



# **FAMILIES GUIDE**

Imagine the Possibilities

# FAMILIES GUIDE

Imagine the Possibilities

## Introduction

In 2021 the South Somerset 14-19 Partnership were successful in securing funding from the Careers & Enterprise Company (CEC) to develop an innovative range of new Post 16 Options resources that will help families, teachers and students understand and navigate the processes involved in moving from school into the many different Post 16 options that are available, especially for those with Special Educational Needs & Disabilities.

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# 01 PREPARING FOR ADULTHOOD

## WHAT DOES A Good Life Look Like?

Preparing for Adulthood can be an exciting time for many young people.

There may be new opportunities, choices and increased independence, but it can also be a difficult and uncertain time for young people and their families.

### Preparing for adulthood means preparing for:

- **higher education and/or employment** - this can include exploring different employment options and choices, having experiences of work, meeting employers and participating in visits, work related curriculum and qualifications, understanding and exploring supported employment options and support agencies and self-employment.
- **independent living** - this means having choice, control and freedom over your life, the support you receive, your accommodation and living arrangements, as well as building skills to become more independent in travel, in looking after yourself and your home.
- **having a life** - participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community.
- **being as healthy as possible** - this relates to all aspects of adult life, and includes regular exercise, healthy eating, access to support services for things like occupational therapy, physio, access to support groups, registering and regular visits with doctors, dentists, and self-care.

### When preparing for adulthood begins

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Preparing for adulthood formally begins at Year 9 (age 13/14) and can continue up to 25 years of age as long as there is an Education, Health and Care plan (EHCP or EHC plan) in place. When the EHCP finishes, if the young person has health and social care needs, these needs will continue to be met. A transition plan will be developed at each review meeting and each transition plan will be unique, based on the individual's circumstance and needs.

### The benefits

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Starting to plan at Year 9 allows time to research options, plan the appropriate path and put in place any support the young person needs in their final years at school to make sure their progression in the future is successful. Early planning aims to make the transition into adulthood a smoother process.

Any decisions or choices are flexible. A young person's ideas and wishes may change. However, it is a chance to start to look at what will be needed.

Identifying young people's needs and aspirations early will help identify any gaps in service provision and shape the future provision of education, health, and social care services, including accommodation.

### Resources for Preparation for Adulthood -

Video explanation [www.youtube.com/watch?v=DhLvihyZJuU](https://www.youtube.com/watch?v=DhLvihyZJuU)

The following links provide useful resources for Preparing for Adulthood

National Development Team for Inclusion: Preparing for Adulthood  
[www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources](https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources)

Somerset County Council: Preparing for adult life  
<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/preparing-for-adult-life/>

## Family Activity:

Sit down together and ask questions and discuss each cornerstone (Employment, Friends, Relationships and Community, Independent Living and Health) to capture your young person's thoughts about what they want for their future.

EMPLOYMENT


FRIENDS, RELATIONSHIPS  
& COMMUNITY

INDEPENDENT LIVING

GOOD HEALTH

# Employment

Having conversations about work with your child will begin to raise their aspirations and help them to prepare for their future.

 You will find more information for work and employment in **sections 6-11**.

Below is a collection of resources to help you research employment and independent living and more.

 Please also **see section 5** Supported Employment Opportunities in Somerset as examples of employment.

Let's Be Clear (So Employers Know What You Are Asking For)

[www.ndti.org.uk/resources/change-development-project/lets-be-clear](http://www.ndti.org.uk/resources/change-development-project/lets-be-clear)

A good overview from Skill Up about Supported Employment

<https://skillupsomerset.org.uk/supported-employment/>

Five part BBC documentary on Supported Internships

[www.youtube.com/watch?v=r74MlxaTKf8&list=PL1JRKHIDkpG1fUIm0WSQ7CDrUbFRzcYrG&index=7&t=1s](http://www.youtube.com/watch?v=r74MlxaTKf8&list=PL1JRKHIDkpG1fUIm0WSQ7CDrUbFRzcYrG&index=7&t=1s)

This is an interview between a member of the National Development Team for Inclusion and a member of staff at the Royal Hospital in Bath. They discuss their experience of providing a Supported Internship and the impact it has had on them as an employer Project SEARCH, Royal United Hospitals Bath

<https://youtu.be/vPnRBptoWIY>

This is a video made by interns on a Supported Internship programme at Yeovil District Hospital <https://www.youtube.com/watch?v=JO9JZpuC7ng>

Here is a video discussing a Supported Traineeship Programme with Hinkley Point C <https://www.youtube.com/watch?v=sZca5qCiDyA>

A video about the circle of support when self employed

<http://www.mutuallyinclusive.co.uk/self-employment.html>

### Family Activity:

Complete a Vocational Profile together, this encourages work related conversations, and work preference - Vocational Profile

[www.ndti.org.uk/resources/publication/vocational-profile](http://www.ndti.org.uk/resources/publication/vocational-profile)



# Independent Living

Top tips when looking for housing for young people with SEND  
[www.ndti.org.uk/news/housing-options-and-support-for-young-people-preparing-for-adulthood](http://www.ndti.org.uk/news/housing-options-and-support-for-young-people-preparing-for-adulthood)

Supported living services from the NHS [www.nhs.uk/conditions/social-care-and-support-guide/care-services-equipment-and-care-homes/supported-living-services/](http://www.nhs.uk/conditions/social-care-and-support-guide/care-services-equipment-and-care-homes/supported-living-services/)

Supported living services from Mencap [www.mencap.org.uk/advice-and-support/services-you-can-count/supported-living-services](http://www.mencap.org.uk/advice-and-support/services-you-can-count/supported-living-services)

## **Somerset Offer**

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Somerset's SEND Local Offer  
<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>



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Realise is a part of Somerset Care and an example of supported living services  
[www.somersetcare.co.uk/realise](http://www.somersetcare.co.uk/realise)

Somerset Micro-Providers provide an alternative to accessing care in the community. You'll also find a great video that explains their role.

<https://somersetcarers.org/micro-providers/>

### The Shared Lives Scheme

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The scheme provides family-based support for adults with learning or physical disabilities, or mental health difficulties if they are eligible following a care assessment. For adults who wish to move on from where they currently live, for example living at home with parents. It is an alternative to more traditional residential accommodation.

Families can support up to three people, by welcoming them into their home and supporting them to take part in their community and be part of family life. Stays can be for any length of time, from a weekend to a life-time.

If you want to find out more about using the Shared Lives Scheme, please contact your social worker and ask them to discuss the scheme with you. You can find some more information on the Shared Lives Plus website.


<https://sharedlivesplus.org.uk/what-is-shared-lives-care/>

### Young person's transition to adult social care in Somerset


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To plan a young person's transition to Adult Social Care, there is specialist transition workers based in each area of the county, the Preparation for Adulthood Team. These workers attend area Transition Planning meetings as well as school and college reviews.

There is one countywide Transition Worker based in Adult Social Care who works with any young person who may require planning and transition to Adult Social Care (sensory loss, physical disabilities, long-term conditions).

 <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/preparing-for-adult-life/moving-to-adult-social-care-services/>

Further details from the North Somerset Preparing for Adulthood team

 <https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer/send-hub-preparing-adulthood/preparing-adulthood-education-apprenticeships-send>

## Somerset Community Teams

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These are community based social care teams. The team includes Advanced Practitioners, Social Workers, Occupational Therapists and Social Care Workers.

They provide advice and information and assessments for people living in the community.

They support people who have longer-term social care needs or needs that are more complex.

## Transport

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 Travel is an important part of independence, please see [Section 11](#) of the families guide: Becoming an Independent Traveller

## Family Activity:

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Complete the Gold Standard 'what does a good life look like' activity sheet.

 [Link to resource:](#) Family Activity - Gold Standard Chart

### THINK ABOUT WHAT A 'GOOD LIFE' COULD LOOK LIKE

#### INCLUDE ACTIVITIES DURING THE DAY THAT CAN INCLUDE:

WORK  
VOLUNTEERING  
QUALITY DAY PROVISION  
SHOPPING  
HOUSEWORK  
VISITING FAMILY/FRIENDS  
PARTICIPATING IN EXERCISE  
I. E. SWIMMING, THE GYM

#### ACTIVITIES FOR THE EVENING COULD BE:

ATTENDING A SOCIAL  
GROUP OR CLUB  
HOUSEWORK  
VISITING FAMILY/FRIENDS  
PARTICIPATING IN EXERCISE  
I. E. SWIMMING, THE GYM  
MEAL PREPARATION  
FREE TIME

# Friends, Relationships & Community

Here are some examples to encourage and develop friendships, relationships and engagement in the community.

Please see community mapping in **Section 11** of this Families Guide.

## Local Offers

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A Local Offer gives children and young people with SEND, and their families, information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

## Who is the Local Offer for?

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The Local Offer is primarily designed for use by parents and children and young people with SEND. However, it will also enable practitioners and professionals to see clearly what services are available in their local area and how and when they can be accessed.

The Local Offer should provide a comprehensive and accessible list which explains, in simple terms, the entitlements of children and parents and sets out how families can find, and fund, services for children and young people with SEND.

You can find details of your local authority by clicking on this link and entering your postcode. [www.gov.uk/find-local-council](http://www.gov.uk/find-local-council)



## Somerset's Local Offer

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### **Somerset's Community Inclusion and Activity Team**

The Community Inclusion and Activity Team (formerly the Short Breaks Team) help and support children and young people from birth to 18 years with a disability or additional need and their families, to try out new things, have fun and access their local community.

#### **The team provides:**

- Inclusive school holiday activities for children with a disability or additional need aged between 8 and 18 years and family days out, including observations
- Regular club opportunities
- Regular newsletter and activities calendar
- Activity passes and Somerset Max Card

#### **Community Inclusion and Activity Team can be accessed if your child or young person:**

- has a diagnosed disability or is currently going through the process of an assessment
- has an Education, Health and Care Plan (EHCP)
- is in receipt of Disability Living Allowance or PIP

You can all refer to the Community Inclusion and Activity Team for time-limited support for your family to help with information, advice and signposting, and possible funding to help you to access local opportunities.

#### **More information and most recent activity calendars**

<https://www.somerset.gov.uk/send/community-inclusion-and-activity-team/>

### **Village and Community Agents**

Somerset Village and Community Agents are brought to you by the Somerset Charity as part of the Community Council for Somerset (CCS).

Village and Community Agents provide confidential, practical community-based solutions for you, wherever you are in Somerset.

Your local CCS Village Agent can be contacted directly, or by referral through your Doctors surgery.

CCS Community Agents can only be contacted by a referral from your doctors or Adult Social Care Services.

Visit the website for more information: [www.somersetagents.org](http://www.somersetagents.org)

### **Somerset SEND Engagement and Participation**

The SEND Engagement and Participation team support a young person's forum called The Unstoppables. The Unstoppables meet regularly to provide advice, input and ideas for change to a range of different projects, events, policies and activities. Meetings are online and face-to-face (when appropriate) and are a mixture of work, learning and socialising. They are driven by the issues The Unstoppables want to tackle as well as things other people ask them to explore. <https://www.somerset.gov.uk/send/send-engagement-and-participation-team/>

### **Nova Sports and Coaching**

Nova Sports and Coaching work with children and adults with learning, physical and sensory disabilities through sport and physical activity. They are a small, passionate team who really want to make a difference in local communities and help individuals improve their physical, mental and social wellbeing.

Nova Sports and Coaching make special effort to ensure that participants are having as much fun as possible and that activities are tailored specifically to their individual needs. Based in Bath, they also work in Frome, Bristol and the surrounding areas. [www.novasportsandcoaching.co.uk/](http://www.novasportsandcoaching.co.uk/)

### **Somerset Activity and Sports Partnership - SASP**

SASP is committed to increasing the range of opportunities in disability sports in Somerset. There currently is a wide range of sports. In addition to this, SASP also facilitates many events throughout the year. SASP also works closely with Disability/Inclusion officers from National Governing Bodies and clubs within the county who offer inclusive or dedicated sports sessions. [www.sasp.co.uk/disability-sport-and-physical-ac](http://www.sasp.co.uk/disability-sport-and-physical-ac)

### **Family Activity:**

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#### COMMUNITY MAPPING:

Be your own local detectives, seek out opportunities around your local area by walking around your community, looking in shop windows, at notice boards etc. Explore information virtually through searching the internet, local sites, and community social media groups.



Explore information virtually through searching the internet, local sites, and community social media groups.

# Good Health

The SEND Guide for Health Professionals

[www.gov.uk/government/publications/send-guide-for-health-professionals](http://www.gov.uk/government/publications/send-guide-for-health-professionals) includes details about the support system for children and young people with SEND.

This provides an insight into expectations of support for young people and families.

A young person with an EHCP is entitled to a 14+ Annual Health Check, contact your GP to make an appointment. **For more information visit** [www.england.nhs.uk/learning-disabilities/improving-health/annual-health-checks/](http://www.england.nhs.uk/learning-disabilities/improving-health/annual-health-checks/)

Continuing health care support into adulthood and how this can be assessed can be found here, this is an easy read document

## **General Information**

[www.england.nhs.uk/learning-disabilities/care/children-young-people/send/](http://www.england.nhs.uk/learning-disabilities/care/children-young-people/send/)

## **Beacon Continuing Health Care**

[www.beaconchc.co.uk/what-is-nhs-continuing-healthcare/](http://www.beaconchc.co.uk/what-is-nhs-continuing-healthcare/)

For families who are struggling to secure continuing health care or call the free helpline: 0345 548 0300

## **Somerset Social Care and Health**

Somerset County Council provide clear, concise and downloadable factsheets with information about equipment, home care and support, being a carer and personal budgets. The factsheets are clear and, concise and downloadable.

<https://www.somerset.gov.uk/care-and-support-for-adults/adult-social-care-information-sheets/>

## **Sexual Health, resources and support**

Here are some resources to explore with your young person

Lets talk about sex: [www.sexualhealthdg.co.uk/learning-disability.php](http://www.sexualhealthdg.co.uk/learning-disability.php)  
[www.mencap.org.uk/advice-and-support/relationships-and-sex](http://www.mencap.org.uk/advice-and-support/relationships-and-sex)

### **Somerset Sexual Health Support**

Sexual health is central to everyone's health and wellbeing. Everyone has the right to feel safe and respected in exploring and expressing their sexuality, providing their sexual behaviour does not result in exploitation, oppression, physical or emotional harm.

Everyone has the right to access confidential, accessible, respectful and non-judgemental support, advice and be treated with dignity.

Somerset Wide Integrated Sexual Health Service (SWISH) is a specialist NHS service and has been designed to offer a confidential 'one stop shop' offering free and open-access to our Somerset population, for sexual health and contraceptive services to support healthy sexual and reproductive choices.

Please visit [www.swishservices.co.uk](http://www.swishservices.co.uk) for more information.

#### **Family Activity:**

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Complete the template to identify your current circle of support. Go to Family Activity **Section 11** Circle of Support and Health.

Think about the health support you access and may need or want in the future. Include the nice elements of health too.



# 02 TRANSITION & NEXT STEPS

## WHAT IS A Transition

All young people with SEND should get support from school in preparing for adulthood but there should be an extra focus on this if they have an EHCP.

Transition planning begins from about age 14 or when your child is in Year 9. The length of time it takes will depend on each young person.

### Next Steps?

#### Further Education

**At the age of 16, young people with SEND can choose between:**

- staying in mainstream or specialist full-time education
- moving into further education, for example their local Further Education College
- combining work with studying or training

**A young person's EHCP will remain active up to age 25, if they remain in:**

- further education
- training
- a supported internship
- an apprenticeship

 Please see **Section 4** Making a Success of FE Guide

If a Further Education College is not appropriate and able to meet the needs of a young person, then exploration of different types of schools and other settings can be considered. Independent Provider of Special Education Advice (known as IPSEA) outline different types of schools and settings on their website. [www.ipsea.org.uk/types-of-schools-and-other-settings](http://www.ipsea.org.uk/types-of-schools-and-other-settings)

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## Further Education Colleges (FE)

Further education colleges are education and training institutions that are very different to schools. They are attended by people of all ages, from 16 to 90+ Most students are between 16 and 18 years old as all young people must now stay in learning until their 18th birthday.

Some colleges are very large, with several sites or campuses and some are specialist, such as those offering agricultural or marine courses.

FE college provides high-quality technical and professional education and training for young people, as well as adults. They prepare students with valuable skills for the workplace, helping to develop their career opportunities.

FE college is a totally different world to school or sixth form college which can be great for those craving more independence.

The environment is also less formal: you're likely to be on first name terms with most of the staff, whatever their age, and it's unlikely there will be any dress code, definitely not a school uniform, which can be very appealing to some young people.

A full-time course at college is 16 hours+, which can result in there being 1 or 2 days a week when they are not in college. This could be an opportunity to explore voluntary or paid employment and/or Alternative Provision options. See section below for more information.

### Raised Participation Age

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Young people who left year 11 in the summer of 2014 or later must continue in learning (education or training) until their 18th birthday. Staying in learning doesn't mean you have to stay in school; there are a number of options you can choose. They can progress into:

- full-time education e.g. at a college or sixth form, or Independent Specialist Provision
- an internship or apprenticeship
- Local Authority funded Alternative Provision

[www.gov.uk/government/collections/raising-the-participation-age](http://www.gov.uk/government/collections/raising-the-participation-age)

### Independent Specialist Provision

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In some cases, families may think that an independent special school or college is the best option for their child with special educational needs and disabilities (SEND).

