

CITY OF LONDON

Choosing a Post 16 Setting for Young People with SEND

City of London
Education & Early Years Service

Transitioning to Post-16 Education

Guidance for Families and Young People with SEND

Moving on from school at the end of Year 11 is an exciting milestone in a young person's life. It marks the beginning of new opportunities, whether that's continuing education, starting training, or exploring the world of work. For young people with Special Educational Needs and Disabilities (SEND), this transition can also bring important decisions about the type of support and setting that will help them achieve their goals.

This Post-16 Guide is designed to help young people with SEND and their families understand the different options available after leaving school. It aims to make the process of choosing the next step clear, positive, and manageable.

You will find information about:

- The different pathways available after Year 11, including sixth form, college, apprenticeships, and work-based training
- The support available for young people with SEND, including those with an Education, Health, and Care plan (EHC plan)
- How to apply for places and who can help throughout the process
- Preparing for adulthood and what this means for education, work, and independence

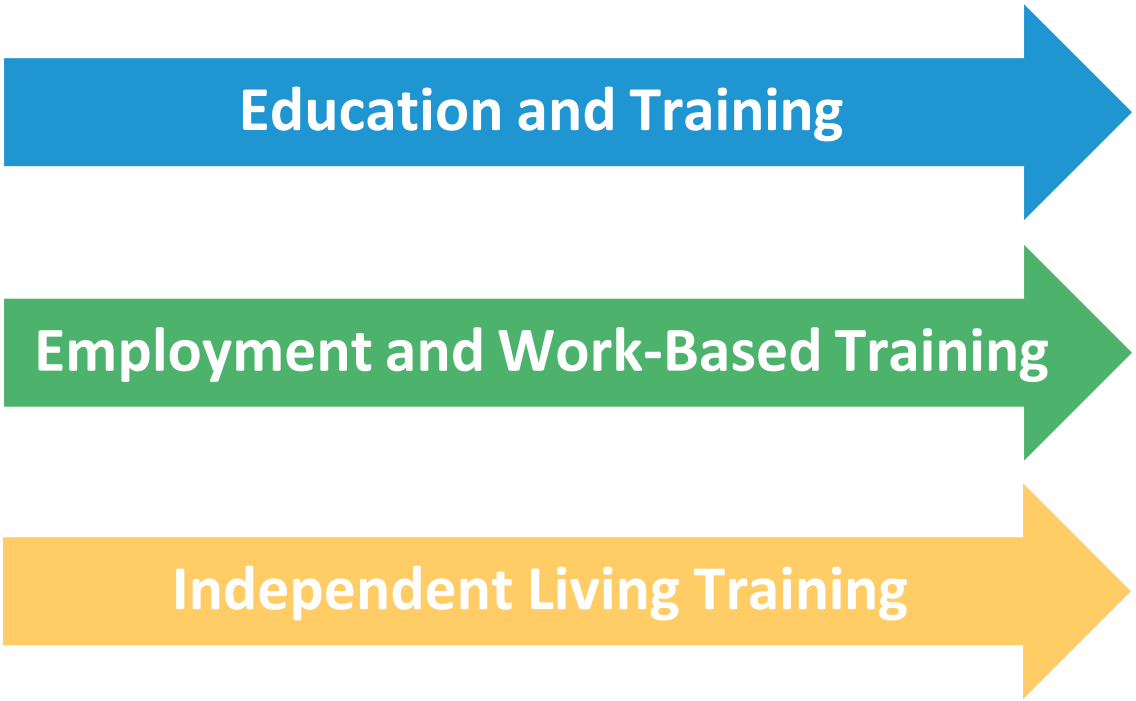
Every young person's journey is different. This guide will help you explore what's right for you, ask the right questions, and plan your next steps confidently.

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Understanding Post-16 Pathways

When you finish Year 11, there are several different routes you can take to continue learning, developing skills, and building independence. These are often called **post-16 pathways**.



Each pathway can support you in different ways: some focus on education and qualifications, others on work experience and practical skills, and some on building independence and confidence in daily life.

Whatever path you choose, the goal is the same: to help you move towards adulthood with the right support, at the right pace, and in a way that reflects your individual strengths and interests.

The Three Main Pathways



Education and Training

What is it?

This pathway is for young people who want to continue learning after Year 11. It includes sixth form, college, and specialist settings. Students can work towards qualifications or focus on developing specific skills for future study or employment.

