usually 1 day a week of study</li> <li>• Usually 1-2 years, depending on level</li> </ul>
Traineeship	<ul style="list-style-type: none"> <li>• Suitable for a range of levels up to level 3, for those with little/no work experience</li> <li>• With a training provider or business</li> <li>• Work-based and unpaid, with additional support for employability skills</li> <li>• Usually last between 6 weeks and a year, most commonly 6 months</li> </ul>
Supported Internship	<ul style="list-style-type: none"> <li>• Usually level 1-3 (can be exceptions) but only for those with EHCP; job coach always provided</li> <li>• Can be with a college or training provider</li> <li>• Work-based and unpaid, with usually 1-2 days a week of study</li> <li>• Courses are for 1 year only – must be ready for employment afterwards</li> </ul>

# Key timings

- ▶ **Year 9** - start discussions about next steps; this can focus on working out what they enjoy, what they're most confident with, what they'd not like - qualities and skills, not necessarily on choosing a specific career. Think about how future interests can be supported with the choices now, but also doing things they actually like!
- ▶ **Year 10** - start researching possible options; look online at the choices in different settings and training providers, attend open days (usually both virtual and physical options), discuss with careers advisor at school
- ▶ **Year 11** - put forward preferences in the Autumn term; you can have multiple options, but only one will be named on the EHCP and this should be by **March 31<sup>st</sup>** in year 11. This is to make sure that the new setting has time to plan in all the support needed for the arrival of each new student.

If something unexpected happens that potentially changes placement plans, please **contact your Case Officer**. We will work with you to keep the current placement or find something else appropriate. There may be delays to start dates in such circumstances, but we will resolve it as soon as possible.

# What support is available?

[Reasonable adjustments in FE | Disability charity Scope UK](#)

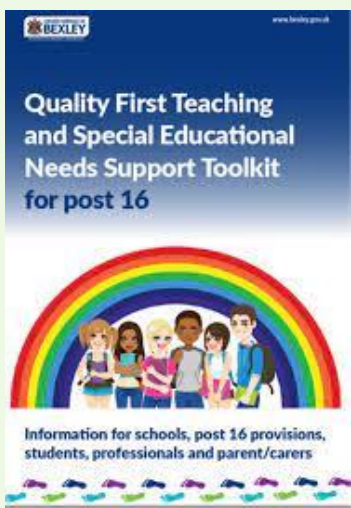


Reasonable adjustments

Specialist provision

SEN support

[Education, Health and Care Plans: EHC Needs Assessment Requests in Bexley | Bexley Local Offer](#)



[SEN support in Bexley - BEXLEY VOICE](#)

**EDUCATIONAL  
HEALTH & CARE  
PLAN**

# Role of the child and family

▶ Start **thinking early** about next steps:

- What would they enjoy studying?
- What might they do on their days off?
- How will they travel around?
- Where will they live?
- Who will they spend time with at home and socially?
- What are the hopes for how life will look beyond education?

▶ Talk about **aspirations** and make sure these are **shared before each review**. They do not have to be education- or work-specific; they are aspirations for adult life as a whole.

▶ Support in thinking about **outcomes** for your child - what would be realistic but progressive goals for them, that help work towards their aspirations?

▶ **Research your options** - open days, Local Offer, setting websites, local events - and put forward preferences a few months before the March 31<sup>st</sup> deadline

▶ [The Bexley Post-16 Directory 2024 - 2025 is moving completely online this year and includes a course search and open day/evening dates | Bexley Local Offer](#)

# Role of the school

- ▶ To complete the Annual Review and record all specific recommendations for amending the EHCP in a report for the LA, focusing on preparing for adulthood
- ▶ To support with developing preparing for adulthood outcomes
- ▶ To plan for transition effectively, including talking to the new setting and developing a transition plan if needed
- ▶ To signpost families to information and other services, if needed
- ▶ To ensure that careers education is provided that helps the child express their views and understand all their possible options