Independent special schools and colleges are run privately and don't have to follow the national curriculum. Instead of being funded by the government, independent schools and colleges usually charge fees.


For an independent school or college to be considered for a child or young person with SEND (and named in an EHCP) it must be on an approved list by the secretary of state for education. This is known as "approved under section 41 of the Children and Families Act".

[www.gov.uk/government/publications/independent-special-schools-and-colleges](http://www.gov.uk/government/publications/independent-special-schools-and-colleges)

### Alternative Provision

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There is now a range of alternative day service providers. Examples of Alternative Provision can be accessing experiences of work on a farm, in cafes, shops, running enterprise projects, working with animals, as well as therapeutic service. Others will have opportunities to develop life and work skills, build friendships, access their community; offering diverse provision for young people and adults with SEND.

 You can view Somerset's Alternative Provision Directory [here](#). The Directory will show a list of organisations currently offering a range of Alternative Provision services across Somerset. While Somerset County Council is unable to endorse any organisation featured on the Register, each of the providers have confirmed they meet a number of important standards including safeguarding, insurance and health and safety.

These provisions can also be accessed in addition to a FE College programme, where a young person will often have 1 day a week or more where they are not in college. Or to be accessed as respite during term holidays. It can also be explored as next step options as part of an active adult social care package of support. This can be alongside work-related activities, for example volunteering and is often funded through Direct Payments and have a day rate of approximately £50+ a day.

There are now some Alternative Provision providers that are dual funded in Somerset by the Local Authority and Adult Social Care, which can mean that a young persons EHCP remain active, rather than ceasing.

[www.gov.uk/apply-direct-payments](http://www.gov.uk/apply-direct-payments)

## Supported Employment

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Please see **Sections 5, 6, 8, 9 and 10** of this Families Guide

- What is Supported Employment?
- Let's talk about work
- Supported Internships
- Supported Apprenticeships
- Support in Work

## Annual and final EHCP Reviews

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The annual review is the statutory process of looking at the needs, provision and outcomes specified in an Education, Health and Care plan (EHCP or EHC plan), and deciding whether these need to change. Understanding what an EHCP should contain will help you prepare for an annual review. Here is a simplified guide by IPSEA (Independent Provider of Special Education Advice)

[www.ipsea.org.uk/what-sections-should-an-ehc-plan-have](http://www.ipsea.org.uk/what-sections-should-an-ehc-plan-have)

The first review of the EHC plan must be held within 12 months of the EHC plan being finalised. Subsequent reviews must be held within 12 months of the previous review. If a child is under five years old, reviews must be every three to six months.

### **The following steps must take place in an annual review:**

- The Local Authority (LA) must consult with the parent of the child or young person (and with the school or institution being attended if there is one) about the EHC plan, and take account of their views, wishes and feelings.
- An annual review meeting must take place to discuss the EHC plan.
- Information must be gathered from parents and young people and from professionals about the EHC plan and then circulated two weeks before the meeting.
- After the meeting a report of what happened must be prepared and circulated to everyone who attended or submitted information to be discussed.
- After the meeting the LA reviews the EHC plan.
- The LA must notify the parent of the child or young person of their decision within four weeks of the meeting.

**All of these steps - not just the meeting - must be followed in order for an annual review to be completed.**

### Final EHCP Reviews

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A final EHCP will name the type of school, college or other institution the child or young person will attend, and it will normally also have the name of a particular school or college.

Once a final EHCP has been produced, the child or young person is legally entitled to the special educational provision set out in that plan.

The Local Authority (LA) must first issue a draft EHCP and consult with the family or the young person about its contents. If the family or young person requested that a particular school, college or other institution was named in the EHCP, the LA should have consulted with that institution.

The final EHC plan must be issued within a maximum of 20 weeks from the request for an EHCP needs assessment. If the LA do not send you the final EHC plan within this time frame, you can make a complaint.

[www.ipsea.org.uk/making-a-complaint-about-a-local-authority](http://www.ipsea.org.uk/making-a-complaint-about-a-local-authority)

A final EHC plan will name the type of school, college or other institution the child or young person will attend, and it will normally also have the name of a particular school or college. If a school, college or other institution is named in an EHCP, it **must** admit the child or young person and put the educational provision in the EHCP into place. This is true even if the school or college argued at the stage the draft EHCP was issued that the child or young person should not be placed with them.

However, schools, colleges and other institutions can make objections around placement and suitability to meet need and will work with the LA to discuss options. They will also approach the family, young person and/or drawing in other key professional to review the objections. If this cannot be resolved an alternative provision will be considered.

When a final EHCP is issued the family or young person has a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability) (the "SEND Tribunal") if they are unhappy about any of the following:

- the description of a child or young person's special educational needs;
- the special educational provision specified in the EHCP; and/or
- the name/type of school or college in the EHCP or the fact that no school/college is named.

All of these elements can be appealed either together or on their own. Parents and young people can also pursue mediation as a way of resolving disagreements about any of the sections of the EHC plan (not just those listed above).

From April 2018, families or young people will also be able to appeal the sections of the EHCP which deal with health and social care. Changes can also be agreed to the health or social care parts of the EHCP through mediation. You can read more about how to challenge the health and social care parts of an EHC plan in the [www.ipsea.org.uk/which-parts-of-the-ehc-plan-can-i-appeal-about](http://www.ipsea.org.uk/which-parts-of-the-ehc-plan-can-i-appeal-about)

If appealing to SEND Tribunal is necessary, IPSEA outline the process on their website: [www.ipsea.org.uk/appealing-to-the-send-tribunal](http://www.ipsea.org.uk/appealing-to-the-send-tribunal)

### **Key things to consider in a Final EHCP**

- that the EHCP is relevant and not focused on support and outcomes at current educational setting i.e. school but in preparation for next progressive step
- ensure that there is information and support needs around work and employment aspirations
- that there are outcomes for work and employment

### **Family Activity:**

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Look at this document as a family and make notes in preparation for final annual review. Final Annual Review Guide - Preparing for Adulthood [www.ndti.org.uk/resources/change-development-project/final-annual-review-guide](http://www.ndti.org.uk/resources/change-development-project/final-annual-review-guide)

### **Travel and Support**

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Please see **Section 4** Making a Success of FE Guide

Please see **Section 11**

- Support for Young People and Families
- Somerset's Offer
- Becoming an Independent Traveller



### Visiting a College

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If you and your child are talking about Post 16 options and you would like to know more about going to college these are some suggestions so you can start to plan the next steps.

**PREPARATION** A FAMILY ACTIVITY WHICH CAN BE STARTED IN YEAR 10 OR EARLIER IF YOU WISH

- ✓ WHAT ARE THE LOCAL COLLEGES AND WHERE ARE THEY LOCATED?
- ✓ START TO EXPLORE THEIR WEBSITES TO SEE IF THEY OFFER COURSES THAT MAY BE OF INTEREST TO YOUR CHILD. EITHER USE THEIR COURSE INDEX OR SEARCH FACILITY USING WORDS SUCH 'FOUNDATION STUDIES' 'SUPPORTED' 'TRANSITION TO' 'ENTRY LEVEL'.
- ✓ USE THE ONLINE 'CHAT' FACILITY TO ASK FURTHER QUESTIONS
- ✓ SEARCH FOR OPPORTUNITIES TO FIND OUT MORE ABOUT THE COLLEGE. THESE CAN BE IN PERSON VISITS AND SOMETIMES THEY ALSO HAVE A VIRTUAL TOUR. THESE ARE UNDER THE NEWS AND EVENTS TAB.
- ✓ YOU MAY ALSO BE ABLE TO REQUEST A HARD COPY OF A PROSPECTUS

When you have researched the local colleges, looked at their courses and asked any further questions, you may decide the next step would be to go to a selection of colleges for a visit. You don't need to wait until your child is in Year 11, you can go when they are in Year 10. This will help with gaining further information about the college site as a whole, not just the part where your child may be based. Your child will also start to have an understanding of what differences there are between school and college.

Open events are listed on the college websites, and you can register your interest to attend. You may be asked about subject areas you wish to look at. This is to give the college an idea of numbers of people who are going to be visiting the event and what they are interested in - it won't stop you from looking at other areas or other subjects you haven't mentioned.

You are also able to go to more than one event at the same college.

If your child would find it too overwhelming to go to a college open evening, contact the college directly to see if there are opportunities for you to go at another time.



Your child's school may be organising college visits too. Find out if they are and when. If you have been looking at college courses with your child, let them know so they can help your child too.

Visiting colleges and using the correct up to date information about college courses will help with making choices about Post 16 options. It will also help to inform the EHCP reviews.

Beginning this in Year 10 gives you as a family more time to consider all your child's needs such as

- Is the correct support in place to enable your child to achieve?
- Is there an appropriate course?
- What are the progression routes to vocational courses or supported employment?

Considering Post 16 options and the Transition to Further Education (FE) can be exciting, but you may end up with more questions than answers.



Please see [Section 4 Making a Success of FE Guide](#), for more information

## Visiting a Careers Fair

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A Careers Fair is an event which brings together Education Providers such as colleges and training providers, employers, and specialist organisations to provide information and advice to enable individuals to make informed career choices. They are sometimes run as recruitment events too with employers sharing current employment opportunities.

They are used by schools, families and the community and are normally free to attend although registration may be required. There will be a programme for the day, a list of exhibitors and other information on how to get there, parking and what to expect- and many provide ideas to make the best use of the day.

If your child is visiting with their school, they would normally do some preparation work and visit the exhibitors in groups with a member of staff.

### **If you are planning to visit with your child, here are some tips on how to make the best use of your time.**

- Use the online event information to see which exhibitors are there.
- Events like these are often known for their 'freebies' which can include sweets, pens and so on. It is easy to find yourself carrying lots of bits and pieces aswell as information leaflets so it may be worth taking a bag or asking if the information is on their website.
- If you are only able to attend for a short period of time, make a list of which exhibitors are your priority.
- Approach a member of the individual stand and summarise what it is you are looking for. They will guide the conversation from there. Involve your child in the conversation if appropriate. Remember to note down any names and contact details offered and very importantly who they are working for or representing. You may also want to ask if they recommend any other exhibitors there for you to visit.
- When visiting any specialist stands, it can be easy to become involved in a lengthy conversation about your child's individual circumstances and share too much personal information in a public space. Remember, it's okay to ask for a contact to follow this up outside of the fair.
- If you have time, be open to visiting the other stands.

## Family Activity:

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Details of Somerset Careers Events can be found on the Somerset EBP website. You can also sign up to their newsletter which will have details of upcoming events.

[www.somerset-ebp.co.uk/subscribe.htm](http://www.somerset-ebp.co.uk/subscribe.htm)



**FAMILIES GUIDE**

Imagine the Possibilities





## CAREERS EDUCATION

### A YOUNG PERSONS ENTITLEMENT Careers advice and guidance

There is statutory guidance for schools and colleges on providing careers guidance from the Department of Education.

#### It applies to:

- all students in school from Year 8 to Year 13
- all students in college up to and including the age of 18
- students aged up to 25 with a current education, health and care plan in place

Every school has an agreement in place with the careers service, which provides impartial advice and guidance. Parents are encouraged to ensure that their child makes full use of this service, available free from professionally qualified careers advisors, particularly in Year 10, 11 and 12.

Good careers advice helps reduce the number of young people becoming Not in Education Employment or Training (NEET).

Educational establishments, like schools and colleges, have a statutory obligation to provide careers guidance through their curriculum that develops necessary skills, personal qualities, knowledge, understanding and attitudes to help young people prepare for the world of work and for life.



**Statutory Guidance:** <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

### The Gatsby Benchmarks

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The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what outstanding careers provision in education looks like and provide a clear framework for organising the careers provision in schools and colleges.

Schools and colleges are measured against these benchmarks to ensure they are providing high-quality career guidance as it is vital for young people to be able to make well-informed decisions for their future.

#### Here are the 8 Gatsby Benchmarks


1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

 [https://youtu.be/ylqMa5\\_On2k](https://youtu.be/ylqMa5_On2k)

There is a Special Educational Needs and Disabilities (SEND) Gatsby toolkit, that is designed to provide lots of practical help. It has two parts

**Part 1** - explores the wider context, with support for young people with SEND in educational settings

**Part 2** - a larger section that focuses on the Gatsby Benchmarks from a SEND perspective

 **SEND Gatsby Toolkit:** [https://resources.careersandenterprise.co.uk/sites/default/files/2021-11/1051\\_SEND%20Gatsby%20Toolkit\\_Updates%202021\\_V4.pdf](https://resources.careersandenterprise.co.uk/sites/default/files/2021-11/1051_SEND%20Gatsby%20Toolkit_Updates%202021_V4.pdf)

## How is Careers Taught in Educational Settings?

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Each setting has a unique approach to careers education, based on the unique circumstances and context of the educational environment.

Employment figures for individuals with SEND are worrying. According to the charity Mencap, young people with a learning disability are three times more likely to be NEET (not in education, employment and training) than those without a learning disability.

Here is the advice given to educational establishments in order to help them provide careers delivery for young people with SEND.

### **Surround yourself with SEND expertise**

- work closely with SEND experts
- draw from research and evidence from organisations like the Careers Enterprise Company [www.careersandenterprise.co.uk](http://www.careersandenterprise.co.uk)
- liaise with parents of your SEND learners
- allow extra time to build relationships
- ensure that educators are involved in delivery and training to drive careers agenda forward

### **Pitch real-life experience at the right level**

- provide real-life, experiential careers education to students with SEND
- draw out young people's ideas, enquiring in the right way, avoiding leading questions and being sensitive to the fact that some young people might be susceptible to suggestion
- provide meaning and imagination for students to understand and engage
- meeting employers who are genuinely interested in and impressed by their ideas can be a huge boost to confidence and engagement
- engage in visits to employers and places of business
- be involved in work trial and experiences of work
- access external professionals who most relate to and inspire the young people involved

### **Make things digital**

- to enable them to thrive in 21st century jobs by getting young people skills more aligned with the digital economy
- creating strong links between educational establishments and local digital businesses
- educating parents, teachers and young people about the range of job opportunities available in the digital sector
- providing opportunities to prove themselves through work trials and experiences of work
- ensuring there is a digital side to every part of the careers education you provide - from delivery methods to practical exercises, and from case studies to work placements

### **Managing learning visually**

- using clear verbal and written instructions
- supporting verbal instructions with written or visual bullets to refer back to
- displays on walls via lists, diagrams and illustrations that can readily remind students of their learning objectives

### **Communication with external settings (i.e. employers)**

- consider how you communicate complex descriptions of young people's educational needs
- avoiding educational or SEND jargon to break down barriers

**For example:** a young person with a really tough stammer was described to the employer as having "verbal dysfluency". However, after spending five minutes with the young person it was obvious what the problem was and how it affected them. And his teachers' advice - "just be patient, he doesn't like it if you finish his sentences for him" (common sense backed up by experience) - was much more useful.



# 04

## MAKING A SUCCESS OF FURTHER EDUCATION THINGS TO CONSIDER in post 16 education

Supporting your child or young person to decide what they would like to do when they leave school can be daunting, especially if they are not sure.

**To help them choose their post 16 provision, consider the following:**

- If they are unsure of their options encourage them to speak to a careers advisor.
- Attend open events and go to more than one college or education provider so they have a really good idea of what they would be interested in (this can begin in Year 10).
- Attend careers fairs to find out about lots of different opportunities.
- If the college or education provider offers taster sessions, encourage them to take part - it is a great way of trying a subject.
- Encourage them to choose work experience at school that is relevant for the course or career they are interested in. This will help them to decide if this is the route they would like to progress with.
- Talk together about their preferred style of learning. If they would like a practical approach to learning, vocational courses, T-Levels or apprenticeships may be the best route.
- If their long-term goal is to attend university, it is a good idea to research university courses and their entry requirements. Consider Higher Education provision at your local college too, as this is a great option if they don't want to move away.
- Think about the type of setting they prefer. Do they like busy and lively or would being in a smaller setting suit them best? Visit different post 16 education providers to get a feel for the location and the place itself.

### **Once your child or young person has decided what they would like to do and the course they would like to take – the next steps are:**

- Apply for the course. They can apply for more than one course at several different provisions if they are not completely decided.
- If they would like to do an apprenticeship, they can apply to the college or training provider. Before they can start, they are expected to have secured employment with a company who is able to support them with the on-the-job training. To look for vacancies in your area, visit Find An Apprenticeship: [www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship)
- If an apprenticeship was their first choice, it is good practice to apply for a full-time course as well. Often referred to as Plan B, this provides an alternative option, if they have not been successful in securing an apprenticeship.
- They will be invited to an interview. Talk to them about making a good impression by dressing smartly, being engaged in the conversation, and asking questions. You can go with them and encourage them talk to the interviewer and answer the questions.
- Encourage them to study hard to get the grades they need to be accepted on the course they have chosen.
- Follow the college or training provider on social media as they will share details of exciting news and events and give you as a family an idea of the community your young person is joining.