Examples include:

- Sixth Forms or Sixth Form Colleges offering A Levels or equivalent qualifications
- Further Education (FE) Colleges offering vocational courses such as BTECs or T Levels
- Specialist Colleges for young people who need more individualised support

Who is it for?

This route suits young people who enjoy learning and want to gain qualifications or skills that will help them progress to further study, employment, or higher education.



Employment and Work-based Training

What is it?

This pathway supports young people who prefer to learn by doing and are ready to explore the world of work. It includes options that combine practical experience with training and support.

Examples include:

- Supported Internships for young people with EHC plans
- Work experiences that help build confidence and job-readiness
- Apprenticeships that provide paid work alongside qualifications
- Volunteering to gain new skills and experience

Who is it for?

This route suits young people who are motivated by hands-on learning, enjoy practical tasks, and want to begin entering the world of work in a supported environment.

Independent Living and Community Life

What is it?

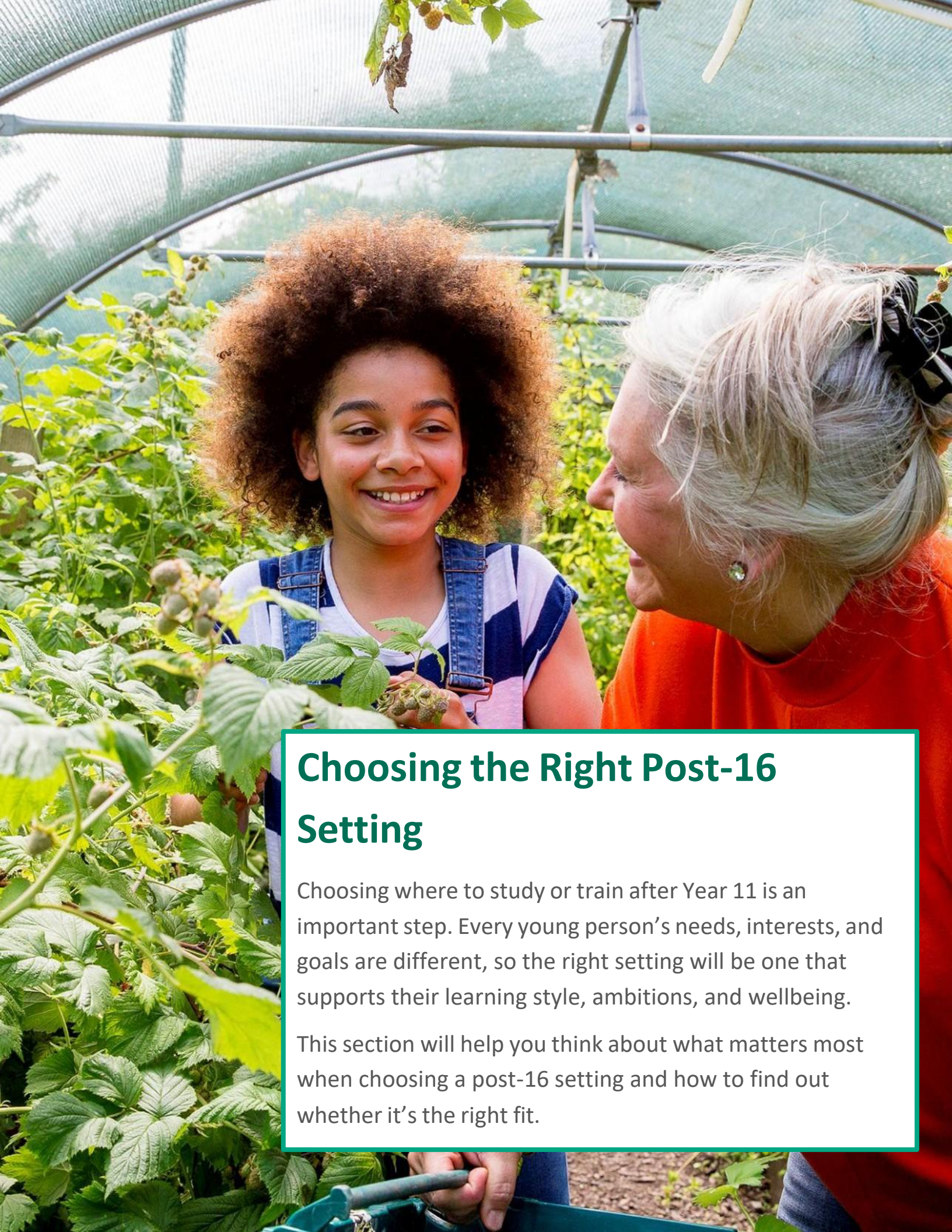
This pathway focuses on helping young people build confidence, social connections, and life skills that support greater independence.

