

Statutory processes: Advice and Guidance

Southwark SEND Standards for provision in all mainstream schools – Overview

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
<p>Ensuring all schools know and follow the statutory requirements</p> <p>Schools should:</p> <p>Know and follow all relevant legislation</p> <p>Review and update all statutory documentation</p> <p>Have up to date knowledge of all access arrangements</p> <p>Follow statutory requirements in respect of admissions, toileting, medical needs and safeguarding</p> <p>Ensure their setting enables the majority of needs to be met without an EHC Plan, including those with complex needs</p> <p>Follow all processes, as set out by Southwark LA, in applying for an EHC needs assessment</p> <p>Ensure effective EHCP provision</p> <p>Follow all statutory requirements for reviewing an EHC plan</p>	<p>An Inclusive setting: providing a positive and supportive environment for all</p> <p>Schools should:</p> <p>Ensure all pupils have access to high quality teaching</p> <p>Provide an education that is ambitious and promote fulfilment of potential</p> <p>Provide an education that is appropriate to the needs of the pupils</p> <p>Remove barriers to learning and participation</p> <p>Promote positive relationships and well-being for all pupils</p> <p>Adopt a pro-active and positive approach to behaviour</p>	<p>Ensuring high quality teaching is accessible to all</p> <p>Schools should:</p> <p>Understand great teaching for pupils with SEND is great teaching for all</p> <p>Use the following evidence-based teaching strategies for pupils with SEND:</p> <ul style="list-style-type: none"> ✓ Scaffolding ✓ Flexible grouping ✓ Cognitive and meta cognitive strategies ✓ Explicit Instruction ✓ Technology to support pupils with SEND <p>Ensure all teachers can use these strategies confidently and flexibly in response to the needs of the pupils</p> <p>Ensure support staff do not replace the teaching from the classroom teacher</p>	<p>Building an ongoing and holistic understanding of need</p> <p>Schools should:</p> <p>Use the graduated approach of 'assess, plan, do, review' to understand pupil's learning needs</p> <p>Assess regularly and purposefully, involving parents/carers, pupils and other professionals</p> <p>Empower and trust teachers to make decisions on next steps for teaching a child</p> <p>Understand the majority of children and YP with SEND will have their needs met in local mainstream schools</p> <p>Understand the purpose of an EHC Plan is to secure the best outcomes across education, health and social care in preparation for adulthood</p>	<p>Use targeted support and interventions to supplement HQT</p> <p>Schools should:</p> <p>Understand HQT reduces the need for extra support</p> <p>Understand some pupils will require high quality, targeted and structured interventions to make progress</p> <p>Ensure support staff can regularly access high quality training appropriate to the pupil's needs</p> <p>Increase the intensity of the intervention with need (universal – targeted – specialist)</p> <p>Understand the effective deployment of support staff is critical to meeting needs and securing outcomes</p> <p>Ensure school leaders regularly monitor the impact of support staff on pupils with SEND</p>

The documents below will support and guide you through the processes of statutory assessments

Key Legislation

The statutory requirements are the things that all educational settings **must do** or **must have in place** in relation to children and young people with SEND who are currently attending the setting or who may attend the setting in the future.

The statutory guidance for SEND provision is set out in the following key documents

[The Special Educational Needs and Disability Code of Practice 0-25 years \(DfE Jan 2015\)](#)

The statutory instruments of the Code of Practice offers more detail http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf

[The Equality Act 2010 and Schools \(DfE May 2014\)](#)

[Supporting pupils at school with medical conditions \(DfE Dec 2015\)](#)

[Children and Families Act 2014 Part 3](#)

The Local Offer

Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children and young people and those with SEN and their parents and service providers in its development and review

Local authorities and their partner bodies and agencies **must** co-operate with each other in the development and review of the Local Offer. This is essential so that the Local Offer provides a comprehensive, transparent and accessible picture of the range of services available (SEND CoP Ch 4.1)

Schools and settings need to be familiar with the Local Offer in order to ensure it is being used appropriately, and to contribute to its on-going development.

You will need to be able to sign post parents and young people to appropriate services via it. Also there will be resources and services that you may wish to bring to bear in your setting or planning.