### **Once your child or young person has started their course, think about the following:**

- Attendance is important no matter what course they are doing. It allows them to access all the learning and tools they need to pass the course.
- If they are not sure about their course choice, speak to their education provider who will direct them to the careers team to look at the options available.
- They may be able to change to a different type of course e.g from an apprenticeship to a full-time option or change to a different subject.
- You can also look to change education provider too, if that is the best option for them.
- If they are enjoying their course and progressing with their learning, they will then start look at the next steps. This could be the next level of course, going to university, an apprenticeship or employment; they will have careers talks and opportunities to explore the options available.

# What are the different paths to take at 16?

## School Sixth Form

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Some schools have a 6th form for years 12 and 13. Most school 6th forms offer A-Levels and some offer vocational (work-related) courses. Most will also offer English and Maths resits if needed.

## Further Education and Sixth-Form Colleges

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Colleges are usually larger than schools and offer A-Level (Advanced Level) qualifications and/or Vocational qualifications and the new T-Level (Technical Level) qualifications.

## A-Levels

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A-Levels are a two-year course that end in an overall examination and a grade from A\* to E, with a similar structure to GCSEs but looking at the subject in a lot more depth. There are many to choose from and each establishment will list what they deliver.

There will be subjects that you can recognise from school like Biology, Chemistry, Physics, English Literature, English Language, Mathematics, Geography, History and Languages.

There may also be 'new' subjects such as Photography, Law, Sociology, Psychology, Business Studies, Film Studies, Media Studies, Economics, Politics and Sports Science.

**Students usually select three A-Level subjects** to study. Some may select two and some may consider four, but this is dependent upon GCSE results and the conversations you have with the post-16 provider.

Some colleges offer the Extended Project Qualification (EPQ) - an independent project that can provide students with UCAS points to put towards university. The International Baccalaureate, which offers a wider subject choice than A-Level, is also available at some colleges.

## Entry requirements

Most usually ask students to have five GCSEs at Grade 4 or above. However, it is important to do your research, as some courses, such as A-Level Maths, Physics, Biology and Chemistry, require students to achieve a Grade 6 at GCSE to demonstrate their deeper understanding of the subject and this may also be looked at for entry at university level education as well.

### Vocational qualifications

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These usually consist of several separate modules and include practical assessments and coursework, as well as exams.

Subjects can include Health and Social Care, Applied Science, Travel and Tourism and Engineering.

Some Level 3 vocational qualifications are equivalent to 3 A-Levels whilst others can be taken in place of an A-Level.

**Entry requirements** as per A-Levels

### T-Levels

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T-Levels were introduced in September 2020 and have equivalence to three A-Levels. These 2-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares students for work.

T-Levels offer students a mixture of classroom learning and 'on-the-job' experience during an industry placement of at least 315 hours (approximately 45 days). They will provide the knowledge and experience needed to open the door into skilled employment, further study, or a higher apprenticeship.

There is a lot of taught time in the classroom for T-Levels.

**Entry requirements:** Like A-Levels they require above Grade 4 in GCSEs and you must have English and Maths.

For Further information visit: [www.tlevels.gov.uk/](http://www.tlevels.gov.uk/)

### Apprenticeships:

You can apply for an apprenticeship while you are still at school.

To start an apprenticeship, a young person will have completed Year 11. Apprenticeships consist of working towards a range of qualifications within an apprenticeship standard. They can take between one and four years to complete, depending on the level studied. As an apprentice, a young person will:

- work alongside experienced staff
- gain job-specific skills
- earn a wage
- study towards a related qualification (usually one day a week, which may be at a local college).

All apprentices must be paid a minimum wage although many companies pay more than this.

You find details of apprenticeship rates of pay here:

[www.gov.uk/become-apprentice/pay-and-conditions](https://www.gov.uk/become-apprentice/pay-and-conditions)

Apprenticeships can now be undertaken in most areas of employment. Check out what opportunities there are and for further information around apprenticeships here: <https://amazingapprenticeships.com/>

### **Consider and discuss the options with providers**

There are many post-16 options and many things to consider when choosing which will be option for the young person.

**Subject area:** does this interest the young person, and do they have the right skills for it?

**Level:** does the course offer the right level of challenge the young person?

Learning style: is the young person better suited to classroom or practical learning or a mix of both.

**Travel:** Is the course available at a location the young person can reasonably reach?

**Setting:** is the learning environment suitable for the young person?

You can discuss all these things with the learning providers you are considering.

### **Smaller Training Providers**

In addition to the larger colleges, smaller training organisations also offer vocational courses including Motor Vehicle, Business Admin, Customer Service, Health and Social Care, Construction, Personal Fitness, Hair and Beauty and Hospitality and Catering. They also support with Maths and English and help students to progress on to apprenticeships or work. These are often delivered in a smaller environment with class sizes of 10-15 students.

For a list of training providers delivering in Somerset and Dorset look at the Dorset and Somerset Training Providers Network website:

<https://dstpn.co.uk/your-future/>

 For a full overview of all Post - 16 options, you can view and download the **Your Future: Choices for 16-19 Year Olds** [here](#)

# Making flexible plans

Many young people achieve the grades that they want from their examinations and can follow their chosen option or Plan A. However, it is important to prepare a back-up option or Plan B in case the young person changes their minds about what subjects they want to study or are unsuccessful in getting the grades required to progress on to their route of choice.

Students can apply and accept offers from as many sixth forms, colleges, and training providers as they want and can then make their mind up about which they want to progress on to in September after visiting the environment, meeting the staff and receiving their GCSE results.

Sometimes it is a good idea to look beyond the immediate next step at 16 and consider their long-term career aims. If they have an idea of a career and know it might involve going on to Higher Education (HE), a bit of research about what the HE providers ask for to get onto their course may influence their choices of study at 16.

REMEMBER ENJOYING  
WHAT THEY DO IS ALSO  
IMPORTANT.

For a full overview of all Post - 16 options, you can view and download the **Your Future: Choices for 16-19 Year Olds**

## Apprenticeships

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If a young person wants to do an apprenticeship but hasn't been offered one yet, encourage them to go to a careers advisor and see if there are any tips for success they can offer, by updating their CV or checking their interview skills. They could also apply for the full-time option of their chosen apprenticeship and may still be offered work experience or a placement with an employer. They will build up knowledge, skills and experience which can be used as part of their application for apprenticeship vacancies.

## Higher Education

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Higher Education is university level education and usually referred to as HE. This is an option that some consider straight away, and others choose to delay. There is also an option of achieving HE qualifications through degree apprenticeships. Different post-16 and post-18 pathways may ask for different entry requirements depending on the course and/or college.

## Further Information

UCAS - Explore the various pathways in HE: [www.ucas.com](http://www.ucas.com)

SkillUp Somerset - Information on apprenticeships including degree apprenticeships: [www.skillupsomerset.org.uk](http://www.skillupsomerset.org.uk)

The Uni Guide: How important are my GCSEs?

 <https://university.which.co.uk/advice/gcse-choices-university/how-important-are-my-gcse-grades>

Grades Explained:

<https://ofqual.blog.gov.uk/2018/03/02/gcse-9-to-1-grades-a-brief-guide-for-parents/>

## Transitions

When a young person moves from one place of education to another including an apprenticeship or a supported internship, this is referred to as a transition.

### What makes a good transition?

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Information sharing is the best way to ensure successful transition from one provision to another.

Post-16 provisions require as much information as possible about a young person, as they are embarking on a course of either 1 year (36 weeks) or 2 years - if a Level 3 (72 weeks) – with the provider. The information shared helps the college to offer the right support for the young person

Information can come from some or all the following:

Young person


Parents/carers

Agencies involved with the family e.g. CAMHS, FIS, Social Worker or specialist such as the hearing or diabetic team

School team e.g. Year Head, SENCo, Safeguarding and pastoral team

### What information is needed?

Exam access and learning support

 EHCP - has the college been consulted? **See Section 2**

Safeguarding and pastoral needs

Medical and physical needs

Financial information if applying for bursary

Anything that may impact on learning and wellbeing

## FAMILIES GUIDE

Imagine the Possibilities

Being on the right course and in the right provision is the beginning of a positive journey to Higher Education or employment. There needs to be a full understanding of the requirements of the course including entry qualifications, behaviours and attitudes including mental health and the expectations of being a post-16 learner or apprentice.

You can find out more about these details at open events or on the college website.

It is important to take other factors into consideration such as transport access, how will the young person get to college or their place of work? Can they manage public transport, does the college provide transport or do they need specialist transport (this can be applied for through the County Council)? Alternative is walking or cycling an option or is there a train station nearby?

Having conversations around the criteria and rigour of the course are important and help to manage expectations in a positive way. This helps to find the best course and progression route for your young person.

If a young person struggles to be in large groups, then working with the college to try and build up confidence before they start is important. If this is still too much, then working with partners such as Somerset Works is a starting point as well as considering alternative options including smaller provisions.

You as a parent/carer or the school can refer to SomersetWorks:

<https://www.somerset.gov.uk/children-families-and-education/school-life/somersetworks/>

For learners with low or no grades, progression pathways or a foundation course is a positive destination and a route into further courses after the first year. For some students this will mean that their chosen career path may take longer, and that is ok. Ask at the college about foundation courses or check their website for further information.



# Transitions to college for a learner with an Education, Health and Care Plan (EHCP)

Leaving school and going to college is a big move and for a young person who has an EHCP this can feel even more so. Colleges and further education establishments understand this and want to support young people so they can get the most out of their college experience and progress in their career path.

## STEP 1

Attend open events or if these are too much for your child/young person, arrange a bespoke visit. Ask to speak with the SENCo or transitions team and discuss your child/young person's needs.

## STEP 2

Attend and take part in the annual review at school with the SENCo and teaching team and name the college your child/young person wants to go to. It is important to have your views and your child/young person's views included. Discuss transport needs, learning needs, additional or alternative provision attended at school and if this will need to be continued to provide the best possible outcome for them

This is an official process and goes to Somerset Council (SC) for approval.

SC will then consult with the college where they will assess if they can meet the needs of your child/young person. They will consider all the information and they will return the response back to SC.

## STEP 3

If the college agrees it can meet the needs of the young person, your next step is to make an application to college for the course your child/young person has chosen. You will receive an invitation for an interview. This is where you can share the information the college will need to begin the process of putting the support in place. The college will put in extra transition support before the course starts to make sure your young person knows where to go, is familiar with the college and who to go to for support.

### STEP 3

If the college disagrees and says it cannot meet need or before a decision is made it may ask for further information. Sometimes a college may decide they are not able to meet the needs of the young person and that it is in their best interest to access a different provision. You can appeal this and ask for a review or discussion with the SENCo. Your school can guide you through this.

### STEP 3

If the County Council have named a college but your young person does not think this is the right decision, you can appeal to the County Council and request an alternative college or provision as part of the process.

#### **What happens if I am not sure if the college has been consulted?**

Contact the college and the SENCo to see they have received a copy from the County Council. You can share your copy with them, but it still must go through the official legal process.

#### **They have been offered an interview and they have not been consulted yet do we attend?**

Yes, you can attend but they will not be fully offered a place until the consultation process has happened. If your young person will find this difficult it is advised that they ask for a date for interview after the consultation

#### **My young person has an EHCP. Should we let the college know?**

Yes, unless the EHCP has been deceased then you need to let the college know as it is a legal document and it has to go through the formal consultation process.

#### **Is it possible to do an apprenticeship with an EHCP?**

Yes. Let the college know and they will work with the employer as it will be a collaborative approach to ensure your young person has the best experience in the workplace and in their learning.

#### **Further information**

Somerset's SEND Local Offer:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

Advice if you think your child/young person requires an EHCP

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education-health-and-care-plans/>

# Young people in alternative provision including medical tuition and pupil referral units (PRU)

Post 16 provisions offer a range of options for young people. Having a conversation with the providers about their offer of support will help a young person access the provision that is best for them.

## Things to consider:

- Would the young person prefer a smaller setting?
- The rigour of the course; post 16 qualifications have a set requirement for hours and a work placement or industry placement
- To do an apprenticeship they will need to combine employment with learning which would require motivation and commitment. It is not an easy option.
- Is there a requirement to take English and Maths alongside their main qualification?
- Will they use public transport or an education provider dedicated bus? If they have an EHCP and need access to specialist transport, then this should be in their EHCP review and the family would apply directly to Somerset Council. If they are travelling by car, would the length of the journey affect how tired they may be?
- Are they accessing another setting whilst at school? This could be a therapy session or forest school. If it was to continue when in post-16 education, this must be included in their annual EHCP review and discussed with the SENco at the education provider.

## What can they offer?

### Extended and enhanced transitions

This can start as early as end of Yr10 or early in Yr11 to allow the time for the young person to build their confidence and the provision to get to know the young person

Ask the school to make early contact with the education provider to discuss options and the learner journey

Education settings will offer a range of different options but can include -

- Attending meetings to discuss the needs with the school, parents/carers and the young person. Using the school for the first meeting provides a familiar place to meet someone new.
- Working with agencies such as SomersetWorks and Focus 5 to support transitions.
- Planned visits and tours at quiet times and steadily building up to the busier times.
- Taster sessions.
- New Students Day.
- Support over the summer leading to the start of college. This can take the form of 1-2-1 sessions, meeting with teaching teams, check-ins and strategies to support being able to start college with confidence in September.

### Ongoing support whilst on the course

Remember to discuss what is available at interview or by contacting the education provider before application

- Pastoral support including planned meetings on first day or in first week along with support going into the classroom.
- Ongoing pastoral support.
- Quiet spaces during lunch times - these may not be supervised but all post-16 provisions will have spaces that are quieter.
- Learning support (this will be assessed so not everyone will get this).
- Meetings with tutors about progress.

### What if it becomes too much for the young person or they really struggle to attend a full-time post-16 course?

- Let the education provider know, they can look at what else they can do, and this can include
  - reducing hours or qualification (if the awarding body and funding allows this).
  - following a fitness to study process. This will look at ways to make further adaptations with action plans, outcomes and working with any external agencies.

- considering alternative options including reducing the level of the qualification e.g. from a Level 2 to a Level 1 whilst they work towards being able to access their education full time.
- Offering outreach or online learning (do check this as it may not be available at all settings).

### **If the young person is not able to sit any exams at school -**

- Contact the education provider to discuss their options.
- It may take a bit longer for them to achieve their end goal, but this is ok!

## Early Help Assessment and Education Safeguarding

Safeguarding concerns can be managed and supported internally by an education establishment, however at times, by law, there must be agency involvement. It can be hard to share such personal and sensitive information, but you will receive all the support you need to do so.

Early Help is the first stage of asking for support for the young person, or the family as a whole. At this stage consent is required from the parent or carer unless there is a child protection concern.

Details about Early help Assessments (EHA) can be found here:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/about-the-local-offer/early-help-assessment-eha/>

Safeguarding information needs to be shared when a person is at risk of harm or of harming others and they are under 18 - or if they are a vulnerable adult over the age of 18 including if they have an EHCP.

Information is securely shared from the education setting to the next setting from one safeguarding team to another as part of the transition process.

You can find more information about education safeguarding here:

Keeping Children Safe in Education: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Working Together to Safeguard Children: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

### What information is shared

- Any supporting legal documents
- Details of what the safeguarding is - if this is too difficult as a family to share, ask to be supported by an agency you are working with or the school safeguarding team
- Any safety plans that are in place including any around self-harm
- If there are any triggers that the education establishment needs to be aware of
- How best to support the young person moving forward so they can achieve in their chosen course
- Information that will keep the young person and others safe

### Who needs to know

- The Safeguarding Lead often called the DSL (designated safeguarding lead)
- Other staff members who will need to have access to the safeguarding information will vary depending on the course the young person is on, what the safeguarding concern is and if the safeguarding concern is current or historic

### Why do we need to share information

- To put in place the support that is needed to keep the young person stay safe from risk of harm or from causing others harm
- So that the young person is able to progress, access their learning and move into their chosen career

### How will the information be used

- The information must be stored securely and shared only with those that need to know
- It may be used to put together a safety plan or risk assessment with the young person
- To support the young person to achieve the best possible outcome in their education
- Some courses will need an enhanced DBS check to be able to do work placements with children and vulnerable adults. If there is anything that may appear on this, then you can discuss this at interview or prior to interview

## Key support available post 16

Transitions, the change and move from school to post 16, can be a daunting time.

It is important that you take the time to check out several colleges or providers to see what suits your young person best, the courses they offer and support available to them.

If you can, attend open events, check out the college websites or contact the colleges direct for more information.

### TOP TIPS

It's a good idea to check out transport too, including if you need to apply to the County Council for specialist transport if you have an EHCP.

### TOP TIPS

Did you know you can apply to more than one college? This allows the young person to make a final decision closer to the time.

Every provider will help support the transition process and offer a variety of ways to support you and your young person. This starts from the first contact you have with the provider, whether that is at an open event, over the phone or via email.

### Post-16 providers want to know some information about your young person:

- What interests them?
- What they want to do as a career (and to help if they don't know)?
- Do they have any learning, physical or medical needs? If so, what are they?
- Do they have an EHCP?
- Do they have any social, emotional or mental health (SEMH) needs?
- Are they a child looked after (in care)?
- What was their attendance liked at school? Even if it was not good, it is good to let the provider know so your young person can be supported with their attendance.

- Are there any safeguarding issues that the provider needs to be aware of?
- Any agency involvement such as PFSA, Social Services, Family Intervention Service (FIS) Focus 5, Young Somerset, CAMHS. If so, should a meeting be arranged to plan for the transition?