Examples include:

- Life skills programmes such as cooking, budgeting, or travel training
- Supported living arrangements with the right level of help
- Community projects, clubs, and social activities that encourage inclusion

Who is it for?

This route is designed for young people who may need ongoing support as they move into adulthood and who want to develop skills to live fulfilling, connected lives within their communities.



Choosing the Right Post-16 Setting

Choosing where to study or train after Year 11 is an important step. Every young person's needs, interests, and goals are different, so the right setting will be one that supports their learning style, ambitions, and wellbeing.

This section will help you think about what matters most when choosing a post-16 setting and how to find out whether it's the right fit.

Making an Informed Choice

Choosing what to do after Year 11 is an exciting step. It's your chance to explore new opportunities, meet new people, and take greater control of your future.

There are lots of options available, and finding the right one means thinking carefully about your goals, your interests, and the support that will help you succeed.

The right setting should help you grow; academically, personally, and socially.

Visiting different settings can help you see what feels right. Each one offers something slightly different in terms of learning style, support, and atmosphere.

What Matters When Choosing

When deciding on your next step, it helps to think about what's most important to you.

Ask yourself:

- What subjects or skills do I enjoy?
- What kind of environment helps me feel comfortable, smaller classes or larger groups?
- How will I get there each day?
- What support will I need to feel confident and succeed?
- What are my long-term goals; further study, work, or developing life skills?

Who can help you?

You don’t have to make this decision on your own. There are people and services ready to guide and support you throughout the process:



Visiting and Comparing Settings

Seeing a setting in person is the best way to get a real sense of what it's like.

You can:

- Attend **open days or evenings** to meet staff and students.
- Ask about **SEND support**, such as learning mentors, quiet rooms, and wellbeing services.
- Explore the **facilities**, classrooms, study areas, cafés, and workshops.
- Check **travel routes** and practice the journey if possible.
- Request a **taster day** or short transition visit before starting.

When you visit, notice how you feel, do staff listen to you? Do students seem happy and supported?

Feeling comfortable and valued is just as important as the course itself.

Using Your EHC plan to Support Decision-Making

If you have an **Education, Health and Care plan (EHC plan)**, your Year 11 annual review will take place in the Autumn Term and is a key step in preparing for post-16 education.

This meeting will:

- Discuss your goals for adulthood (education, employment, independence, and health).
- Identify which settings can best meet your needs.
- Decided who the local authority will consult with (potential schools, colleges, or training providers).
- Include input from the **Careers Adviser** and if appropriate your Social Worker, ensuring your next step is well planned and supported.

The City of London's SEND Team will consider your preferences carefully and confirm a placement that supports your aspirations and needs.

Decision-Making Checklist

☑ I know what subjects or skills interest me.

☑ I've visited settings or attended open events.

☑ I've spoken to my Careers Adviser.

☑ I understand how my EHC plan will continue after age 16.

☑ I've thought about travel and independence.

☑ I feel confident my chosen setting fits my goals and needs.

Making an informed choice is about exploring what's right for you: your strengths, goals, and future dreams.

By using the support available from your school, family, Careers Advisor, and (if needed) the City of London's Social Care Team, you can make confident and informed decisions about your next step into adulthood.

Getting to Your New Setting

Getting to and from your new post-16 placement is an important part of becoming more independent. For many young people, this means learning new routes, using public transport confidently, or developing travel skills with support.
The City of London recognises that some young people with special educational needs or disabilities (SEND) need extra help with travel. This section explains the different types of travel support available and how to apply.

Who Can Get Help with Travel

Travel assistance is available for young people aged **16 and over** who:

- Have an **Education, Health and Care plan (EHC plan)** or significant additional needs that make travel difficult.
- Are attending the **nearest suitable education or training setting** that can meet their needs.
- Live within the **City of London** or are placed by the City in another borough.

Each application is considered individually. The City looks at the young person's needs, the distance to their setting, and whether independent travel is possible with or without training.