## They cannot:

- ▶ Advise on which setting to attend, though they can advise what course level and study pathway might be more suitable, e.g. if an apprenticeship or college might work best
- ▶ Use access arrangements for exams unless the exam board has agreed to them
- ▶ Suggest amendments to an EHCP without evidence, though they can provide their own evidence if it is their area of expertise
- ▶ Sort housing, PIP, respite, benefits, care placements, health provision, etc

# Role of the Case Officer

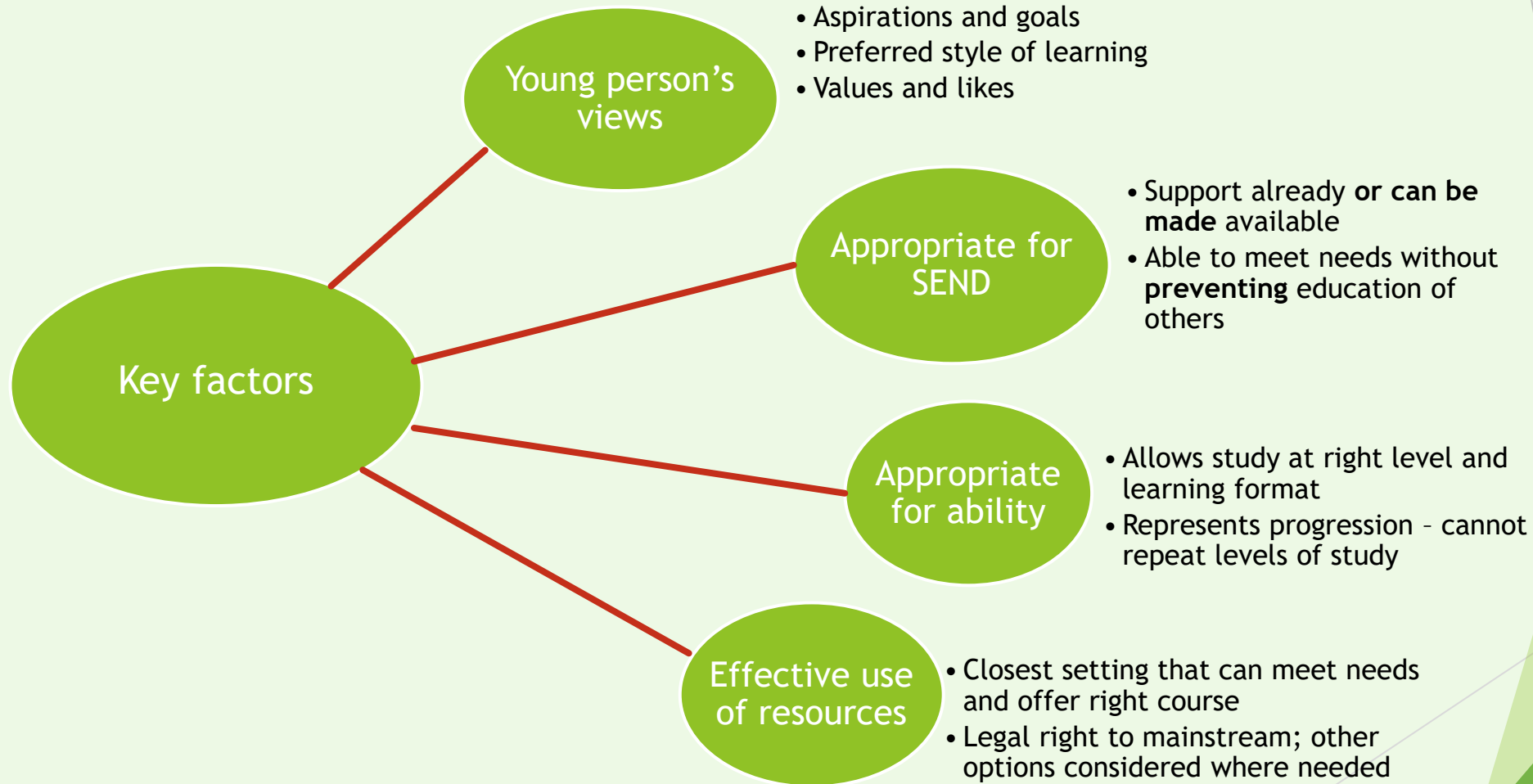
- ▶ To amend the EHCP following an Annual Review, based on the specific recommendations from all parties
- ▶ To apply to potential new settings and secure the placement
- ▶ To help everyone understand the legislation and processes around EHCPs