All this information helps the provider to work with you and your young person to help make the transition to post-16 provision a positive one, to ensure that the provider knows how to meet the needs of the young person and explain what they can offer.

### What does this support look like?





## Types of support available

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### Learning support

At college, the young person is preparing to progress into employment or higher education, therefore the learning support may be different that offered at school. It is important to discuss how your young person has learnt at school and how this will work in a college. They will also be completing work experience at a workplace as part of their course.

Online support and access to systems such as Microsoft Teams - this can provide translators, readers, changes of font and colours, dictation tools and more.

**In class support** - they may be offered in class support for some or all their sessions. Teachers will also differentiate the learning to support your young person.

**Small group support** - they may be offered small group learning support outside of their taught sessions to support their learning and understanding.

### Pastoral support

Colleges will have a range of support and resources to support a young person. This can include pastoral support, check-ins, 1-2-1 and small group meetings for strategies to support mental health and resilience. The pastoral teams will also work with external agencies as well as make referrals if required.

Different colleges will have various online resources and apps for your young person to access for example, TalkCampus, Meeto, Togetherall.

Colleges will also deliver tutorials and awareness days which cover lots of topics around keeping safe, wellbeing, being healthy and making the right choices.

The pastoral teams also run student led groups such as LGBTQ+ and faith based groups - ask about these at interview or open events.

Personal Tutor - each college will have a different system, but all learners will have a named person they can go to which is often their personal tutor.

### Transport and bursary

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Colleges will all have information on the public transport routes to college and some will run their own buses on specific routes. Check out their website or contact them directly for more information and apply early if required.



You can find more information here: **Over 16 student transport**

If your child has an EHCP and needs to access specialist transport, make sure this is part of their annual review at school. You will need to apply direct to the County Council to arrange specialist transport.

Colleges will have differing criteria for discretionary 16 to 19 bursaries. Check for details on their website or at open events and again, apply early.

Some courses have kits that need to be ordered. A bursary may allow you to loan a device (laptop or tablet) for college work and can also support transport costs including bus and trains (check with the college).

#### Eligibility for bursary include:

- Children looked after or care leavers
  - If you are receiving income support
  - If you are receiving Universal Credit, or in receipt of of Employment Support Allowance, Disability Living Allowance or Personal Independence Payment
- Free College Meals - did your young person have free school meals? Then let the college know as they may be entitled to Free College Meals.

### Care to Learn

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For young parents under 20, there is support for childcare through the Governments Care to Learn Scheme. Under the scheme, funding is provided direct to a registered childcare provider to enable a young person to access their education.

Care to Learn: [www.gov.uk/care-to-learn](http://www.gov.uk/care-to-learn)

### Careers

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Your young person will have had careers advice at school and they will continue to access this when they are at college. If over the summer they are not sure what they want to do or have a change of mind, contact the college and ask to speak to a careers advisor.

This will help your young person to make a successful transition onto a course they want to do and one that will enable them follow their future career path.

# Rights and Responsibilities in an Education Setting

Whilst a young person is in an education setting, it is important that they know their rights and responsibilities. These are things that they are entitled to and your responsibilities too

All young people have the right to a safe learning environment - this includes in an education setting as well as in the workplace, either as an apprentice, on work experience or industry placement.

## What does this mean?

A young person should feel safe to be themselves - free from discrimination, bullying, harassment or victimisation. They should feel safe when they are on-site and online.

## HOW?

All education settings and workplaces will have policies and procedures in place. Students should be made aware of these and will be expected to sign documents to say they have read and understood these procedures. These will outline behaviours which are expected from everyone.

Students may be required to wear ID or uniform to show they belong to the setting.

Students should treat others as they would expect to be treated and this includes online too.

## What if things go wrong?

Every education provider will have a safeguarding person or team. Students will know who this and how to contact them as part of their induction.

Students can speak to their tutor or assessor to ask for help and support.

Students are encouraged to speak with their parent or carer if they don't feel they are able to confide in someone at college. If your young person is concerned about something, you can contact the education provider and speak to the safeguarding team. They can help and support your young person and the family.

Students will have tools to report any incidents or concerns to the education provider.

## FAMILIES GUIDE

Imagine the Possibilities

Issues with online bullying, harassment or sexual exploitation such as being asked for nude images, can be reported to either the education setting or via the Child Exploitation and Online Protection Command.

Report to CEOP: [www.ceop.police.uk/ceop-reporting/](http://www.ceop.police.uk/ceop-reporting/)

If mental health support is required, the education provider will have a range of support and services including pastoral support and signposting to counselling. The following links also provide support and information:

Young Minds | [www.youngminds.org.uk](http://www.youngminds.org.uk)

Childline | [www.childline.org.uk](http://www.childline.org.uk)

Mindline - 24/7 Helpline | [www.youngsomerset.org.uk/mindline-247-helpline](http://www.youngsomerset.org.uk/mindline-247-helpline)

Kooth | [www.kooth.com](http://www.kooth.com)



# Mental Health Support



MOVING FROM SCHOOL TO COLLEGE IS A CHALLENGING TIME AND BUILDING NEW RELATIONSHIPS AND TRUST IS IMPORTANT TO CONTINUE SUPPORTING MENTAL HEALTH



COLLEGES WILL ALL HAVE A RANGE OF MENTAL HEALTH SUPPORT CONTACT THEM AND ASK TO SPEAK TO THE PASTORAL TEAM

## Support could involve -

- Counselling: face to face or online
- Small group support sessions to develop strategies
- 1-2-1 support sessions
- Online support and resources
- Support with referrals to external agencies such as CAMHS

DID YOU KNOW IF YOU ARE 16-17 YOU CAN SELF REFER TO CAMHS?



Complete the form online or call  
**0300 1245 012**

[www.somersetft.nhs.uk/camhs/self-referral/](http://www.somersetft.nhs.uk/camhs/self-referral/)

WANT TO FIND OUT WHAT SERVICES ARE OUT THERE...



Find help and support in your area  
**[www.somersetbigtent.org.uk](http://www.somersetbigtent.org.uk)**

WORRIED THAT MENTAL HEALTH IS IMPACTING YOUR ABILITY TO GO TO COLLEGE?



You can self-refer to SomersetWorks who will help support you into education

**[www.somerset.gov.uk/children-families-and-education/school-life/somersetworks](http://www.somerset.gov.uk/children-families-and-education/school-life/somersetworks)**

WHAT IF MORE SUPPORT IS NEEDED

Speak to your GP and ask for a referral to **CAHMS** (or self refer using the link above) You could also receive support from an educational psychologist



NEED SOMEONE TO TALK TO  
**CALL**

Mindline 0300 123 3393  
Mindline Trans 0300 330 5468  
YoungMinds Text Line 85258



**VISIT** 

Kooth: [www.kooth.com](http://www.kooth.com)  
Youngminds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Young Somerset:  
[www.youngsomerset.org.uk/Pages/Category/wellbeing-support](http://www.youngsomerset.org.uk/Pages/Category/wellbeing-support)

**REMEMBER IT IS OK TO NOT BE OK**

**FAMILIES GUIDE**  
Imagine the Possibilities



# 05 WHAT IS SUPPORTED EMPLOYMENT?

## HOW DOES

Supported Employment work?

Supported employment is an evidence-based and personalised approach to support people with SEND into real jobs, where they can fulfill their employment aspirations, and achieve social and economic inclusion.

Meaningful experiences of the workplace should start from age 14 as part of a person-centred employment pathway.

### **Supported employment should achieve the following outcomes:**

- real jobs where people have the opportunity to earn equitable wages and other employment related benefits
- development of new skills
- social and economic inclusion
- promotion of self-determination, choice and independence
- enhanced self-esteem
- increased consumer empowerment
- increased quality of life where people are treated fairly and with respect.

The guiding principles of supported employment are choice and control. Young people are presented with a variety of experiences, options and support to achieve their career aspirations. Support is built around an individual, promoting choice.

### What do we mean by a real job?

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This is where wages are paid at the going rate for the job, with the same terms and conditions as all other employees. The job should help the person to meet their life goals and aspirations, it should be valued by managers and colleagues and have similar hours of work as other employees, with safe working conditions.

Fundamental to supported employment is that everyone has the right to work, in the the right job with the right support.

### Flight Path to Employment

#### Examples of Supported Employment Opportunities in Somerset

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##### **Avon and Somerset Constabulary**

Avon and Somerset Police have offered a Supported Traineeship open to young people aged 18 to 25 years old who have special educational needs and disabilities (SEND) or autism.

This traineeship introduces trainees to a wide range of police support roles and involves periods of skills training and exploring different career options alongside continuous feedback and job coaching.

Trainees also work on employability and functional skills through a series of three job rotations.

##### **Hinkley Point C and Bridgwater and Taunton College (BTC)**

Hinkley Point C (HPC) have offered supported traineeships to young people aged 18 to 25 with Special Educational Needs and Disabilities (SEND) - and run in partnership with Bridgwater and Taunton College and Discovery.

### Find out more about the programme [here](#)



## **Young Person's Champion**

This is a part time role and is centralised around working to make sure young people with SEND have their voices heard in decisions that affect them.

**This is an annual position available for a young person:**

- aged between 16 and 25
- living in somerset
- with Special Educational Needs and/or Disabilities (SEND)
- who is passionate about challenging stigma and barriers for young people with SEND

 **For more information contact:** [sendparticipation@somerset.gov.uk](mailto:sendparticipation@somerset.gov.uk)

## **Discovery, part of the Dimensions Group**

Discovery support autistic people and people with learning disabilities in Somerset to gain employment. The team offer support to those with a desire to work and who need access to support to gain employment. Through vocational profiling, work experience opportunities (as stepping stones) and voluntary placements, the team will support people work towards sustained work. Discovery are also key in providing Job Coaching across the county and supporting training opportunities like the Avon and Somerset Constabulary traineeship and the Hinkley Point C traineeships.

For more information please see: <https://discovery.uk-org/what-we-do/>

**See Section 10** - 'What is a Job Coach' for more information

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### Family Activity:

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Complete a Vocational Profile together



[www.ndti.org.uk/resources/publication/vocational-profile](http://www.ndti.org.uk/resources/publication/vocational-profile)

A vocational profile is a way of gathering information on what a young person wants to do and provides an opportunity to explore what interests them and why.


Click here for more information

[www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources](http://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources)



**FAMILIES GUIDE**  
Imagine the Possibilities





# LET'S TALK ABOUT WORK

## YOUNG PEOPLE'S Introduction to Work

A young person's introduction to work can start from an early age. It can help to make sense of the world and begin to raise aspirations.

### **Introducing Conversations about Work**

Having a conversation with your child about work will help them start to develop knowledge about the different jobs there are and introduce the idea of a career. These conversations needn't be formal, they can be a part of daily conversation with a few simple steps.

### **Family Activity:**

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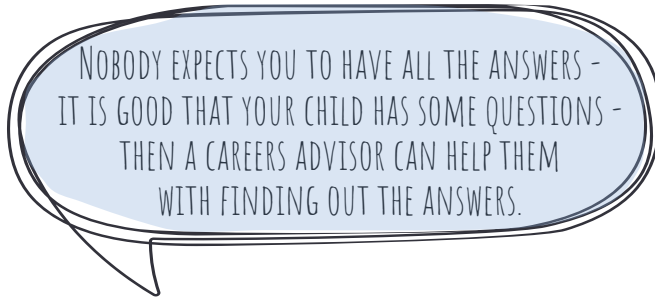
- Does your child know what you or other family members do as a job, the name of the employer and what that business does?
- Are you self-employed?
- Do they know how you get to work or where you work?
- Did you have to go to college, or did you do an apprenticeship?
- Have you had more than one type of job?

Using everyday experiences such as visits to a café, theme park, walk in the park and going to the shops can introduce them to a whole range of different jobs and careers.

### **Ask general questions such as**

- What do you think that person does?
- Do you think that you would like to do that job?

If you are talking about their interests, you could try building on these conversations and talk about using some of their skills for a future job e.g. You are very good at Art. I wonder what jobs you could do in art?



### Raising Aspirations

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When you introduce conversations about work you are starting to raise aspirations for your child. They will gain information which will help them become more aware of the opportunities available and what interests them. This will help when they are considering their next steps on their chosen pathway.

#### Raising aspirations is also about

- Possibilities and not assuming there are limited options
- Challenging stereotyping and 'typical' jobs for girls or boys
- Being aware of all the options available and where to go for further information
- Talking with them about careers lessons or visits from employers they have in school
- Knowing it's okay for them to change their mind

### Family activity

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Use the [Somerset Education Business Partnership](http://www.somerset-ebp.co.uk/) website to see how employers engage with school to provide insights into local industries.

[www.somerset-ebp.co.uk/](http://www.somerset-ebp.co.uk/)

### Challenging conversations

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Having a challenging conversation about your child's aspiration, choice of career or college course is difficult but here are a few tips

- If they are choosing a college course because their friends are doing it, talk about how they could see their friends during breaks if it's a different course they would really like to do or is needed for their career choice.
- If they don't want to go to college at all, talk with them to their school's careers advisor about the other options.

- **Check the facts** - What are their chosen steps? Is there an age restriction or a health or physical fitness requirement? Are there opportunities where you live? Offer to find this out together.
- **Ask more questions.** What part of that job do you like? What skills do you think you would need? Are there other jobs or other opportunities for using those skills.
- Explain it's a good idea to have a back up plan or further options incase your first idea doesn't work out.



# 07 VOLUNTEERING

This is giving an organisation or cause your time to help with their activities. It is unpaid.

Volunteering is something you can do at any time in your life and brings great rewards to those who do it. It allows you to develop personally while helping an organisation or cause that you have considered important enough to want to give your time to.

## **The positives:**

- You can learn, experience and practise work-based skills.
- Make contacts with people in the place you are volunteering. They could be actual employees or volunteers just like you.
- The people you meet will know you for who you are rather than just what you write on an application or in a CV.
- You gain more confidence in yourself.

You may already have been involved in events through school such as Children in Need and Red Nose Day. You may not have seen this as volunteering but it is a first step for many to get more involved in something.

## **Potential skills**

You can start to develop skills and abilities such as

- Listening and speaking
- Good timekeeping
- Working as part of a team
- Leadership

You will be able to give examples of your volunteering experiences on a college or work application form and answering questions in interviews.

### Things to think about and check out:

- Your age. Does the organisation or cause have a minimum age restriction?
- What you and they expect from a volunteer. What is the organisation/cause looking for?
- How much time you can commit?
- What are you hoping to achieve from taking part?
- What are your strengths? It is good to play to these, so you can be successful for yourself and the organisation/cause. However, it is also good to challenge yourself a little!
- The people you will meet and how you will manage this.

### Places that can help you get into volunteering in your area are:

Somerset Council <https://volunteering.somerset.gov.uk/>

Spark Somerset <https://www.sparksomerset.org.uk/volunteer>

Young Somerset <https://www.youngsomerset.org.uk/Pages/FAQs/category/about-volunteering>

Somerset Wildlife Trust <https://www.somersetwildlife.org/get-involved>

Check out employment sites as well because they have sections for volunteering and sometimes these can lead to paid employment e.g. <https://uk.indeed.com/Volunteer-jobs-in-Somerset>

### Family activity:

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Look at local opportunities using the above websites.

### Experience of work or work experience

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This is spending time in an employers' workplace to help you decide if this is something you are interested in.

### The positives:

- You get to experience a working environment you are thinking of committing to
- You can learn/practise your skills
- You build your confidence in a new place, dealing with new things
- You make connections with people who are doing the job
- You can add it to your CV and use it to expand on answers at interview



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Imagine the Possibilities

Work experience is a great way for many to try out different work environments and build their knowledge of the world of work. This will ultimately help you think about the future and plan your path forward.

Work experience can be part of your school timetable and courses taken at college.

Work experience is a way to gain experience of building professional relationships and how to behave in the workplace

### **Potential skills:**

These can include

- Timekeeping
- Working as part of a team
- Following instructions
- Communication
- Problem solving
- Health and Safety Awareness

### **Things to consider:**

- Work experience is not a paid role generally. You are getting experience for a set period that has been defined. At school this may be a week; at college it may be a set day or number of hours over a course.
- Sometimes you are not able to get involved in a placement in a job area that you are considering because of your age or health and safety or confidentiality concerns. Think about other types of work that may have similar skills to those you are trying to develop. For example, retail or hospitality work involves communication, teamwork, problem solving and working in busy environments. These are similar skills to those you would use in a medical placement which may not be available if you are 14 - 17.
- Is work experience an important part of any future courses that you are considering?

### **For further information**

Somerset Education Business Partnership - has virtual experiences and insights into work [www.somerset-ebp.co.uk/industry-insights](http://www.somerset-ebp.co.uk/industry-insights)

Contact your child's school or college to enquire about their Work Experience opportunities.

## What is Employer Engagement?

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This is a collective term used to describe the many ways a young person can be introduced to employers and what they do.

### These can include

- Visits from employers into school
- Visit to employers' place of work
- Careers Fair
- Virtual visit with option to ask questions
- Researching local employers as part of careers lessons

There is no minimum age as to when this starts. It will be at the discretion of each school and how they plan their careers programme.