For more information, please visit our Travel and Transport page:

Travel and transport - City of London Family Information Service

Types of Travel Support Available

The aim is always to promote independence wherever possible while keeping young people safe. Support may include:

- **Independent Travel Training**
  Helps young people learn safe routes, understand timetables, use travel passes, and build confidence using buses or trains.
- **Personal Travel Budgets**
  A flexible payment that allows families to arrange transport themselves, for example, using a family car, carer, or taxi.
- **Transport**
  A minibus or taxi arranged by the City of London for those who cannot travel independently. A Passenger Assistant may be provided if needed.
- **Reimbursement for Petrol or Public Transport Costs**
  If a parent, carer, or young person uses their own transport to travel to and from the setting.

Learning to Travel Independently

Many young people with SEND benefit from learning to travel independently as part of preparing for adulthood. Independent Travel Training can:

- Boost confidence and self-esteem.
- Reduce reliance on others.
- Open opportunities for work, social activities, and volunteering.

This support may be arranged by your college, or the **City of London's Education and Early Years Service**. For example, a young person might start with supported journeys and gradually progress to travelling solo once they feel ready.

For more information, please go to the Independent Travel Training page of the City's local offer website.

How to Apply for Travel Assistance

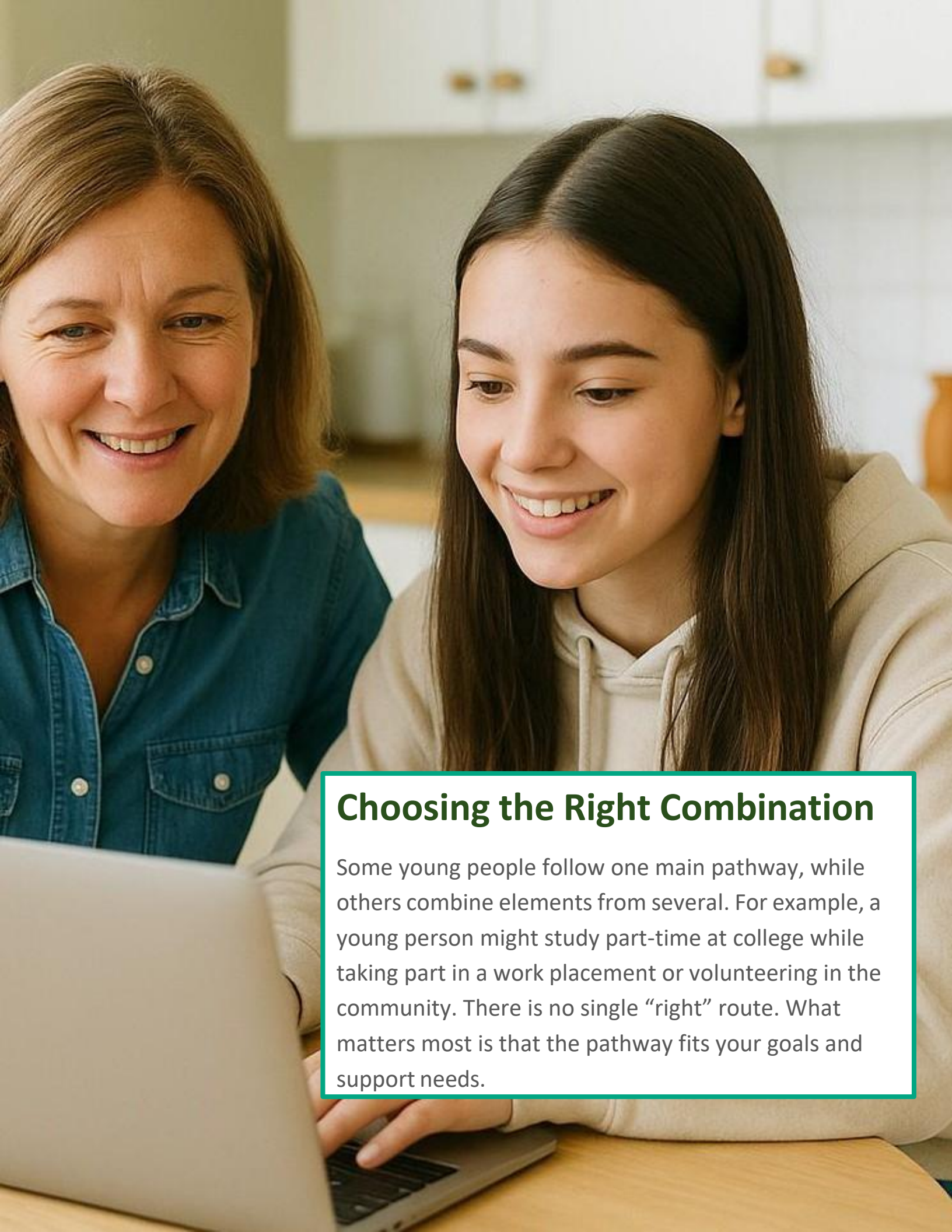
Applications are made through the City of London Education and Early Years Service.