We welcome feedback from users about the local offer, as services and resources can change. So we ask our schools to let us know if there are good things out there not reflected on the Local Offer or if something has stopped being available.

Also in order to commission services we need to know what is needed – so if there is a gap let us know that too!

[Home | Southwark Local Offer](#)

To give feedback <https://localoffer.southwark.gov.uk/have-your-say/>

Governing Body Legal Duties

All governing boards have legal duties under the Children and Families Act 2014 and must have regard to The Special Educational Needs and Disabilities (SEND) Code of Practice 2015 in relation to children and young people with SEND in an educational setting.

These are set out in The Governance Handbook as follows:

Governing boards must:

1. Co-operate with the local authority in reviewing the provision that is available locally and developing the local offer
2. Use their best endeavours to make sure that a child with SEND gets the support they need this
3. Ensure that children and young people with SEND engage in the activities of the educational setting alongside children and young people who do not have SEND
4. Inform parents when they are making special educational provision for a child
5. Ensure that arrangements are in place in educational settings to support children and young people at educational setting with medical conditions*
6. Provide access to a broad and balanced curriculum

7. Ensure that children and young people from Year 8 until Year 13 are provided with independent careers advice
8. Have a clear approach to identifying and responding to SEND
9. Provide an annual report for parents/carers on their child's progress
10. Record accurately and keep up to date the provision made for children and young people with SEND
11. Publish information on their websites about the implementation of the board' policy for children and young people with SEND (the SEN information report)
12. Publish information about the arrangements for the admission of children and young people with disabilities. The steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
13. Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENDCo) for the educational setting
14. Determine their approach to using their resources to support the progress of children and young people with SEND
15. Appoint a link governor for SEND

Statutory Documentation for Educational Settings

There are 4 key documents that an educational setting must have in place and publish on their website in relation to its provision for children and young people with SEND. These should be regularly reviewed and updated annually by the educational setting. Any changes to the information occurring during the year should be updated as soon as is possible.

These are:

- **The SEN information Report**
- **SEN policy**
- **Accessibility plan**
- **Policy on meeting the needs of children and young people with medical conditions in educational setting**

SEN information Reports

The information report is intended for parents/ carers or prospective parents/ carers. It should provide them with a summary of the settings provision for children and young people with SEND and explain how the setting implements its SEN policy. It should also tell parents /carers where they can find the settings accessibility plan and the LAs Local Offer. [Southwark's Local Offer](#) also links to each school website to ensure that every parent can access the reports from a central point.

- All required information included in the report can be accessed via the SEN Information Report Checklist
- The report is clearly dated with the month and year and the date when it is next due to be updated is also clearly displayed
- It is evident that the report has been approved by the governing body i.e. the date it was approved is displayed
- The information report and SEN policy are clearly defined and are separate documents
- The report is easy to find on the website and is under a SEND tab
- The report is written in clear, jargon free language and uses visuals such as pictures and diagrams to help parent/carers to understand the information
- The language used is welcoming and positive and encourages parental involvement in the SEN process
- Ofsted scrutinise all schools SEND Information reports as part of their inspection protocols.

SEN Policy

The SEN policy provides detailed information about how the educational setting meets the needs of children and young people with SEND. It is intended for staff and other professionals and provides a clear description of the settings processes around children and young people with SEND and set out well defined expectations about the part they play in those processes.

The SEND policy should include the vision, values and broader aims of the setting's arrangements for children and young people with SEN and explain how the setting will achieve the best outcomes for children and young people with SEND and what this looks like in practice. This should include the settings arrangements for providing a graduated approach to how children and young people with SEND are identified along with how their needs are assessed and provided for. The policy should also include details about the training and information that is available to staff and describe how teaching staff will be supported to deliver high quality teaching for children and young people with SEND in their own classes. Although the policy does not have to be published on the educational settings website, it is good practice to do so.

- All required information included in the report can be accessed here. [SEN Policy Checklist](#)

Accessibility Plan

Under the Equality Act 2010 an educational setting must have a written accessibility plan on their website covering the 3 areas identified below. It must show how the setting will, over a prescribed period of time and within a reasonable timeframe:

- increase the extent to which disabled children and young people can participate in the settings curriculum
- improve the physical environment of the setting for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and benefits, facilities or services provided or offered by the setting
- improve the delivery to disabled children and young people of information which is readily accessible to children and young people who are not disabled

The SEN Code of Practice 2015 clearly states that educational settings must improve accessibility over time. A plan cannot just describe what a setting is doing now but should include at least a 3 year plan for each of the identified areas above.