### Benefits

- Increase opportunities to find out about local employers and the local Labour market
- Find out about different jobs, training routes and entry requirements
- Raise aspirations and challenge stereotypes
- Raise awareness of opportunities in developing industries e.g. Green Jobs
- Ask employers questions directly about the jobs and their industry

### For further information

Somerset Education Business Partnership Somerset Education Business Partnership (EBP) <https://www.somerset-ebp.co.uk/>

Careers and Enterprise Company The Careers & Enterprise Company | <https://www.careersandenterprise.co.uk/>

### What are employment experiences?

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Employment experiences are opportunities for young people with SEND to engage in work related activity. This can be participation in a small step of a bigger experience e.g. stirring t-shirts in a bucket for tie dying or pressing a switch. Or it could be a more complex activity e.g. operating a printer or running catering vans purchased by the school, serving hot food and drinks.

Young people can take an active part in a process to create and produce enterprise projects like making sweet cones for selling at local fetes and fairs. This enables educational settings to differentiate and encourage engagement from all learners, that support their needs and progression.

#### **Here are some examples of experiences of work embedded into school/college curriculums:**

Some primary schools offer experiences of meeting employers, or other community members and role playing. As students move through the school opportunities may focus on specific sectors, themes and engagement with employers through visits and tours.

Engagement with sector specific projects and activities like the Mini Police.



<https://www.avonandsomerset.police.uk/apply/mini-police/>

Many schools have life skills suites onsite, through a purpose built space to practice shelf stacking, bed making, kitchen skills, cleaning, ironing etc.

Some schools and colleges run their own cafes as businesses. Students can then gain helpful qualifications such as food hygiene certificates. Other examples include bicycle repair workshops.

School activities can also provide workplace experience. For example older students may support on lunch duty or help with recycling, stationery ordering and taking deliveries.

Providing 'Lets Talk About Work' sessions where staff are displaying their route to employment and experience of work to engage students.

Running Dragons Den type activities to present ideas and gain some finance from Heads and Senior Leadership Teams, to start up enterprise projects. For example wood recycling and making signs, selves, plant pots, boot removers.

Making enterprise products like bath bombs, keyrings, cards, paintings and selling them through online channels and local retail outlets. One school involved students in taking, printing and selling school photos. The students taking part learned IT, communications and maths skills.

### **Young Somerset - Bold & Brave**

Other opportunities to have employment experiences are through projects like Young Somerset's Bold & Brave shop.

The Bold & Brave is a social enterprise project, established by Young Somerset, bringing together young people and the community.

The Bold & Brave shop is a community hub in Taunton at Riverside Place, 14, St James St, Taunton. This gives young people an opportunity to research, design, ethically produce, showcase and sell their own quality products. There is also space for young people to create products, host workshops, meet with community partners etc. The Bold & Brave shop, can also offer young people will be part of a work placement programme, receiving mentoring, job coaching and life skills training, whilst gaining retail and production experience.

 <https://www.youngsomerset.org.uk/pages/category/bold-brave>

### **Careers and Enterprise Company**

The Careers and Enterprise Company works with special schools across England, as well as with Careers Leaders who design and deliver careers education programmes tailored to the needs of young people with special educational needs and disabilities (SEND) in mainstream schools and colleges.

#### **They do this by:**


- providing day-to-day support tailored to school and/or college's needs with SEND Enterprise Coordinators
- advising on which careers programme providers, activities and resources are most effective
- working with local employers to coordinate experiences of the workplace for your students that are tailored to their needs
- having a bank of resources used by professionals across the country
- creating a community of practice for careers professionals in special schools who work with young people with SEND

**For more information:** <https://www.careersandenterprise.co.uk/schools/send/>

### Alternative Providers

---

Schools may work with Alternative Providers to support students. Experiences may include workplace activities such as vehicle maintenance, agriculture or enterprise. This can help young people to develop life and work skills, make new friendships and build work-related contacts. Some may also offer therapeutic services.

 You can view [Somerset's Alternative Provision Directory here](#). The Directory will show a list of organisations currently offering a range of Alternative Provision services across Somerset. While Somerset County Council is unable to endorse any organisation featured on the Register, each of the providers have confirmed they meet a number of important standards including safeguarding, insurance and health and safety.

Post-16 students may also access alternative provision as they often have a day a week where they do not attend their college course. Alternative provision can also offer respite during school holiday periods.

Some Alternative Provision is part of a social care support package. This may take place alongside volunteering or workplace experience. The day rate of approximately of £50 may often be met through direct payments.

There are now some Alternative Provision providers who are dual funded in Somerset by the Local Authority and Adult Social Care, which can mean that a young person's EHCP remains active, rather than ceasing.

**Apply for direct payments** <https://www.gov.uk/apply-direct-payments>



# 08

## SUPPORTED INTERNSHIPS

### WHAT IS A Supported Internship?

A supported internship can lead to a successful step from education into gaining meaningful real-life experience of work.

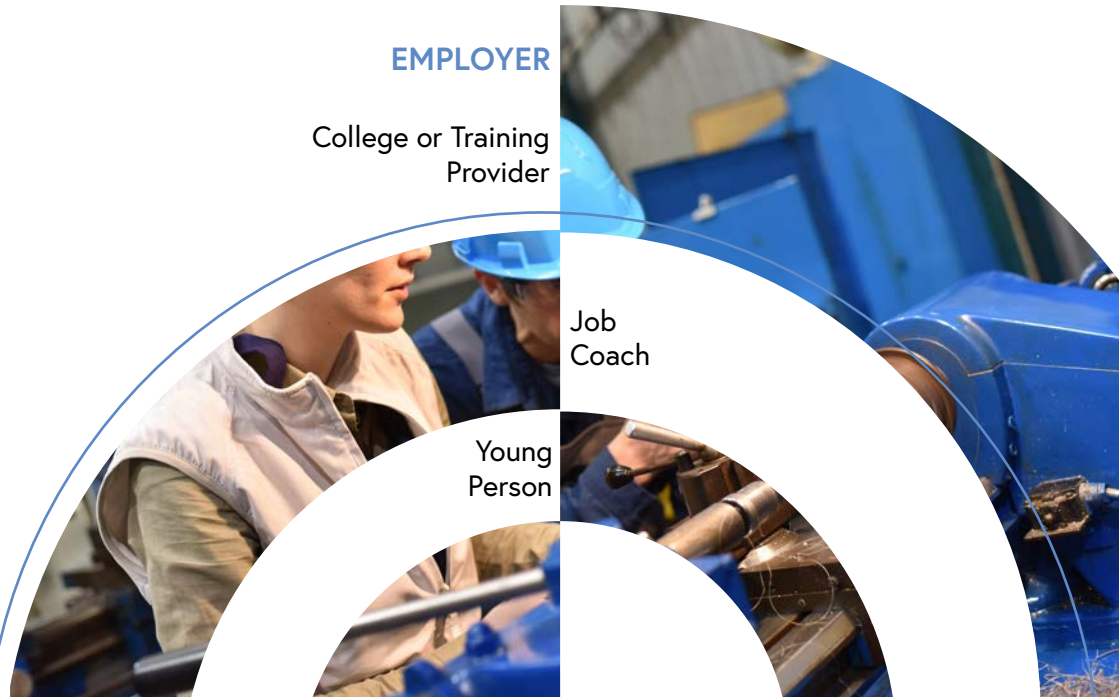
An internship works like a partnership, with the young person at the centre supported by the **employer, college** or **training provider** and a job coach. These partners work together to ensure the programme, experience and outcome is successful.

#### EMPLOYER

College or Training Provider

Job Coach

Young Person



## The Employer

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The employer provides a setting for meaningful work experience, in communication with the college or training provider to identify job roles and tasks. An internship can have up to three different work related experiences e.g. in a hospital this could be in catering, stores and grounds maintenance.

There would be regular reviews to make sure the young person is comfortable and supported yet challenged by the experience they take part in to enable them to aspire to and progress with their flightpath into work.

The employer is responsible for providing relevant training and induction, risk assessments, reviewing progress and communicating with the college or training provider and the job coach.

## The College or Training Provider

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The college or training provider provides the delivery and recording of progress towards specific and identified qualifications that may include English and Maths, ICT and Employability Skills. Additional sector specific qualifications may also be studied e.g. CSCS card depending on the employer and what they do.

They are responsible for the learner as they are enrolled on a programme/course with this provider and will be a college or training provider student.

## Job Coach

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The job coach provides specific support in the place of work. This is individualised support and is not the same as traditional learning support. Job coaching involves a commitment to getting to know the person being instructed, understanding how they learn and identifying obstacles that might prevent them from being successful on the job.

Job Coaches are trained in Systematic Instruction, which focuses on breaking down tasks into smaller steps and teaching them to the young person so they can aim towards working independently.

Job Coaches are onsite in the workplace to support and are a key link between the young person, employer and college or training provider.

Job Coaches can be part of the college or training provider's staff team or can be sourced separately from Supported Employment services i.e.





### Eligibility

To be eligible a young person would need to be:

- 16-24 with an Education, Health and Care Plan
- an independent traveller or have received travel training to access the place of work independently
- ready to engage in work
- interested in the sector/s of work available

### What else do we need to know?

- A Supported Internship generally lasts for at least 6 months and can extend to a year
- It is unpaid
- A Supported Internship can also be called **Project Search** - this is a bespoke programme primarily based in NHS sites e.g. Musgrove Hospital in Taunton
- Supported Internships aren't universally available (see below for Somerset offer)
- The Department for Work and Pensions may be involved regarding eligibility for Access to Work and to inform about the continuation of or impact on other benefits.

### Where can a Supported Internship lead?

On completion a young person could move onto a Supported Apprenticeship or paid Supported Employment.

### Somerset Offer of Supported Internships\*

- Bridgwater & Taunton College - [Supported Internship](#)
- Yeovil College - [Supported Internship](#)
- Strode College - [Supported Internship](#)
- [Project Search](#) - Bridgwater & Taunton College

\*Details correct August 2023



## Additional Resources

BBC Supported Internships series: Episode 1

<https://www.youtube.com/watch?v=r74MlxaTKf8>

Further episodes from this documentary are available to view.

Interview with staff at the Royal Hospital in Bath

<https://youtu.be/vPnRBPtoWIY>

Supported Internship programme at Yeovil District Hospital

<https://www.youtube.com/watch?v=JO9JZpuC7ng>



**FAMILIES GUIDE**  
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# SUPPORTED APPRENTICESHIPS

## WHAT IS A Supported Apprenticeship?

A supported apprenticeship can lead to a successful step from education into gaining meaningful real-life experience of work.

An apprenticeship works like a partnership, with the young person at the centre supported by the employer, college or training provider and a job coach. These partners work together to ensure the programme, experience and outcome is successful.



### The Employer

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The employer provides a real job which is paid and has a contract of employment. They work with the college or training provider to identify job roles and tasks to ensure they meet the Apprenticeship standard appropriate for the role.

There would be regular reviews to make sure the young person is comfortable and supported yet challenged by the experience they take part in, to enable them to achieve their qualification.

The employer is responsible for paying the apprentice, providing relevant on the job training and induction, risk assessments, reviewing progress, communicating with the college or training provider and the job coach.

### The College or Training Provider

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The apprentice will be enrolled on a programme/course with the provider. They will provide the delivery, recording and assessment of progress towards specific and identified qualifications for the Apprenticeship standard; this may also include English and Maths and ICT. Additional sector specific qualifications may also be studied e.g. CSCS card depending on the employer and what they do.

### Job Coach

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The job coach provides specific support in the place of work. This is individualised support and is not the same as traditional learning support. Job coaching involves a commitment to getting to know the person being instructed, understanding how they learn and identifying obstacles that might prevent them from being successful on the job.

Job Coaches are trained in Systematic Instruction, which focuses on breaking down tasks into smaller steps and teaching them to the young person so they can aim towards working independently.

Job Coaches are onsite in the workplace to support and are a key link between the young person, employer and college or training provider.

Job Coaches can be part of the college or training provider's staff team or can be sourced separately from Supported Employment services i.e.



<https://discovery-uk.org/>

## Eligibility

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To be eligible a young person would need to be:

- 16 or older
- have a learning disability, learning difficulty or autism
- be ready to work and learn for between 30 to 40 hours per week
- an independent traveller or have received travel training to access the place of work independently
- ready to engage in work
- interested in the sector/s of work available

What else do we need to know?

- Depending on the level, a Supported Apprenticeship lasts for 1 - 5 years
- It is paid
- Supported Apprenticeships aren't universally available (see below for Somerset offer)
- Use Find an Apprenticeship to look for local vacancies  
<https://www.gov.uk/apply-apprenticeship>
- The Department for Work and Pensions may be involved regarding eligibility for Access to Work and to inform about the continuation of or impact on other benefits.

## Where can a Supported Apprenticeship lead?

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On completion a young person could move onto paid Supported Employment.

## Somerset Offer of Supported Apprenticeships

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Your future sorted - Dorset and Somerset Training Provider Network -  
<https://dstpn.co.uk/your-future/>

## Family activity

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View the following videos to find out what an apprentice can do

**Day in the Life of Supported Apprentice.**  
**Support Employment Stories**

# 10

## SUPPORT IN WORK

### REVIEWING the EHCP

An Education, Health and Care Plan (EHCP/ EHC plan) is a legally binding document that details a specific child or young person's needs that have an impact on them accessing education, health and care compared to another individual.

The EHCP will explain the provision needed, who is to provide the support, where and if any equipment is required.

The law states that EHCPs must be reviewed annually for children and young people over the age of 5. Children under the age of 5 will have a review of the plan every 3-6 months. This is called an annual review meeting.

Your involvement is integral. It is your child or young person who you must represent, sharing their feelings, opinions, wants, and needs. You should be contacted by the school/educational setting about the annual review and they should seek your written reviews, which should be shared with other attendees ahead of the meeting.

They should ask you as the parent if there is anyone else you would like them to invite to attend the review meeting and/or ask for their written advice. This may be someone such as the GP or the Speech and Language Therapist. Those professionals working with your child should be approached by the school to contribute a report and to attend the meeting.

The school should also provide a report for the meeting.

### **Key things to consider when reviewing an EHCP**

- that the EHCP is relevant, up to date and not focused on support and outcomes at current educational setting, e.g. school, but in preparation for next progressive step
- ensure that there is information and support needs around work and employment aspirations
- that there are outcomes for work and employment

**When reviewing an EHCP, language is really important. Language to be avoided in plans include:**

Opportunities for / May benefit from / Might or may / When necessary / As, if, when available / Small class/small groups / Up to / Should be encouraged to / Should receive / Any available staff member / Access to / As require/as or when needed / May require / Regular/frequent support / Could use

If these words and phrases are in plans, be sure to challenge them and request much more specific and quantifiable phrases such as "Will receive..." "will be provided with..." and make sure these are quantified with numbers and specific timings like "one hour of direct speech and language therapy per week from a qualified speech and language therapist with a specific level qualification".

### **Section A - Views, interests, and aspirations**

This section includes general information about your child or young person, this can be about things they enjoy, their interests, likes, and dislikes about school or in general. This is written in the first person, and their needs to be references using quotations if it is a direct thought or comment made by the child or young person.

### **Section B - Special Educational Needs**

During the assessment, the child or young person's needs should be recorded here; detail any diagnosis and difficulties they might have in different educational areas. There will be a description here of what the child/young person can't do.

### **Section C - Health Needs**

The child or young person's health needs identified from the EHC Needs Assessment related to the SEN needs are to be specified here.

### **Section D - Social Care Needs**

Any social care needs are specified here. These are social care needs that are identified in the EHC Needs Assessment which is related to the child/young



person's SEND. Under Section 2 of the Chronically Sick and Disabled Persons Act 1970, if a child or young person of under 18 requires provision, this should also be stated here. The Local Authority may also include any of the child/young person's social care needs not related to their SEND.

If needed/wanted, with consent from both parent and child/young person, any Child Protection Plans (CPP) can be included here.

### Section E - Outcomes

Section E will outline any outcomes that the child/young person is looking to develop. Outcomes are what we want the child/young person to achieve, and the provision is the place of education that will help them achieve the outcomes. These outcomes will have timescales (they can vary per outcome and from child to child) in which they are to be achieved. These outcomes will cover the following areas, Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and/or Physical Needs. They will be measured and assessed to see whether the child/young person has achieved that outcome. It will also be planned for support surrounding transition, from primary to secondary school, Paediatric services to adult health services, and moving on from education into adulthood.

### Section F - Special Educational Provision

This provision must detail each identified SEND need in Section B. The provision must quantify (measure) the provision. Any education or training that is delivered as part of health or social care must be included here. This must specify any of the following that is needed for the child/young person - facilities and equipment, staffing arrangements and curriculum, modifications or exclusions to the national curriculum, and residential accommodation.

### Section G - Any Health Care Provision

Any health provision needs to be specific, detailed and will need to be quantified, so we know who is meant to be delivering the support and how it will be provided. The provision must be able to support the outcomes set in Section E. Health care providers that are considered as reasonably required can include specialist support and therapies e.g. medical treatments or medications, occupational therapy and physiotherapy, specialist equipment, e.g. wheelchairs, highly specialised services.