Steps to apply:

1. Complete the Post-16 Travel Assistance Application Form (available from your EHC Caseworker, or by emailing EEYService@cityoflondon.gov.uk).
2. Include relevant evidence such as your EHC plan, medical or professional reports, and details of your education setting.
3. Submit the form before the start of the new academic year, ideally by June, so arrangements can be confirmed in time.

Email:
EEYService@cityoflondon.gov.uk

Website:
ww.fis.cityoflondon.gov.uk/education-and-schools/travel-and-transport



Choosing the Right Combination

Some young people follow one main pathway, while others combine elements from several. For example, a young person might study part-time at college while taking part in a work placement or volunteering in the community. There is no single “right” route. What matters most is that the pathway fits your goals and support needs.

Annual Reviews and Preparing for Adulthood

Your EHC plan is reviewed at least **once every year** to make sure it still reflects your needs, progress, and goals.

From **Year 9 onwards**, annual reviews focus on the four **Preparing for Adulthood (PfA)** outcomes:



Education, Employment and Training



Independent Living



Community Inclusion



Health and Wellbeing

These reviews are a chance to look ahead, to talk about what's going well, what's changed, and what your next steps might be.
Your voice is central to the review. You'll be encouraged to share your hopes, challenges, and aspirations, so that your support continues to reflect your ambitions.

You can find more information about Preparing for Adulthood (PfA) on the City of London Local Offer: **www.fis.cityoflondon.gov.uk/send-local-offer/about-preparing-for-adulthood**

Who Is Involved in Your EHC plan After 16

Several key people and services will continue to work together to make sure your plan supports you effectively:

- **Your Education Setting (College or Sixth Form)**
  Delivers day-to-day support, monitors progress and contributes to your annual review.
- **City of London EHC Caseworker**
  Oversees your plan, makes updates, and ensures your support is consistent across education, health, and social care.
- **Careers Information, Advice and Guidance (IAG)**
  The City of London commissions a **Careers Information Advice and Guidance (IAG)** to provide impartial careers guidance.
  A representative can attend annual reviews from **Year 9 onwards**, and work with you, helping you plan your next steps into work, training, or independent living.
- **City of London Social Worker (if appropriate)**
  Works with education and social care to support your move into adulthood. This team works with young people with significant needs, particularly if they are likely to need ongoing help after 18.
- **Health and Therapy Professionals (as appropriate)**
  Continue to provide specialist input and support you to take increasing responsibility for your health and wellbeing.

Together, these professionals make sure your EHC plan continues to work for you and evolves as you grow.

