

Children and Families Act 2014

# Implementing the Special Educational Needs and or Disabilities Reforms (SEND)

## Preparing for Adulthood



**Reading**  
Borough Council  
Working better with you

# Welcome

- Tracy Fenty – Project Officer - SEND Reforms (RBC)
- Sheila Reynolds – Interim SEN Manager (RBC)
- Ann Davies – SEN Case Officer / Assessment Co-ordinator (RBC)
- Michelle Parks – Lifeskills Director, Activate Learning, Reading College
- Tyrie Kamara - Student at Reading College
- Another Student at Reading College TBC
- Julie Light – Operations Manager, Reading Elevate



# Children and Families Act 2014 - key principles

- Young People must be at the centre and included in all discussions, statutory reviews and planning meetings. The voice of the young person must be heard and taken into account.
- Where the young person does not have capacity then the mental capacity act must be used and where possible an advocate appointed to ensure that the voice of the young person is heard.
- Wherever possible each young person must be provided with support to enable live as independently as possible and receive education and or training in their local communities.
- Education, health and care services must come together to provide a co-ordinated transition to prepare the young person for adulthood



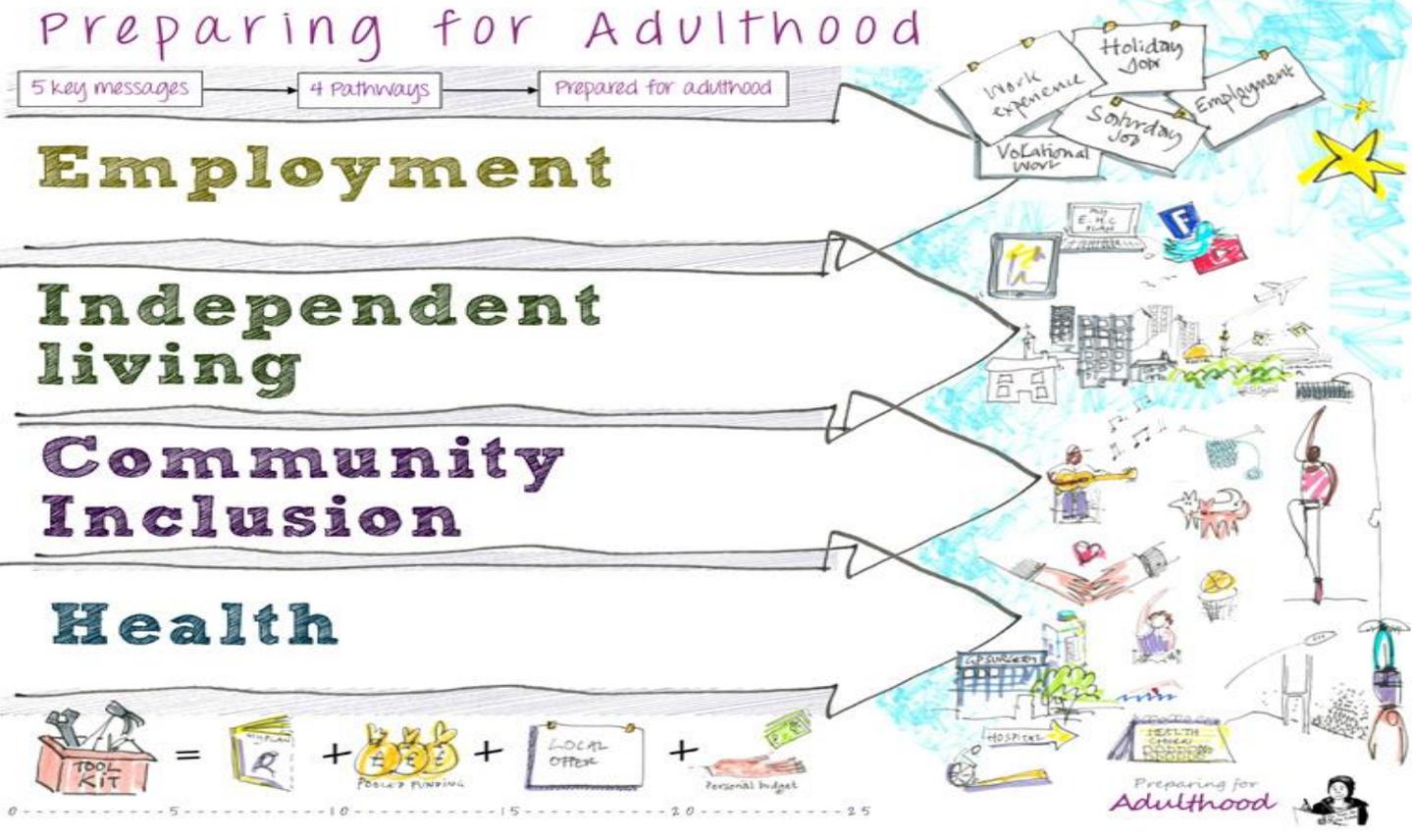
# Children and Families Act 2014 - key principles