### Section H1 - Outcomes

The type of support and who is providing the support must be detailed and specific and should be quantified. Services to consider are:

- Practical assistance at home
- Provision of assistance in obtaining recreational and educational facilities at home and outside the home

- Assistance in travelling to facilities
- Adaptations to the home
- Facilitating the taking of holidays
- Provision of meals at home or elsewhere
- Provision or assistance in obtaining a telephone and any special equipment
- Non-residential short breaks

### Section H2 - Placement

Suitable provision may be identified by Early Help and CiN (Children in Need) assessments and safeguarding assessments. None of the services listed in Section H1 can be listed here. Any provision that has been granted through a social care payment needs to be listed here, as well as any adult social care provision that can meet the needs of the young person who is over 18 years of age under The Care Act 2014.

### Section I - Placement

In this section, the name and type of education provider the child/young person is to attend is added. These details must only be on the final EHCP and not on the draft copy the family would receive.

### Section J - Personal Budget

In this section, detailed information on the personal budget will secure the provision requested in the EHCP. Arrangements for direct payments need to be set out as required by education and the health and social care regulations. The personal budget must specify the SEND and outcomes (from the EHCP) that are going to be met by having a direct payment.

### Section K - Advice and Information Received

There should be a list of advice given in the EHCP which is gathered from the initial EHCP needs.

## Other useful resources for reviewing an EHCP



### EHCP Annual Review guide - Education Advocacy

Please also see: **Section 2** Annual and final EHCP reviews

**Section 11** Support for Young People and Families  
Need to apply for an EHCP?

### What is a job coach?

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A Job Coach provides the link between a trainee or employee and the employer. They support with information and advice to establish and sustain a productive working relationship between the trainee/employee and the employer. This would involve supporting the individual to learn the job role and behaviours and supporting the employer with challenges that may arise such as changes to parts of the job role.



Family activity - View the short film. [The Day in the life of a Job Coach](#)

#### **Somerset Discovery (part of the Dimensions Group)**

Discovery support autistic people and people with learning disabilities in Somerset to gain employment. The team offer support to those with a desire to work and who need access to support to gain employment. Through vocational profiling, work experience opportunities (as stepping stones) and voluntary placements, the team will support people towards sustained work.

Discovery are also key in providing Job Coaching across the county and supporting training opportunities like Avon and Somerset Constabulary traineeship and the Hinkley Point C traineeships.

Discovery can be referred to from the age of 15 through EHCP planning processes but will aim to engage 18+. Referrals can be made through identified school and educational settings, adult social care.

For more information please see: <https://discovery-uk.org/>

#### **Access to Work**

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Access to Work supports a person with a disability, health condition, physical or mental health condition get or stay in work.

**The support depends on the needs of the individual. Applications can be made for:**

- A grant to help to pay for practical support with work
- Advice about managing mental health at work
- Money to pay for communication support at job interviews



For further guidance and information [click here](#)

(Please note, information as of August 2023.)

## **Eligibility**

For these types of support an individual needs to:

- have a physical or mental health condition or disability that means you need support to do your job or get to and from work
- be 16 or over
- be in paid work (or be about to start or return to paid work in the next 12 weeks)
- live and work (or be about to start or return to work) in England, Scotland or Wales - there's a different system in Northern Ireland

You cannot get Access to Work if you live in the Channel Islands or the Isle of Man.

**This can include, for example:**

- a physical disability, e.g. if you're hard of hearing or use a wheelchair
- a learning disability or related condition, e.g. if you have Down's syndrome
- a developmental condition, like autism spectrum disorder
- learning difficulties or differences like ADHD or dyslexia
- an illness such as diabetes or epilepsy
- a temporary condition, like a broken leg
- a mental health condition, for example anxiety or depression

You do not need to be diagnosed with a condition to apply for mental health support.

You will only need to give evidence of your condition if you're applying for help with transport costs.

## **What does work look like?**

You need to have a paid job (or be about to start or return to one) - a paid job can be full or part-time and can include:

- employment
- self-employment
- an apprenticeship
- a work trial or work experience
- an internship
- a work placement

You cannot get Access to Work support for voluntary work.

### **Income and benefits**

You can get support from Access to Work:

- however much you earn or have in savings
- at the same time as most benefits, as long as you work more than 1 hour a week
- if you're getting Employment and Support Allowance (ESA)

You can get Access to Work and ESA at the same time if you work less than 16 hours a week. There are rules about working while claiming ESA.

### **Practical Support with Work**

Access to work can give grants for things like:

- BSL interpreters, lip speakers or note takers
- Adaptations to a vehicle to get to work
- Taxi fares to work or a support worker if public transport can't be used
- A support worker or job coach to help in the workplace

The workplace can include the home if the work is carried out there all or some of the time.

It does not matter how much is earned, the grant does not affect other benefits and does not need to be repaid.

### **Mental Health Support**

Support is available to manage mental health at work.

### **Communication Support for Job Interviews**

Access to work can pay for communication support at a job interview for:

- Someone who is deaf or hard of hearing and needs a BSL interpreter or lip speaker
- Someone with a physical or mental health condition or learning difficulty requiring communication support

### **What Access to Work will not pay for**

Access to work will not pay for reasonable adjustments. These are the changes that an employer must legally make to support someone in work.

Access to Work will advise the employer if changes should be made as reasonable adjustments.

## Sustaining work

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When the job seeker has secured employment and is in work the focus will be on keeping the job (sustaining work). Keep a note of who to contact if they need further advice e.g. the Job coach or DWP Disability Employment Advisor.

If they are receiving an in work benefit it is important to inform the DWP Disability Employment Advisor of a change of circumstances such as hours worked or change of job role as this may affect their entitlement to any financial in work support such as Access to Work.



**FAMILIES GUIDE**  
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# SUPPORT FOR YOUNG PEOPLE & FAMILIES

## WHAT SUPPORT

### Is on Offer

#### Send Code of Practice

Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014.

#### **This statutory code contains:**

- details of legal requirements that must be followed without exception
- statutory guidance that must be followed by law unless there's a good reason not to

For further information click here [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)

#### **Contact for Families with Disabled Children**

This is a charity for families with disabled children offering support, advice and information regardless of the child's medical condition or situation. As well as supporting families the charity supports those who assist the families, including medical and educational professionals, local government workers and health workers. The charity also campaigns on behalf of disabled children's families in the UK.

#### **They offer:**

- Support for families
- Policies, campaigns, and research
- Parent carer participation
- Programmes
- Training and consultancy

For further information click here <https://contact.org.uk/>



### Special Educational Needs and Disabilities Information Advice and Support Services - SENDIASS

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The Special Educational Needs and Disabilities Information Advice and Support Services offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people. The service is free, impartial, and confidential.

KIDS SENDIASS have developed resources providing information and advice for parents, carers, professionals and young people.

It is a legal requirement that all local authorities have a SENDIAS service and KIDS provide a number of these services across the country. Each KIDS SENDIAS service has a local page with their contact details, local information and local resources.

For further information click here [www.kids.org.uk/sendias](http://www.kids.org.uk/sendias)



Find your local SENDIASS service following this [link](#)

#### **Independent Provider of Special Education Advice - IPSEA**

IPSEA help children and young people with special educational needs and disabilities, and their families and carers, to get the appropriate education, training and support to which they are entitled under the law.

Their vision is that children and young people with special educational needs and disabilities are able to fulfil their potential.

#### **They provide:**

- Legally based information, advice and casework support for children and young people with SEND and their parents and carers in England.
- Inform, educate and train professionals and practitioners working within education, local authority, health, advice and charity sector settings to ensure all children and young people with SEND receive the education and support that they are entitled to under the law, and ensure parents, carers and young people are aware of their legal rights and empowered to challenge unlawful decisions and inadequate provision.
- Ensure compliance with the SEND law framework by identifying and challenging unlawful practice and being at the forefront of influencing SEND policy development and legislative change.
- Ensure IPSEA continues to be sustainable, forward-looking and provides high quality services that are responsive to the needs of children and young people with SEND and their families.

For further information click here [www.ipsea.org.uk/](http://www.ipsea.org.uk/)

## Sunshine support

An award winning Special Educational Needs & Disabilities (SEND) Consultancy based in England and Wales. Some of these resources are free to access and others require a subscription for your consideration.

Sunshine Support empower and advocate for parents, carers and professionals who support children and young people with SEND.

For further information click here [www.sunshine-support.org/](http://www.sunshine-support.org/)

## Finance and Benefits

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For current guidance on benefits, please visit [www.gov.uk/browse/benefits](http://www.gov.uk/browse/benefits)

### The 16-19 Bursary Fund

The 16 to 19 Bursary Fund provides financial support to help students overcome the specific financial barriers to participation they face so they can remain in education.

16 to 19 Bursary Fund guide 2023 to 2024 academic year

<https://www.gov.uk/government/publications/16-to-19-bursary-fund-guide-2023-to-2024-academic-year>

### Eligibility criteria: bursaries for young people in defined vulnerable groups

Young people who meet the criteria, and who have a financial need, can apply for a bursary for vulnerable groups. There are defined vulnerable groups. Institutions must ensure students are eligible for the bursary for defined vulnerable groups in each year they require support. The bursary for vulnerable groups can pay up to £1,200 per year to a young person participating on study programme that lasts for 30 weeks or more if they need that amount of support. Young people on study programmes of less than 30 weeks should be paid a pro-rata amount.

The defined vulnerable groups are those young people who are:

- in care
- care leavers
- receiving Income Support (IS), or Universal Credit (UC) because they are financially supporting themselves or financially supporting themselves and someone who is dependent on them and living with them such as a child or partner
- receiving Disability Living Allowance (DLA) or Personal Independence Payments (PIP) in their own right as well as Employment and Support Allowance (ESA) or UC in their own right.

### Department for Work and Pensions (DWP) and Benefits Information

Here are some key introductions exploring benefits for young people and families.



Check what benefits you are entitled to, click [here](#)

#### Disability Living Allowance (DLA)

DLA provides help with extra costs when looking after a child who is under 16 and has difficulties walking or needs more looking after than a child of the same age who does not have a disability. This benefit can be paid to parents and carers whether or not they are in work.

Therefore, when a young person reaches 16 they then cannot continue to claim DLA. So they or their appointee will be invited to claim PIP (Personal Independence Payment) instead.

More information can be found at [www.gov.uk/disability-living-allowance-children](http://www.gov.uk/disability-living-allowance-children)

#### Personal Independence Payment (PIP)

Personal Independence Payment (PIP) is a benefit to help disabled people live full, active and independent lives. For people aged 16 or over and have not reached State Pension age it replaced Disability Living Allowance (DLA) from 8 April 2013. From age 16 a young person can legally claim benefits in their own name. About 5 months before a young person turns 16 the DLA will contact their parent or guardian to see if your child can manage their own affairs.

The invitation letter will give more information about PIP and how to make a claim. If they do not get an invitation letter, call the PIP claims line 0800 917 2222.

#### They will ask if they can:

- Look after their own finances
- Make decisions on their health care

If they cannot manage their own affairs then a parent, guardian or someone else can do this for them. This person is called an Appointee.

#### PIP, like DLA has 2 parts:

- Daily living - for help with general day to day activities
- Mobility - for help getting around

If they claim PIP and you provide all the information needed, send supporting medical evidence and attend an assessment, (if necessary), then DLA will remain in payment until the decision on PIP is made.

If they do not claim PIP by the date in the letter then the DLA will stop. If PIP is not awarded, other benefits or services they or their household are receiving may also stop or be reduced.

For more information and how to claim see: [www.gov.uk/pip](http://www.gov.uk/pip)


### **Universal Credit**

Universal Credit is a payment to help with your living costs. It is paid monthly. You may be able to get it if you are on a low income, out of work or you cannot work.

Universal Credit replaces the following benefits and tax credits:


- Child Tax Credit
- Housing Benefit
- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Working Tax Credit

Watch the following video about Universal Credit, how it works and what you need to know <https://www.youtube.com/watch?v=0Kh8o04zWsl>

 There have been some changes to accessing and applying for Universal Credit and receiving education as of December 2021. Check out these changes [here](#)

### **Council Tax Relief**

You could pay less Council Tax if your child requires extra space due to their disability. This applies to families in the UK with children who use a wheelchair indoors, who need an extra bathroom/kitchen to meet their needs, or who require another room due to their disability, such as for therapy or treatment.

 For more details on eligibility, visit [contact.org.uk/council-tax](http://contact.org.uk/council-tax)

Contact your local council online or by phone to apply. They may ask for extra evidence, such as a letter from your young person's doctor or social worker.

If you qualify, your bill will be charged at the next lowest Council Tax band (those already on the lowest band get a 17% discount instead). You can ask for this to be backdated but seek further advice if you're looking for more than six years of backdating.

### **Tax Free Childcare**

Only a quarter of eligible families are currently using Tax-Free childcare. Parents can receive up to £2,000 per child, per year, towards their childcare costs, or up to £4,000 if they have a child with a disability (0- 11 years). Find out more at: [www.gov.uk/tax-free-childcare](http://www.gov.uk/tax-free-childcare) or [www.somerset.gov.uk/education-and-families/paying-for-childcare/](http://www.somerset.gov.uk/education-and-families/paying-for-childcare/)

Alternatively phone the Employers for Childcare helpline 0800 028 3008.

### **Child Benefit 16 - 19**

Child Benefit stops on 31st August on or after your child's 16th Birthday if they leave education or training. It continues if they stay in Approved Education or Training.

#### **Approved Education**

- A levels or similar
- T levels
- Scottish Highers
- NVQ or other vocational qualifications up to level 3
- Home education if it started before turned 16 or after 16 if they have special needs

Courses are not approved if they are paid for by an Employer or are 'advanced', e.g. a degree level course.

#### **Approved Training**

- Foundation Apprenticeships in Wales
- Employability Fund and No One Left Behind programmes in Scotland
- PEACE IV Children and Young People 2.1, Training for Success, or Skills for Life and Work in Northern Ireland

Courses that are part of a job contract are not approved.

Your young person must be accepted onto the training before they turn 19.

### **Temporary breaks**

You must notify the Child Benefit Office about breaks in your child's education or training, for example if they change college. You might get Child Benefit during the break.

## **When approved education or training ends**

When your child leaves approved education or training, payments will stop at the end of February, 31 May, 31 August or 30 November (whichever comes first).

## **Apply for an extension**

You could get Child Benefit for 20 weeks (called an 'extension') if your child leaves approved education or training and either:

- Registers with their local careers service e.g. SomersetWorks (please see section 10 for more information)
- Signs up to join the armed forces

You can either:

- Apply for the extension online
- Apply for the extension by webchat, phone or post

You must have been entitled to Child Benefit immediately before they left the approved education or training and apply for it within 3 months of them leaving.

For latest information visit [www.gov.uk/child-benefit-16-19](http://www.gov.uk/child-benefit-16-19)

## **Need to Apply for an Educational Health and Care Plan (EHCP)?**

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An Educational Health and Care Plan (EHCP or EHC plan) is a legal document that sets out the education, healthcare and social needs of a child or a young person who requires extra support in their educational journey beyond what an educational establishment/setting can provide. Previously this was known as a Statement of Special Educational Needs.

**Plans are set out in 12 sections:**

- (A)** The views, the interests and aspirations of the child or young person
- (B)** The child's or young person's Special Educational Needs
- (C)** The health needs related to the child's or young person's SEN or disability
- (D)** The social care needs related to the child's or young person's SEN or disability
- (E)** The planned outcomes for the child or young person
- (F)** The provision for the needs mentioned in Section B
- (G)** Any health provision
- (H1)** Any social care provision that must be made for a child or young person
- (H2)** Any social care provision related to a child's SEN or a disability

## FAMILIES GUIDE

Imagine the Possibilities

- (I) The name/type of school or setting
- (J) Details of any personal budget
- (K) Any advice and information from the EHC assessment

Teachers to your Home provide a really good overview of what an EHCP is, the purpose, application and implementation here: EHCP (Educational Health Care Plan): [www.teacherstoyourhome.co.uk/articles/ehcp-educational-health-care-plan-a-guide-for-parents](http://www.teacherstoyourhome.co.uk/articles/ehcp-educational-health-care-plan-a-guide-for-parents)

### Making an application

You can request an EHCP as a parent/carer/guardian and do not have to wait for an educational establishment to do this. Your young person does not need a diagnosis, nor do they need to be recognised as 'behind' academically. This can often feel overwhelming and the needs assessment document from a Local Authority can be lengthy.

Somerset's Local Offer provides further information through their website with a list of links to support young people and families.

Organisations such as Sunshine Support provide a range of resources and a helpline to support you through this process as a family.

You can request a free telephone consultation call as a parent/carer/guardian or a teacher with their SEND team here:

<https://www.sunshine-support.org/advice-and-support>

### Here are some useful resources to begin the EHCP process.

- Template EHC needs assessment request letter: <https://www.sunshine-support.org/downloads-and-templates>
- EHCP Factsheet download (including 'how to check the contents are fit for purpose'): <https://www.sunshine-support.org/EHCP-factsheets>

Council for Disabled Children provide some resources on remedying pinch points in the EHCP process and further information can be found here:

<https://councilfordisabledchildren.org.uk>

BIBIC is a small national charity that offers support around assessments for diagnosis and can be a good starting point: <https://bibic.org.uk/>

## Somerset Support for Young People and Families

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Information current in August 2023

Here are some examples of the support available in Somerset for SEND young people and families. Across the country similar support is available and can often be sought through County Council, Local Authority, and their Local Offer.