Information on requirements of the accessibility plan for schools can be accessed here [Accessibility Checklist](#)

A template to help you structure your plan can be accessed here [Accessibility Plan Template](#)

A Policy for Supporting children and Young People with Medical Conditions

The Children and Families Act 2014 places a duty on educational settings to make arrangements to support children and young people with medical conditions. The guidance below is relevant to all educational settings who are supporting children and young people with medical conditions.

[Supporting pupils at school with medical conditions \(DfE 2015\)](#)

The guidance states that:

‘educational settings develop a policy for supporting children and young people with medical conditions that is reviewed regularly and is readily accessible to parents and educational setting staff. In developing their policy, educational settings may wish to seek advice from any relevant healthcare professional.’

Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such children and young people. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with the healthcare plan.

The policy should include information about:

- who is responsible for ensuring that sufficient staff are suitably trained
- how training needs are assessed
- how and by whom training will be commissioned and provided
- how staff will be supported in carrying out their role to support children and young people with medical conditions, and how this will be reviewed.
- how the setting will liaise with health care professionals
- arrangements for children and young people who are competent to manage their own health needs and medicines
- cover arrangements in case of staff absence or staff turnover to ensure someone is always available
- briefing for supply teachers
- risk assessments for educational setting visits, holidays, and other educational setting activities outside the normal timetable
- monitoring of individual healthcare plans
- details about who is responsible for necessary equipment and space provision
- practice that is not acceptable (for example: preventing easy access to an inhaler, penalising children and young people for their attendance record, expecting parents to attend to toileting needs)
- insurance arrangements to cover staff providing medical support
- how complaints or concerns about the support for children or young people with medical needs can be made and how they will be handled

Full details on what the policy should include can be found in the statutory guidance (see link above).

Have Up To Date Knowledge of All Access Arrangements

Children and young people with SEND should be included in all regular assessments and exams where possible. For some children and young people with SEND it may be necessary to make 'reasonable adjustments' as part of the assessment and examination series. All educational settings have a duty to make 'reasonable adjustments' for children and young people with SEND including access arrangements for SATS and other external exams. It is essential that educational settings view access

arrangements for SATS and exams as the reasonable adjustments they need to make for children /young people with SEND who have the required knowledge and skills, but who cannot demonstrate this knowledge or skills as quickly or as easily as their peers due to their SEN or disability. It is usually the SENCo, working alongside teachers and other professionals who is involved in identifying children / young people who will benefit from such arrangements. Access arrangements must not affect the integrity of the test/ examination or give the learner an unfair advantage.

Key Stage 1

Access Arrangements for key stage 1 are published in the autumn term each year and provide all the relevant information about access arrangements. The latest guidance can be found [here](#)

Schools must consider whether any of their pupils will need access arrangements before they administer the tests. Access arrangements are applied at the discretion of the educational setting at KS1 but it is expected that all SENCOs have clear evidence to justify the type of support being given. It is good practice for schools to keep an up to date access arrangements folder. The folder should contain: the schools access arrangements policy, pupils eligible for access arrangements, scores of any screening tests or evidence of need or disability, the type of access arrangement awarded to each pupil, parental notification of access arrangement and consent.

Types of support include:

- additional time to complete the tests
- adaptations of test papers
- compensatory marks for spelling
- the use of scribes, word processors or other technical or electronic aids
- making a transcript
- written or oral translations
- readers
- the use of prompts and rest breaks
- accessibility objects in the mathematics test
- highlighter pens

- administering the tests at an alternative location

Key Stage 2

Access Arrangements for key stage 2 are published in the autumn term each year and provide all the relevant information about access arrangements. The latest guidance can be found [here](#)

KS2 SATS access arrangements fall into three categories:

- Additional time, early opening to adapt a test and compensatory marks for spelling require educational settings to make an application to the Standards and Testing Agency STA. Applications are made through the '**Primary Access Gateway**' in March or April of the year of the test.
- The use of scribes, transcripts, word processors or other technical or electronic aids require educational settings to notify the STA prior to the SATS taking place.
- All other access arrangements for KS2 SATS are at the discretion of the educational setting.