- A comprehensive, birth- to-25 SEND system, giving new rights and protections to 16-25 year olds in further education and training
- The right to make requests and decisions under the Children and Families Act will apply directly to disabled young people, over compulsory school age (the end of the academic year in which they turn 16), rather than to their parents
- New 0-25 Education, Health and Care Plan, replacing the current system of Statements and Learning Difficulty Assessments, which reflects the child or young person's aspirations for the future, as well as their current needs.



# Children and Families Act 2014- Preparation for Adulthood Outcomes

- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together



# Changes in the law for Post 16 providers

## Children and Families Act: PART 3

- Local authorities to involve post-16 institutions when reviewing their special educational provision and developing their local offer
- Post-16 institutions can request an assessment of education, health and care needs
- Young people are able to express a preference for a particular school, FE college or Independent School Provision (including Free Schools and Academies) and require that institution to admit them
- Local authorities must consult schools, colleges and ISPs about young people they would like to place with them, and send a copy of their EHC Plan to them
- FE colleges and ISPs must have regard to the Code of Practice
- Local authorities can provide children's services to young people over 18



# Annual Review and Transition to Post 16

- LA cannot cease to maintain purely because moving to post-16 unless determines that it is no longer necessary.
- Duty to ensure education and training
- LA must ensure that young person continues to receive until 18.
- If young person is not receiving education or training, LA must review plan and amend it so that young person does receive it



# Annual Reviews and Preparation for Adulthood

- At least - from Year 9 should focus on preparation for adulthood
- **Annual reviews from Year 9 must include a focus on:**
  - ❖ Planning of support for SEN, health needs and social care needs to meet the planned outcomes around employment, independent living and housing, friends, community participation and health and wellbeing;
  - ❖ The best post-16 provision to help achieve career aspirations and planned outcomes options and choices for next phase of education; e.g. invite representatives of post 16 institutions to review meetings;
  - ❖ The legislation requires that young people's views are taken account of and from age 16 are paramount;
  - ❖ Planning of transition to adult social and health services where necessary.



# Post 18: EHC Plans and Annual Review

- Local authorities may continue EHC plans until the end of the academic year during which the young person turns 25.
- EHC Plan must be reviewed annually.
- LA must consider whether education/training outcomes have been achieved.



# Support with transition to adult services

- Where a Young Person requires adult services the Local authority should ensure that transition to adult services is well planned
- **Process of transition**
  - Children must never lose support and care suddenly once they begin their transition to adult services
  - If there is an EHC plan, preparing for adulthood must begin at year 9 Annual Review
  - Young person must continue to receive children's services until adult assessment and transition concluded so that there is no gap

Care Act 2014: Transition assessments - from April 2015



**Reading**  
Borough Council  
Working better with you

# Transition to higher education

- An EHC plan will cease upon transfer to HE
- Local Authorities should make young people aware of support, including currently Disabled Students' Allowance, through local offer (Code 8.46)
- Local authorities should plan smooth transition to HE before ceasing to maintain EHC, including how social care support will be maintained (Code 8.57-9)



# Study Programmes

- All post-16 providers are expected to offer all students a study programme.
- The flexibility of the content of that study programme means providers can create highly personalised and progressions-focused programmes.
- A study programme could be a traineeship, apprenticeship or supported internship.



# What is happening in RBC

- SEND Strategic Plan
- Post 16 SEND
- College to Work



**Reading**  
Borough Council  
Working better with you