### **Somerset's Local Offer**

The Somerset Local Offer is for children, their families and young people up to the age of 0-25. It has information about services from education (including early years settings, mainstream and special schools and colleges, training and employment support), health, social care, leisure, employment and housing, in the statutory and voluntary sectors.

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

### **Somerset SEND Engagement and Participation Team**

The SEND Engagement and Participation Team for Somerset County Council, work with young people with SEND aged between 13 and 25 who want to make a difference and be heard.

This team is also the home of 'The Unstoppables' which is a young person's forum that meets online and face-to-face (when appropriate) providing a mixture of work, learning and socialising.

The team also employ a Young Persons Champion every year with SEND aged between 16 and 25, that lives in Somerset and is passionate about challenging stigma and barriers for other young people with SEND.

The SEND Engagement and Participation Team for Somerset County Council makes sure the voices of children and young people with special educational needs and disabilities are heard.

 Email contact: [sendparticipation@somerset.gov.uk](mailto:sendparticipation@somerset.gov.uk)



### **Somerset Supporters**

Somerset Supporters provide help and support to children and young people up to 18 with severe learning and physical difficulties. They work with individuals, groups, in the community or at one-to-one meetings. Support can take place in the family home or through meaningful activities in the community.

<https://professionalchoices.org.uk/children-young-peoples-services/somerset-supporters-scheme-children-with-disabilities/>

### **Somerset SENDIASS**

The Special Educational Needs and Disabilities Information Advice and Support Services offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people. The service is free, impartial, and confidential.

<https://sometersend.org.uk/>

### **Somerset Parent Carer Forum**

The Parent Carer Forum is to give a voice to families (or neighbouring counties where they live on the border and use the services in Somerset) with Children and Young People aged 0-25 years with disabilities and/or additional needs, by being the platform for their views. The forum aims to be a leading group in raising awareness of, and sharing information on, the issues and rights of children and young people with disabilities and/or additional needs and their families.

They work together in partnership with various agencies to contribute to the development of services to improve and enhance the experiences and opportunities of children and young people with additional needs or disability by putting parents/carers and families at the heart of decision making.

They act as a contact point for Local Authority and Health requests for consultation, parent involvement or participation in any work streams. They also work in partnership with all other groups and organisations that support parent/carers of children and young people with disabilities and/or additional needs.

<https://somesetparentcarerforum.org.uk/>

### **Somerset SEND Engagement and Participation Team**

The SEND Engagement and Participation Team for Somerset County Council makes sure the voices of children and young people with special educational needs and disabilities are heard.

They use lots of different ways to provide opportunities for children and young people with SEND to share their experiences and tell people how they want to be given opportunities to thrive, provided with support, and cared for.

They work through schools, colleges and other groups of young people to find out what's important to them and how they want to see services and social attitudes towards children and young people with SEND change. They ask young people what they think on a wide range of different issues. They then share these views and opinions with lots of different decision-makers and practitioners within Somerset County Council and beyond to improve services on offer locally in Somerset.

They also support a young person's forum called "the Unstoppables". The Unstoppables meet regularly to provide advice, input and ideas for change to a range of different projects, events, policies and activities. Meetings are online and face-to-face (when appropriate) and are a mixture of work, learning and socialising. They are driven by the issues the Unstoppables want to tackle as well as things other people ask us to explore.

 Email contact: [sendparticipation@somerset.gov.uk](mailto:sendparticipation@somerset.gov.uk)

### **Young person's transition to adult social care in Somerset**

To plan a young person's transition to Adult Social Care, there are specialist transition workers team based in each area of the county, the Preparation for Adulthood Team. These workers attend area Transition Planning meetings as well as school and college reviews.

There is one countywide Transition Worker based in Adult Social Care who works with any young person who may require planning and transition to Adult Social Care (sensory loss, physical disabilities, long-term conditions). Moving to Adult Social Care services <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/preparing-for-adult-life/moving-to-adult-social-care-services/>

### **Special Educational Needs. Somerset Expertise (sen.se)**

Sen.se is a collaborative partnership between all of the special schools and specialist provision within Somerset. Sen.se stands for Special Educational Needs Somerset Expertise.

They have a wealth of experience within our schools and many outstanding practitioners support in their work to make a difference to the lives of children and young people who need an alternative curriculum and level of support to a mainstream school.

There are ten schools, and a specialist provision within a primary school and a number of supportive providers making up the membership of sen.se. They recognise that working together, we are stronger. Their collective expertise is vital to meet the unique needs of each child and young person we work with.

They are committed to making a difference and enriching the lives of students and their families, meet regularly, share good practice and work together to enhance the opportunities and experience of SEND young people.

For more information <https://www.sen-se.org.uk/>

### **Somerset Village & Community Agents**

Somerset Village & Community Agents are brought to you by the Somerset Charity as part of the Community Council for Somerset CCS

Community Council for Somerset Village and Community (CCS) Agents provide confidential, practical community-based solutions for you, wherever you are in Somerset. Your local CCS Village Agent can be contacted directly, or by referral through your Doctors surgery.

CCS Community Agents can only be contacted by a referral from your doctors or Adult Social Care Services.

Website: <https://somersetagents.org/>

### **SomersetWorks**

SomersetWorks provides access to a range of provision available to young people on their journey from education to employment.


They are an independent service and can offer young people in Somerset who are Not in Education Employment or Training (NEET) and need bespoke service with an alternative approach to reengage.

SomersetWorks is focused on working with colleges, training providers or employers, who give advice and support with the aim of enabling young people to maintain or access a place in education employment or training post 16. They are funded through the European Social Fund (ESF) to deliver the Somerset NEETs Project.

**They cover key areas:**

- **Year 11 provision** - Talent Academies - a sector-based programme of 'meaningful engagements' with employers in key sectors as well as transition courses and short vocational programmes identified through existing Transition Panels

- **Years 12-13 provision** - additional resources for young people who are not in employment or training and would like to take part in a range of opportunities
- Support for young people who are at risk of becoming NEET
- Support for young people between 15 (end of year 10)-18 or 15 to 24 with an EHCP
- Provide new opportunities for young people in school years 11 to 13 - people aged 15 to 18 - who are, or at risk of, finding themselves, Not in Education, Employment or Training (NEET)

 To make a referral please [click here](#). Referrals can be made by schools/ educational establishments, external support services and through self-referral.

### **Somerset Virtual School**

Although this is not a 'real' school with buildings and classrooms, the Virtual School aims to help Somerset Children Looked After and Previously Looked After children enjoy education and succeed in the real schools they attend.

They work closely with Designated Teachers, Social Workers and other adults, giving advice and helping to make sure our children and young people are able to make progress and thrive at school. They work with all the adults involved in a child or young person's education to make sure learning is supported effectively. They work with school staff at times when there might be difficulties in school, for example if there are issues with attendance or exclusions. They also arrange training and other support for staff and can sometimes offer 1:1 support for children and young people at times of need, for example when moving between schools, through our small team of Education Support Workers.

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

### **Dorset and Somerset Training Provider Network**

Apprenticeship and Skills Advisers at the Dorset and Somerset Training Provider Network (DSTPN) deliver the Skill Up service and the Apprenticeship Support and Knowledge Programme (ASK). <https://dstpn.co.uk/>

### **Skill Up Somerset**

Skill Up Somerset is an apprenticeship and skills advisory service. They provide free, impartial advice and guidance on apprenticeships, skills and training to the businesses and residents (aged 16+) of Somerset. They can talk to young people and families about what is involved and where to look for opportunities, including the supported apprenticeship route. If you already have an employer who is interested in taking you on as an apprentice, they can guide them through the process too. To talk to an advisor please go to

<https://skillupsomerset.org.uk/contact-us/>

### **The Apprenticeship Support and Knowledge programme (ASK)**

ASK is a Department for Education funded project raising awareness of apprenticeships and T-Levels in schools, colleges and other educational establishments. Our Apprenticeship & Skills Advisers deliver awareness sessions and interactive workshops to students, teachers, parents and carers. For resources and further information for students, parents and carers on Post 16 options, please visit Resource hub

[www.apprenticeships.gov.uk/influencers/resource-hub](http://www.apprenticeships.gov.uk/influencers/resource-hub)

### **Somerset Discovery (part of the Dimensions Group)**

Discovery support autistic people and people with learning disabilities in Somerset to gain employment. The team offer support to those with a desire to work and who need access to support to gain employment. Through vocational profiling, work experience opportunities (as stepping stones) and voluntary placements, the team will support people work towards sustained work. Discovery are also key in providing Job Coaching across the county and supporting training opportunities like Avon and Somerset Constabulary Traineeship and the Hinkley Point C traineeships.

For more information please see: <https://discovery-uk.org/what-we-do/>

### **Somerset Education Business Partnership**

Somerset Education Business Partnership connects employers with education providers so that young people are aware of local career opportunities and develop the skills needed to thrive at work.

#### **They help:**

- employers to build their talent pipelines
- education providers to build relationships with local employers
- learners to understand post-16 options and the workplace

To sign up for the newsletter and get regular updates about opportunities across Somerset Somerset EBP Education Newsletter **click [here](#)**

## **Circle of Support**

A key part of developing support for young people and families is to build a circle of support. Often a circle of support can be made up of family and friends, acquaintances i.e. colleagues, neighbours and people you have made connection with through your life/lives.

Often a circle of support is centralised around the young person's educational establishment as when they make transitional steps from education this can result in isolation.

A circle of support can often include professionals, for example social workers, occupational therapists, speech therapists, respite carers, personal assistants, but does not have to exclusively. It can often be the case that as a young person gets older these services begin to move away and the circle becomes much smaller.

Alternatively, a circle of support may be drawn around where a young person lives, perhaps in supported living and could be very bias around the limitations of particular services, approaches, procedures and policies that may not be meeting all progressive needs for your young person.

Having a balanced and impartial circle of support is vital to share ideas, visions and thoughts as a collective around the young person.

The circle of support may offer support to enable your young person to access the wider community, take them to a local group they attend, offer respite, act as a sounding board, to listen, to contribute and be part of the planning for the future and preparing for adulthood.

Please take the time to watch this short video which provides an insight into how a circle of support is powerful in providing wrap around support for the young person and family.

[www.learningdisabilities.org.uk/learning-disabilities/our-work/changing-service-delivery/an-ordinary-life](http://www.learningdisabilities.org.uk/learning-disabilities/our-work/changing-service-delivery/an-ordinary-life)

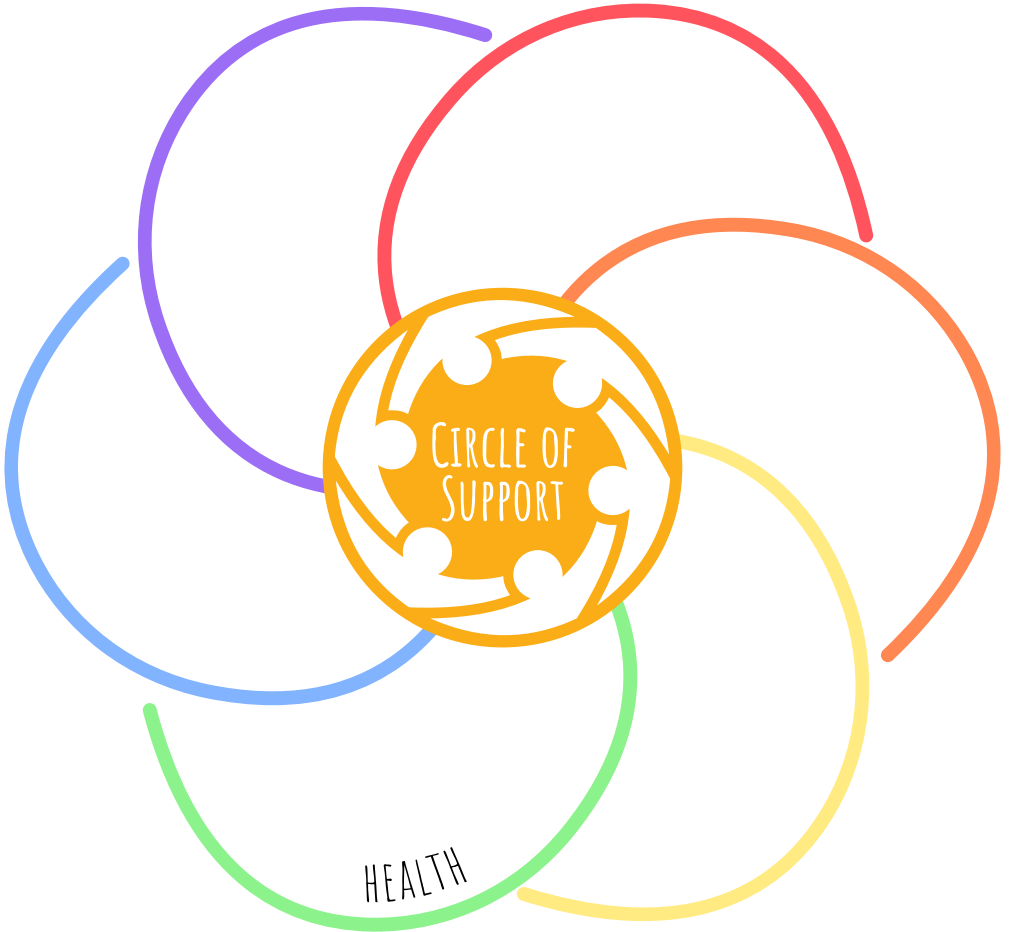
## FAMILIES GUIDE

Imagine the Possibilities

### Family Activity:

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TALK TO CLOSE FAMILY, FRIENDS, COLLEAGUES AND ASK IF THEY WOULD LIKE TO BECOME PART OF YOUR 'CIRCLE OF SUPPORT'.



## Becoming an Independent Traveller

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Learning to be an independent traveller increases independence gives people improved confidence and self-esteem. Young people become less reliant on parents and carers to take them to places.

It can potentially open up new areas of social, education and employment opportunities and it makes them a more visible part of their community, which is good for both them and society.

### Key positive outcomes:

- Increases independence and use of own initiative
- Provides greater freedom to eventually become less reliant on friends and family
- Raises self-confidence
- Develops social skills

There are many schemes across the country run by local County Councils.

## Somerset County Council's Independent Travel Training

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The County's Travel Trainers, work within the education sector in schools and colleges training students with SEND to be able to travel to schools and colleges independently.

This scheme has become highly successful in giving students who would otherwise be on taxi's and minibuses to college a chance to travel independently with their peer groups and succeed at an important life skill.

Somerset County Council have a dedicated team of experts who can offer one-to-one independent travel training. These members of staff can teach children or young people the necessary skills to be able to travel independently to their educational establishment. The travel trainer will go to a child or young person's home to work with them, accessing the most suitable public bus route or walking route to their school/college.

**Skills taught are varied depending on the needs of the child or young person covering the following:**

- Road safety
- Time management
- Use of public transport
- Location identification
- Problem solving



The travel trainers will liaise with parents to make sure the student is getting all the support needed to be successful in travelling independently.



For more information visit [here](#).

### **Family Activity:**

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Use public transport together as a family rather than taking the car. Practice road safety skills when out in the community.

### **Special Arranged Transport**

If a young person is of statutory school age and has an Education, Health and Care Plan (EHCP) the local authority will provide travel assistance if they attend the nearest, appropriate school for their age and needs, and live beyond the statutory walking distance of 2 miles for pupils under 8 and 3 miles for those aged 8 and over.

Travel assistance is also considered if the school is within the statutory walking distance, but the young person has an EHCP or a long-term disability and there are exceptional grounds that mean it is necessary for the local authority to provide travel assistance.

If your young person lives less than the statutory walking distance from their school, travel assistance would only be considered if they are attending their catchment or nearest school.


It would have to be agreed that the young person cannot make their own way to school (even with a responsible adult accompanying the child). Evidence from the young person's doctor, consultant or medical professional will be required.

### **Applying for school transport**

Travel assistance is provided at the beginning and end of the official school day from a defined pick up and setting down point, not necessarily the home address. Journeys outside of the official school day remain the responsibility of the parents and carers.

Risk assessments are conducted to clarify any needs that should be taken into consideration.

## Somerset's Process of Application -

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- Application to be completed using link on the Somerset County Council website by end of June of each academic year. There is a Pre 16 and a Post 16 application form use the following link [here](#).
  - Admissions Team (will ask for EHCP from SEND Team and Commissioning Team) to match and make a decision on suitability for transport
  - Admissions team informs families directly if successful or not successful
  - The Transport Officer will then be sent the decision from SEND Team
  - The Transport Officer will then send an email to families with a payment agreement (if appropriate). Families MUST reply to say they are accepting Direct Debit as soon as possible, as transport cannot be put in place without this
  - The first Direct Debit comes out in October of first term
  - Young People can consider applying for the Bursary, if appropriate, at school or in college (Post 16) which may support some of the cost. (please see section Finance and Benefits in Section 12)
  - If no payment is applicable families are informed transport will be put in place and will let them know timings once arranged asap
  - Transport will be put in place

## Costing for Special Arranged Transport in Somerset

- Pre 16 - transport is free
- 16-19 - check on application
- Post 19 – transport is free

## Denied Special Arranged Transport

If a young person is denied Special Arranged Transport a decision can be reviewed, which in turn can lead to a review hearing. This process will be different in each county.