Access Arrangements for Exams

The Joint Council for Qualifications (JCQ) sets out the access arrangements for the majority of exam boards. The guidance clearly states that the SENCo must lead on the access arrangements process within his/her educational setting. The process for applying for each access arrangement varies. Details for each are set out in the [JCQ guidance](#).

While it is recognised that some children /young people with SEND may not be able to access the tests/ exams despite the provision of access arrangements, they should be given the best possible opportunity to do so.

Statutory processes: Advice and guidance

The EHCP Process

The decision to request an EHC needs assessment should be based upon evidence that:

- the pupil has significant special educational needs, in any of the four areas of need specified in the Code of Practice, which require long-term, highly individualised interventions necessitating a level of resourcing which is in excess of that which can be realistically provided through SEN Support provision.
- the pupil is making unsatisfactory progress in relation to self and/or peers despite well-planned and powerful interventions over time at SEN Support, and that progress could be significantly improved were additional resources made available to provide long-term, highly individualised interventions
- the pupil has significant difficulties in accessing the school curriculum because of the impact of his or her special educational need, or because of the discrepancy between his or her levels of achievement and the demands of the curriculum, and will require long-term, highly individualised interventions to overcome these barriers
- the pupil has made progress only because of levels of provision which are commensurate with those associated with EHC plan level support, and continues to require such long-term, highly individualised interventions in order to maintain that progress.

To support the assessment process Southwark has developed indicative criteria that schools must have reference to when gathering the evidence for a request. The criteria for health services and social care are part of the overall criteria to ensure that there is a better understanding of the various thresholds between all concerned. The education section of the criteria has 3 strands;

Level – the nature, severity and impact of the difficulties the pupil has in learning and other aspects of development. Schools need to show how the difficulties affect the individual pupil, and especially how they are impacting on progress in learning or other areas which should be contextualised in terms of rate of progress against norms/peers/self, expectations, school structures and attendance.

Process – the actions taken by the setting over a period of time, demonstrating the adaptation and increasing intensity of the 'assess, plan, do, review' cycle being brought to bear including specialist advice being sought and implemented. Schools will need to demonstrate appropriate use funding on evidence based interventions and provision in excess of the nationally prescribed threshold (planning, provision maps, ready reckoner)

Resource – implications for provision and resources – what is required to meet needs and promote achievement of the outcomes wanted for the pupil. Schools should identify what long term outcomes are important for the pupil across a range of areas of learning and development and how they may be achieved.

Whilst the criteria supports decision making every case is considered on its individual facts based upon the information sent in rather than a tick box approach, e.g. a pupil may be attaining a little above the indicative criteria for cognition but this may be due to excellent provision at a level in keeping with EHC plan level. Southwark needs to see evidence from a range of professionals and sources that clearly describes the pupil, their strengths and difficulties and the actions taken by the school over time.

Not all EHC assessments will lead to a plan being developed, but the assessment information will inform the on-going planning and provision.

The following documents will support you in the process of submitting information for an EHC assessment

- ❖ **EHCP Journey Map**
- ❖ **EHCP Assessment Criteria**
- ❖ **Panel Terms of Reference**
- ❖ **EHCP Settings Request Form**
- ❖ **Ready Reckoner**

EHC Plans

Schools should make sure that they use the EHC plan appropriately to support their shorter term planning for the pupil. Southwark plans make clear schools are responsible for generating shorter term targets that relate to the medium term steps and longer term outcomes. Schools should monitor progress in line with their usual arrangements at least termly and formally review annually.

Schools should consider

- Who will we involve in drawing up the shorter outcome related targets?
- What information will we need?
- How will we decide what to include?
- How will we put it into practice?
- How will we monitor / review the provision?

- How will we use our evaluations to inform future practice?
- How will we feed this into the annual review?