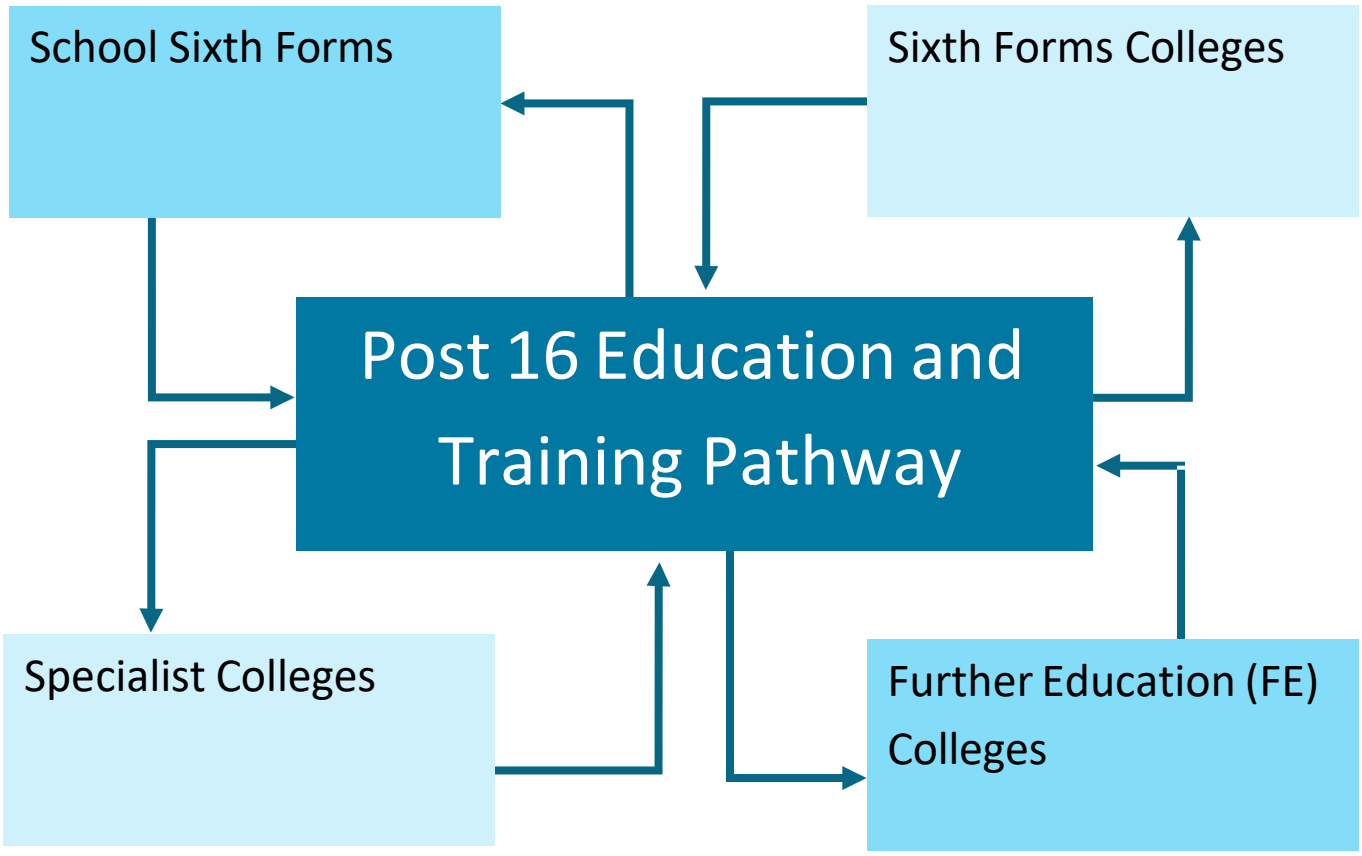
Education and Training Pathway



Education and Training Pathway

After finishing Year 11, you may choose to continue learning. There are different types of education and training settings, each offering its own environment, courses, and levels of support. The right choice will depend on your interests, qualifications, and learning style.

If you have not yet achieved a grade 4 in GCSE English or Maths, you will continue studying these subjects as part of your post-16 programme. This may be through GCSE resits or Functional Skills qualifications to help you build confidence and progress towards your goals.



School Sixth Forms



What are they?

Some secondary schools have their own sixth form, allowing students to stay in a familiar environment for Years 12 and 13. This can be a good option for you if you feel comfortable at your current school and want to continue learning with teachers and support staff who already know you, or if you want to continue studying in a school environment.

What can you study?

- A Levels in a range of subjects
- BTEC or vocational qualifications (at some schools)
- Some School Sixth Forms offer GCSE resits in English and Maths if needed, however you will need to ask the school if this is an option.

Who is this for?

Students who enjoy academic learning, feel settled in a school environment, and want to work towards qualifications that prepare them for higher education or employment.

How to apply:

Applications are usually made directly to the school or the sixth form you wish to attend. Your school's SENCO or careers adviser can help you understand entry requirements and the support available. Most School Sixth Forms require at least 5 grades of grade 5 or above to enrol.

Please see page 24 for more information on the application process for young people with an EHC plan.

Sixth Form Colleges



What are they?

Sixth Form Colleges focus on academic and vocational study for young people aged 16–19. They are similar to school sixth forms but are separate institutions. They can offer a wider choice of subjects and a more adult learning environment.

What can you study?

- A Levels in a range of subjects
- BTEC or vocational qualifications
- Some Sixth Form Colleges offer GCSE resits in English and Maths if needed, however you will need to ask the college if this is an option.

Who is this for?

Students who are motivated to study independently and want to experience a new environment that bridges the gap between school and college (or university) life.