## Somerset Process for Reviewing a Decision



For more information use this [link](#)

### Blue Badges

The Blue Badge Scheme provides national parking concessions for people with severe walking difficulties who travel as drivers or passengers. The scheme is also for people who are severely sight impaired and for people with hidden disabilities, including autism and mental health conditions.

For further information on the scheme in Somerset, please visit <https://www.somerset.gov.uk/send/blue-badge-and-disabled-parking/>

### Community mapping and Inclusion Traffic Lights

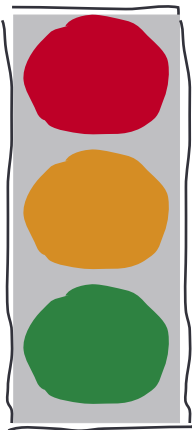
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Accessing the community is key to being part of your local environment, building relationships and developing social and life skills.

Peter Bates has worked for the National Development Team for Inclusion since 1999. He has published over 80 items in the areas of employment, disability, empowerment and inclusion including a number of landmark policy, commissioning and practice publications. One of these publications focuses on the Inclusion Traffic Lights, which help us think about the places people go and the people they connect with.

 [Click here](#) for visual image

Peter Bates identifies three different types of community engagement as a traffic light.



**RED** being a community group that are set in a specialist location with only other individuals of that same specialist group. For example, a youth club provided by the specialist school for the students at the specialist school exclusively.

**AMBER** being a community group that has been set up in a community location and is exclusively for a set group. For example, a drama club in a local village hall specifically for young people with SEND.

**GREEN** a community group that is side by side with the general public. For example, a local Zumba class for all members of the general public to attend.

Peter suggests ensuring that a young person with SEND accesses a balance of traffic light activities with an aim to become more green.

He identifies that sometimes people need specialist support, but that doesn't mean they should find themselves excluded from the opportunities others benefit from. We can define communities as places that people come together.

This leads onto Peter Bates Community Mapping approach which is based upon exploring what is available in individual communities to meet different people and explore different places. Peter suggests mapping your local community by streets, through connection with personal communities and through what he refers to as 'Life Domains'. These include neighbours and neighbourhoods, education, sports, arts, online, employment and/or volunteering and identify i.e. religions.

From this a list is created to explore and research opportunities and options for engagement to enhance and enrich the lives of young people and adults with SEND and ultimately the whole community.

### **Family Activity:**

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**Accessing the Community** - To think about your young person's traffic light community access and where you could explore how to increase those Amber and incorporate a Green activity.

**REMEMBER** - Red is a specialist environment i.e. specialist school with peers/ attendees who have SEND, Amber is peers/attendees who have SEND and are attending an activity that is in a community setting i.e. disability swimming and Green is accessing an activity that is community where peers/attendees do not have SEND i.e. local Zumba class.

**FAMILIES GUIDE**  
Imagine the Possibilities



# 12 KEY LEGISLATION, ACTS AND LEGAL SUPPORT

## MENTAL CAPACITY

The Mental Capacity Act requires us to assume that people have capacity and can make decisions themselves, unless otherwise established. A person will be given all possible help to make specific decisions before being assessed as lacking capacity to make their own decisions.

If we think a person may lack capacity to make a decision, even after being offered practical support, a social worker or other suitably qualified person will carry out a capacity assessment in relation to the specific decision to be made. Where it has been assessed that a person lacks capacity for a particular decision, decisions will be made in their best interest.

Any restrictions because of this decision will be in the person's best interest and will be proportionate to the likelihood of the person suffering harm as a result of the decision.

Planning will always continue to involve the person as far as possible, taking account of their wishes, feelings, values and aspirations as well as their needs and wellbeing. They may be supported and represented by family and friends. If this is not possible, an independent advocate will be appointed. The advocate will represent the person, speak for them and challenge the local authority's decision if necessary.

## FAMILIES GUIDE

Imagine the Possibilities

For a person without mental capacity you can request, when the child is approaching 16, from the DWP that you be assigned appointee of their benefits. This is simple to do and free, but you will probably be interviewed by the DWP. This means that their benefits get paid to you, not to them. If your child is in supported living, the care company or guardian of finances can request to be appointee.

**Mental Capacity Act Documentation and Information:**

[www.preparingforadulthood.org.uk](http://www.preparingforadulthood.org.uk)



[Mental Capacity Act 2005](#)

[Mental Capacity Act - NHS](#)

[Mental Capacity Act](#)

### Deprivation of Liberty

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The Deprivation of Liberty Safeguards (DoLS) is the procedure prescribed in law when it is necessary to deprive of their liberty a resident or patient who lacks capacity to consent to their care and treatment in order to keep them safe from harm. DoLS can only apply to people who are in a care home or hospital. This includes where there are plans to move a person to a care home or hospital where they may be deprived of their liberty.

**Deprivation of Liberty Documentation and Information:**



[Deprivation of liberty safeguards: resources](#)

[Deprivation of Liberty Safeguards \(DoLS\)](#)

### Green Paper

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A Green Paper is called a Green Paper because they were historically printed on green paper. This was to distinguish them from other documents, such as white papers, which are so called because they were historically published without covers and were bound in plain white paper. So green is for consultation, white for proposal.

A Green Paper is a Government publication that details specific issues, and then points out possible courses of action in terms of policy and legislation.

Green Papers are consultation documents produced by the Government. The aim of this document is to allow people both inside and outside Parliament to give the department feedback on its policy or legislative proposals.

Crucially, a Green Paper contains no commitment to action, it is more a tool of stimulating discussion, but it is often the first step towards changing the law.

After publication, the suggestions contained in the paper will be up for public consultation and debate. The Government will talk to citizens, stakeholders and people with care needs to find out what they think. These discussions will then feed into the next stage of the process – the production of a White Paper.

White Papers are issued by the Government as statements of policy, and often set out proposals for legislative changes or the introduction of new laws. Proposals often emerge from a Green Paper process.

Some White Papers may invite comments, and their contents may be debated before a bill is produced. The bill is then debated in the House of Commons and, subject to amendments and approval, will eventually pass into law.

## SEND Review

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The SEND review sets out government's proposals for a system that offers children and young people the opportunity to thrive, with access to the right support, in the right place, and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives.



**SEND review: right support, right place, right time**  
**SEND Review: Right support, right place, right time - video**  
<https://sendreview.campaign.gov.uk/>

## Legal Support

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Legal aid information and eligibility Legal aid: [www.gov.uk/legal-aid](http://www.gov.uk/legal-aid)



The Council for Disabled Children has developed a Disabled Children Legal Handbook [link here](#)

**Other helpful documentation** that outlines legal requirements for SEND young people: SEND: guide for parents and carers [www.gov.uk/government/publications/send-guide-for-parents-and-carers](http://www.gov.uk/government/publications/send-guide-for-parents-and-carers)

This guide explains how the system that supports children and young people with SEND works.

**It covers:**

- the law and guidance on which the system is based
- places to go for help and further information

IPSEA (Independent Provider of Special Education Advice) offers free legal guides, resources and template letters

[www.ipsea.org.uk/Pages/Category/get-support](http://www.ipsea.org.uk/Pages/Category/get-support)



### Wills and Trusts

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You can make a discretionary trust for vulnerable people in your will. This is not means tested so does not impact benefits and VAT is based on the person receiving not the person giving.

2+ trustees can be appointed, this can be a solicitor if not family or friends. This can approximately cost £900 for a couple £600 for a single person with a solicitor.

### Guardians

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Guardians are named in your will for children only. Once they reach adulthood this doesn't exist anymore. Once your young person becomes an adult Guardians would be determined between you and identified person/people, without this your young person would become care of the state.

### Financial authority

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Power of Attorney can be granted for financial but only if the person it is granted for is able to consent. There have been examples where a person with learning disabilities has consented, but the solicitors have to be satisfied that it is the case.

### Deputyship

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If the young person has more finances than just their benefits you should apply for Deputyship through the Court of Protection.

This costs approximately £400 for court fees and £1000+ solicitor fees. You do not need a solicitor to make an application, but the forms are arduous.

### Medical authority

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According to the mental capacity act you can act as general authority forever. Whilst you can apply for Deputyship for Medical through the Court of Protection they are often refused now as a blanket case. Instead, you do have authority through the mental capacity act and should apply to the court on a case by case basis if and when required.

### Other useful resources:

Legal Aid - A SEND Parents survival guide.

<https://senadvocates.co.uk/sen-legal/> <https://somensersend.org.uk/>



## GLOSSARY

**A Green Paper** - a Government publication that details specific issues, and then points out possible courses of action in terms of policy and legislation.

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**Access to Work** - supports a person with a disability, health condition, physical or mental health condition or disability get or stay in work.

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**Alternative Provision** - provide experiences of work for example in cafes, shops, running enterprise projects, working with animals, as well as therapeutic services, opportunities to develop life and work skills, build friendships, access their community, offering diverse provision for young people and adults with SEND.

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**An Educational Health and Care Plan (EHCP or EHC)** - is a legal document that sets out the education, healthcare and social needs of a child or a young person who requires extra support in their educational journey beyond what an educational establishment/setting can provide.

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**Annual Review** - is the statutory process of looking at the needs, provision and outcomes specified in an EHC Plan, and deciding whether these need to change.

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**Blue Badges** - provides national parking concessions for people with severe walking difficulties who travel as drivers or passengers. The scheme is also for people who are severely sight impaired and for people with hidden disabilities, including autism and mental health conditions.

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**Bursary** - a fund to provide to support to help students with a financial barrier so they are able to remain in education.

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**Careers Advice and Guidance** - provides the knowledge, understanding, confidence and skills to inform future learning and career plans.

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**Careers Fair** - is an event which brings together Education Providers such as colleges and training providers, employers, and specialist organisations to provide information and advice to enable individuals to make informed career choices.

## FAMILIES GUIDE

Imagine the Possibilities

**Circle of support** - a group of individuals who support the young person with their goals. It can include family, professionals and members of their community.

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**Community Council for Somerset Village and Community (CCS) Agents** - provide confidential, practical community-based solutions for you, wherever you are in Somerset.

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**Community mapping and Inclusion Traffic Lights** - focus on accessing the community and being part of your local environment, build relationships and develop social and life skills for SEND.

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**CSCS card** - Construction Skills Certification Scheme - provide proof that individuals working on construction sites have the appropriate training and qualifications for the job they do on site. There are different cards depending on your level of vocational qualification but all have to pass the appropriate Health and Safety Test

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**Department for Work and Pensions (DWP)** - is the British Government department responsible for welfare, pensions and child maintenance policy.

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**Employability Skills** - The skills, qualities and attitudes that employers are looking for when recruiting their workforce.

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**Employment experiences** - are opportunities for young people with SEND to engage in work related activity.

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**Final EHCP Reviews** - will name the type of school, college or other institution the child or young person will attend, and it will normally also have the name of a particular school or college.

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**Flight Path to Employment** - planned steps towards an aspiration for employment.

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**Further Education Colleges** - are education and training institutions that are very different to schools. They are attended by people of all ages, unlike schools, from 16 to 90+ although most students are between 16 and 18 years old as all young people must now stay in learning until their 18th birthday.

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**Gatsby Benchmarks** - define what outstanding careers provision in education looks like and provide a clear framework for organising the careers provision in schools and colleges.

**Independent Provider of Special Education Advice - IPSEA** - help children and young people with special educational needs and disabilities, and their families and carers, to get the appropriate education, training and support to which they are entitled under the law.

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**Independent Special Schools and Colleges** - run privately and don't have to follow the national curriculum. Instead of being funded by the government, independent schools and colleges usually charge fees.

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**Job Coach** - provides the link between a trainee or employee and the employer. They support with information and advice to establish and sustain a productive working relationship between the trainee/employee and the employer.

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**Labour Market information** - This is information about what is happening in the Labour Market. Labour Market Information (or LMI for short) tells you what types of industries and jobs are most common in your area.

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**Local Offer** - is for children, their families and young people up to the age of 0-25. It has information about services from education (including early years settings, mainstream and special schools and colleges, training and employment support), health, social care, leisure, employment and housing, in the statutory and voluntary sectors.

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**Raised Participation Age** - young people who left year 11 in the summer of 2014 or later must continue in learning (education or training) until their 18th birthday.

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**Reviewing EHCP** - must be reviewed annually for children and young people over the age of 5. Children under the age of 5 will have a review of the plan every 3-6 months. This is called an annual review meeting.

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**SEND** - Special Educational Needs and Disabilities

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**Send Code of Practice** - guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25.

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**Skill Up Somerset** - is an apprenticeship and skills advisory service. They provide free, impartial advice and guidance on apprenticeships, skills and training to the businesses and residents (aged 16+) of Somerset.

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**Somerset 14 - 19 partnership** - The South Somerset 14-19 Partnership undertakes work to help support the transition of its young people into Post 16 destinations by liaising with schools, colleges and support agencies to provide additional information and support

**Somerset Discovery** (part of the Dimensions Group) - support autistic people and people with learning disabilities in Somerset to gain employment. The team offer support to those with a desire to work and who need access to support to gain employment.

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**Somerset Education Business Partnership** - connects employers with education providers so that young people are aware of local career opportunities and develop the skills needed to thrive at work.

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**Somerset Parent Carer Forum** - is to give a voice to families (or neighbouring counties where they live on the border and use the services in Somerset) with Children and Young People aged 0-25 years with disabilities and/or additional needs, by being the platform for their views.

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**Somerset Preparation for Adulthood Team** - there is a specialist transition workers based in each area of the county, the Preparation for Adulthood Team. These workers attend area Transition Planning meetings as well as school and college reviews.

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**Somerset Supporters** - provide help and support to children and young people up to 18 with severe learning and physical difficulties.

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**Somerset Virtual School** - the Virtual School aims to help Somerset Children Looked After and Previously Looked After children enjoy education and succeed in the real schools they attend.

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**SomersetWorks** - an independent service offering bespoke information and support to young people in Somerset who are Not in Education, Employment or Training to help them re-engage.

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**Special Arranged Transport** - If a young person is of statutory school age and has an Education, Health and Care Plan (EHCP) the local authority will provide travel assistance if they attend the nearest, appropriate school for their age and needs, and live beyond the statutory walking distance of 2 miles for pupils under 8 and 3 miles for those aged 8 and over.

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**Special Educational Needs and Disabilities Information Advice and Support Services - SENDIASS** - offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND).

**Special Educational Needs Somerset Expertise (Sen.se)** - is a collaborative partnership between all of the special schools and specialist provision within Somerset.

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**Supported Apprenticeships** - This is a real job with a contract of employment combined with off the job training with a college or independent training provider. There is a job coach who will provide support to the individual and the link with the employer

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**Supported Employment** - is an evidence-based and personalised approach to support people with SEND into real jobs, where they can fulfill their employment aspirations, and achieve social and economic inclusion.

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**Supported Internship** - these are a structured, work-based study programme for 16 to 24-year-olds with SEND, who have an education, health and care (EHC) plan. They normally last 12 months and the individual will take part in 3 different opportunities of work experience.

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**Systematic Instruction** - This is a structured approach to teaching vocational and independent living skills to people with SEND.

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**The Apprenticeship Support and Knowledge programme (ASK)** - is a Department for Education funded project raising awareness of apprenticeships and T-Levels in schools, colleges and other educational establishments.

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**The Bold & Brave** - is a social enterprise project, established by Young Somerset, bringing together young people and the community.

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**The Careers Enterprise Company (CEC)** - have advisers who work with special schools across England to design and deliver careers education programmes tailored to the needs of young people with special educational needs and disabilities (SEND)

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**The Mental Capacity Act** - requires us to assume that people have capacity and can make decisions themselves, unless otherwise established. A person will be given all possible help to make specific decisions before being assessed as lacking capacity to make their own decisions.

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**The SEND Engagement and Participation Team** - for Somerset County Council, who work with young people with SEND aged between 13 and 25 who want to make a difference and be heard.

## FAMILIES GUIDE

Imagine the Possibilities

**The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)** - offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND).

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**The Deprivation of Liberty Safeguards (DoLS)** - is the procedure prescribed in law when it is necessary to deprive of their liberty a resident or patient who lacks capacity to consent to their care and treatment in order to keep them safe from harm.

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**The SEND Review** - government's proposals for a system that offers children and young people the opportunity to thrive, with access to the right support, in the right place, and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives.

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**Training provider** - They provide the training part of apprenticeships and other skill specific courses. They can be a college or an independent company.

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**Travel Training** - training to support independence by developing skills for people with SEND to improve confidence and self-esteem to travel independently.

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**Young Person's Champion** - 12 months position and is centralised around working to make sure young people with SEND have their voices heard in decisions that affect them. This is a part time role.



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## FAMILIES GUIDE

Imagine the Possibilities

### Employers and Organisations

Abri

Avon and Somerset Constabulary

Blood Bikes

Discovery

Hinkley Point C

Home Bargains Yeovil

Justelle Marketing and Media Limited

Leisure Complex, Yeovil

Rugby Tots (Somerset and Dorset)

Skill Up Somerset

Somerset Chamber of Commerce

Somerset Parent Carers Forum

Somerset Skills and Learning

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We wanted to create a resource that was useful for our young people and families, not only in Somerset but beyond, to capture key information in a guide to support their journey to a best life.

This is only the beginning of this project and we welcome your feedback and input to ensure that this guide is all that we hope it can be. A guide for you to gain information and knowledge, opportunities and choices for aspirational futures.



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