The provision being made for the pupil with an EHC plan should be characterised by

Arrangements that:

- promote the inclusion of pupil
- promote personal, social, emotional development and confidence
- promote independence
- are carefully coordinated

Planning that:

- is clearly focussed and individualised
- creates a well-planned package of support, utilising range of effective/appropriate strategies
- promotes the outcomes specified in the plan
- is regularly reviewed

Interventions and strategies that:

- address identified needs
- accord with those detailed in the plan
- implement specialist advice
- support the development of skills for life such as independence
- are effective in overcoming barriers to learning
- improves access to all aspects of school life

Implementation that:

- makes effective use of school and external resources
- makes effective use of additional EHC plan funding

Annual Review

The 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.

- 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. An annual review meeting must take place to discuss the EHC Plan. This is usually arranged by the school or setting attended by the child or young person.
- The annual review must focus on the child or young person's progress towards achieving the outcomes specified in the EHC Plan (Section E).
- Information about the child or young person must be gathered from all parties invited to the annual review and then circulated at least two weeks before the meeting.
- A report of the meeting must be prepared and distributed to all those who attended within 2 weeks of the meeting taking place. This must set out recommendations on any amendments required to the EHC Plan.
- Within four weeks of the annual review meeting, the local authority must decide whether it proposes to keep the EHC Plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parent or the young person and the school or other institution attended.
- If the local authority decides not to amend the plan or decides to cease to maintain it, they must notify the child's parent or the young person of their right to appeal that decision.

An Emergency Annual Review

Schools and parents/carers can request for an emergency review if they believe that the child or young person's education, health or social care needs have changed and are no longer accurately described in the EHC plan and/or if the education provision is at risk of breaking down.

- An emergency annual review can be requested at any time, as long as there is a good reason.
- Schools can make a request for an emergency annual review.
- Requests need to be submitted to the Southwark SEN Team.
- An emergency annual review should always be considered where a child is at risk of permanent exclusion.

The following documents will support you in the process of submitting information for an Annual Review

- ❖ **EHCP Annual Review Form**
- ❖ **What Parents Can Expect**

Planning for Transition

Planning for transition to the next phase should be a part of the overall plan for the child – even if it seems a long way off. Starting to think about this prior to transition gives the child/young person time to develop skills and confidence to understand and make the change. If everything is well planned in good time then everyone will feel more in control.

Schools should have well developed transition policies and practices that identify and address the additional difficulties pupils with SEND may face. This is likely to involve more careful consideration of how the change might impact upon the child and family, more personalised points of contact e.g. a key named person, and more extensive pre transition activities such as extra familiarisation days. It may be that the parent needs before the child starts school e.g. signposting to appropriate support and guidance.

It is important that the SENCO, class teacher and other key staff work together with the family and Early Years setting to ensure the transition is as smooth as possible and that any important information is shared well in advance and is discussed openly and professionally to support arrangements being in place from day one. Effective planning supports the pupil to be able to be part of and genuinely contribute to the wider world of school and community.

There should be a sense of the child's voice even if they are unable to identify independently themes such as aspirations, difficulties and strengths. Children can be supported to contribute their ideas from a very early age by thinking about ways to help them express themselves e.g. through choice boards, pictures, smiley charts, all about me books. Useful questions to consider with the family and Early Years settings are;

- What play choices does the child make?
- How do they play with peers?
- What is the child really interested in?
- How do they approach learning? What do they enjoy?
- What can the child do now? What are you trying to do next?
- What are their specific individualised needs?
- What do parents and carers tell you about the child?

- Would the child benefit from additional transition activities?

Thoughtful consideration also needs to be given when preparing pupils for transition to secondary school. Schools should ensure that pupils that are likely to require additional support to manage the transition smoothly are identified early, preferably in Y5. Then planning and interventions can be put in place to support the development of skills needed for a successful transition such as; independence, organisation and friendship skills.