How to apply:

Applications are made directly through each college's website, usually during the autumn term of Year 11.
Open days are a great opportunity to meet staff, tour the building, and find out how the college supports young people with SEND.

Please see page 24 for more information on the application process for young people with an EHC plan.

Further Education (FE) Colleges



What are they?

Further Education Colleges offer a wide range of academic, vocational, and technical courses. These colleges often have specialist departments and dedicated support for young people with SEND.

What can you study?

- Vocational courses such as BTECs, NVQs, or T Levels
- Technical courses in subjects like engineering, catering, or IT
- Life skills and employability programmes for learners with additional needs

Who is this for?

Young people who want to explore different subjects, gain practical experience, or work towards specific career goals. FE colleges can also be a good step for students who benefit from a larger environment and a mix of learning styles.

How to apply:

Applications are made directly through the college website. Most colleges hold open events and welcome visits to their learning support departments. Contact the college's SEN Team to help you arrange visits and check that your support needs are understood.

Please see page 24 for more information on the application process for young people with an EHC plan.

Specialist Colleges



What are they?

Specialist Colleges are designed for young people with more complex needs who require a highly individualised programme of learning. These settings often provide smaller classes, therapeutic support, and a curriculum focused on life skills, communication, and independence.

What can you study?

- Life skills and independence training
- Personal development and communication programmes
- Vocational learning adapted to individual needs
- Creative and therapeutic subjects such as art, horticulture, or music

Who is this for?

Young people with an Education, Health and Care plan (EHC plan) who require a personalised, supportive environment to reach their full potential.

How to apply:

An EHC plan is required for a specialist college placement. Your current school and career's advisor will work with you to explore suitable colleges and consult with them to ensure your needs can be met. Visits and transition planning meetings help identify the best match.

Please see page 24 for more information on the application process for young people with an EHC plan.

Applying for an Education Pathway with an EHC plan

Autumn Term

Explore Your Options

Start thinking about what you'd like to do after Year 11.
Visit up to three settings that interest you and match your expected grades and goals.
Talk to your SENCO or Careers Adviser about what feels right for you.

Annual Review – Share Your Preferences

During your EHC plan review meeting, let your EHC Caseworker know which settings you'd like to be considered.
You may also need to apply directly to the college or sixth form.
Your Caseworker will begin consulting with your chosen settings to check they can meet your needs.

Spring Term

Continue the Consultation Process

The SEND Team will follow up with the settings to get their responses.
You'll be supported to decide which setting feels like the best fit from those consulted.

Key Deadline – 31st March

By law, your EHC plan must be updated by this date to name your post-16 placement for September.
This gives time for transition planning and, if needed, appeals.

Summer Term

Transition Planning

A meeting will be arranged between your current school and your new setting.
You'll get to introduce yourself and share how you learn best.

Exams and Results

Sit your GCSEs or other qualifications.
On results day, some colleges may ask you to enrol and confirm your course choices based on your results.

Finding Post-16 Education Settings

Choosing the right post-16 pathway is an important step for young people moving beyond school. Whether you're looking for a college, sixth form, apprenticeship provider, or specialist SEND setting, there are online tools to help you explore options and apply. Below are trusted portals and resources that make it easier to search for local and London-wide providers.

London Start

Interactive map of sixth forms, colleges, and training providers across London.

https://london.startprofile.com/page/post-16-providers

Get Information about Schools (GIAS)

A searchable database of all schools, colleges, and educational establishments in England, including key details and governance information.

https://get-information-schools.service.gov.uk/

UCAS – Post-16 Options

Guidance and tools for comparing post-16 pathways.

https://www.ucas.com/further-education/post-16-qualifications

GOV.UK – SEND Post-16 Providers

Approved independent special schools and colleges list.

https://www.gov.uk/government/publications/independent-special-schools-and-colleges

Checklist: Education and Training Pathway if you have an EHC plan

Autumn Term

- ☑ Visit up to three settings that interest you and match your expected grades
- ☑ Go to open days or taster sessions to see what feels right
- ☑ Talk to your SENCO or Careers Adviser about your options
- ☑ Attend your EHC review and let your EHC Caseworker know which settings you're interested in
- ☑ Apply directly to colleges or sixth forms if needed

Spring Term

- ☑ Stay in touch with your EHC Caseworker to check how consultations are going
- ☑ Choose your preferred setting from those that have responded
- ☑ Make sure you're happy with the setting named in your EHCP by the 31st March