## They cannot:

- ▶ Advise on which setting to attend
- ▶ Enforce access arrangements for exams
- ▶ Make amendments to an EHCP without evidence, or make decisions about funding or significant changes to provision
- ▶ Sort housing, PIP, respite, benefits, care placements, health provision, etc - though health and care information should be included in the EHCP, it still needs to be recommended and put in place by the appropriate services.



# How are placements decided?



**F: You can only look at Bexley settings.**

T: You can look at any settings that offer the course or training you want to take.

**F: You keep your EHCP until 25.**

T: You can keep it until 25 if there is still education and specialist support needed, and wanted by the young person.

**F: You take your EHCP to university.**

T: Universities have their own SEND provision, along with grants and funding for students with SEND.

**F: There isn't any support at colleges.**

T: Colleges are duty-bound to provide the support in the EHCP, the same as any other setting.

**F: You need to stay in education to get support.**

T: Access to Work funding is a budget of up to £60K for anyone in work who has a disability and needs extra support to work.

[Access to Work funding](#)

## Myth-busting!

**F: The LA will advise what settings to choose.**

T: The LA makes the final decision, but no professional can recommend a specific named setting.

**F: The LA will only name the cheapest setting.**

T: The LA will secure the closest setting that can meet needs and is the most efficient use of resources. This will be the pupil's preference wherever possible.

**F: You get 3 years at college.**

T: There is no guaranteed time; some people need 1-2 years to achieve the intended outcome, and others need 4+ to work their way through each step.

# Amending the EHCP

- ▶ Amendments need to be clear and evidenced
- ▶ If there are changes to one section, likely changes to others!
- ▶ Focus on **needs, not diagnosis**
- ▶ Think about age, PfA, setting, etc - for example:
  - if a young person is going to college, do we need provision about how a TA will help them in the playground?
  - If they are now moving to an FE setting and focusing on building friendships, are 1:1 speech and language sessions going to help them develop their social communication skills?
  - Has independent travel been considered and how we will help develop this skill, given that it will take more time?
  - How can home and school work together to develop skills such as being able to manage personal care and take care of a home?

# Other support

- ▶ Bexley Local Offer
- ▶ Bexley Care Hub
- ▶ Prospects
- ▶ Advocacy for All
- ▶ ASD Advisory Service
- ▶ Preparing for Adulthood team (social care)
- ▶ GP
- ▶ Adult Learning Disability Team
- ▶ Bexley Mind
- ▶ Bexley IASS
- ▶ Preparing for Adulthood.org.uk (national charity with lots of helpful info!)
- ▶ Bexley Voice

The Local Offer should have information about the above services and many others - please let the Local Offer Officer know if anything is missing!

# Any questions?

<https://www.bexleylocaloffer.uk/Page/21872>

Each setting has an assigned Case Officer, whose name and contact details can be found here on the Local Offer. There are also Support Officers and an SEN Business Support Team who can answer general questions.

Please note that Case Officers are often in meetings, so a voicemail or email will be needed if they can't take your initial call. Make sure you let them know your child's name and ideally a summary of your query, so that they can prioritise their responses and come back to you quicker with the information you need.

If you do not get a response after 5 days/an out of office to indicate when to expect a response, please follow the process explained on the above Local Offer page.