Transition planning is supported if secondary schools receive and act upon the following as early as possible;

- List of SEN Support children transferring
- Brief outline of key information for each child covering e.g.
 - main areas of need
 - strengths and weaknesses
 - curriculum levels and progress
 - progress in other areas of development
 - support provided (including agencies involved such as SSD)
 - other information such as do/don't put in same form/teaching group as X, interests etc.
 - pupil's views of important things, e.g. likes/dislikes/interests, learning and progress, friendship, things that do or don't help
- SEN files

For pupils with more complex SEND or EHCPs there should be a review in Y6 where key professionals such as the SENCO from both schools can discuss with the parent and pupil the following;

- Pupil's strengths, talents, and interests
- The nature of the pupil's needs
- The impact of the pupil's needs on learning, curriculum access and participation in the activities of the school
- Interventions and strategies that have been used, and effectiveness
- Special equipment and resources in use
- Involvement of external agencies and focus of their work
- Aspects of secondary school that might create additional difficulties
- Parental and pupil concerns about transfer or secondary provision

This supports consideration and planning of

- ways to develop particular skills before transfer

- ways for the current class teacher to support and plan for transfer
- ways for the parent to support and plan for transfer
- support needed for the pupil's attendance at Year 7 Induction Day
- groupings in secondary
- the nature of the provision package
- Sharing of information about the pupil's needs and of appropriate strategies with all relevant staff in the new setting
- particular support that the pupil may require in the first few days of term after transfer
- continuity of external input and intervention
- staff training needs and need for specialist advice
- specific equipment or resources needed
- of physical or significant curricular adaptations

The outcomes of the planning meeting should be recorded in a way that supports all involved to be clear about actions to support the pupil to make a successful transition into secondary school.

Such early planning and responses by both schools is the key to ensuring successful transition for the child. Benefits include that:

- pupils and their families are better supported through transition and are likely to be less anxious
- potential problems are minimized
- necessary support is in place from the moment the pupil starts
- provision utilizes approaches and strategies which have proved successful for the pupil
- subject and pastoral staff are aware of the pupil's needs and of approaches to meet those needs
- planning and initial provision acts as a clear baseline to judge effectiveness and progress from

Preparation for Adulthood (Transfers 14+)

To best support young people and their families to manage the change to the next phase in their life, be that continuing education, apprenticeship or work you need to start the process of Preparation for Adulthood early. From no later than Yr9 there needs to be a focus on supporting YP (with EHC plans or on SEN Support) to identify their strengths, capabilities and interests and raise their aspirations and then on supporting them to achieve the best possible outcomes towards them.

From this stage onwards planning needs to encompass steps towards wider life outcomes and offer information and pathways that support the YP to be able to enjoy to the best of their ability higher education and /or employment, independent living, participation in society and being healthy.

Schools should consider how to utilise new flexibilities created by the introduction of 16-19 study programmes including supported internships, Traineeships and Apprenticeships (or up to 25 for young people with EHC plans) to tailor packages for young people with SEN (See FE Implementation Pack, March 2015 DFE)

Transition planning should be: **Participative, holistic, supportive, evolving, inclusive and collaborative**. It should centre on the child or young person's own aspirations, interests and needs. Planning should:

- help parents and young people to become aware of their options during Year 9 at the latest
- help the young person put together a transition plan that covers the move to KS4 but with a view to their aspirations post-16 and beyond
- This plan should focus on what is needed to support the YP to reach the outcomes agreed, (provisions) and the shorter term steps to be taken (SMART targets) with clear timelines, and opportunities to review and monitor the progress and the SEN provision being made. This should also ensure that it still matches the desired outcomes of the YP and is amended accordingly
- Transition planning reviews can take place at one of the termly SENCO/Parent/YP SEN support review meetings or an Annual Review meeting. They should be revised to ensure they support transition to the stage or setting
 - where a YP has an EHCP share this plan with SEN PFA Coordinator as part of the transfer process or annual review
- The young person must be referred for careers guidance with the school careers adviser and the transition plan should be amended to include key information from this
 - where a YP has an EHCP provide SEN PFA Coordinator with a summary of the guidance interview as part of the transfer process or annual review
- Parents/Young people must start their research for next education setting or training/employment option early
 - where a YP has an EHCP parents must inform SEN of their education preference by 31st March in the academic Year they are transferring.

- The LA has a duty to have the next setting named in the EHC plan of any young person moving on from school to Further education. PFA Coordinator will consult with the transferring education settings and must have something named by March 31st
- Schools can support and signpost parents/young people to the LA Local Offer for information on education and training provision available in FE & 6th Form Colleges, special post-16 institutions and other post-16 providers