Summer Term

- ☑ Take part in a transition meeting with your new setting
- ☑ Sit your exams
- ☑ Share your results with your chosen setting if needed
- ☑ Get ready to start in September

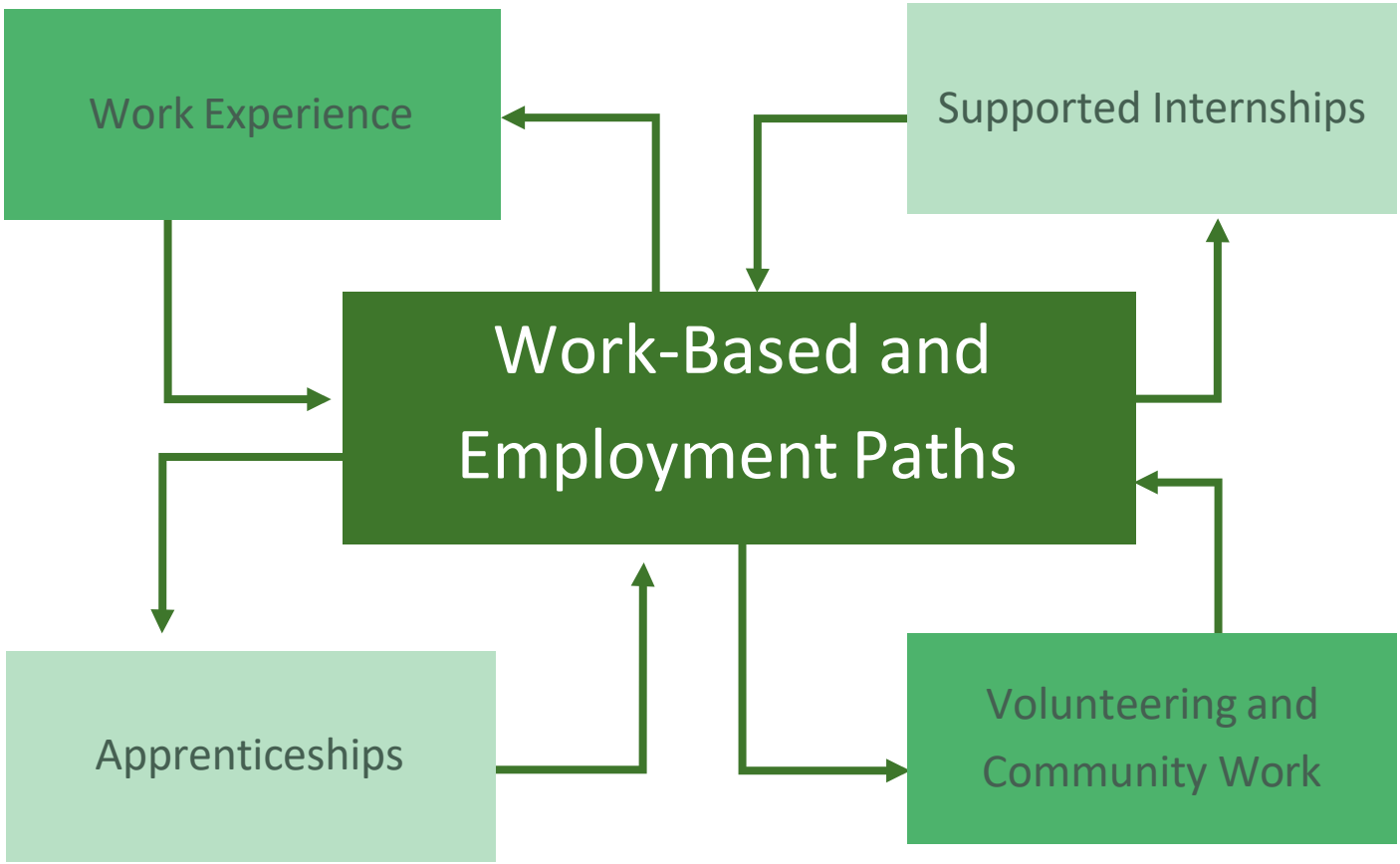
Work-Based and Employment Pathway



Work-Based and Employment Pathways

Not every young person learns best in the classroom. You may prefer to gain skills and experience through practical, hands-on learning in real workplaces. **Work-based and employment pathways** combine education with training and work experience, helping you prepare for future employment while developing confidence and independence.

These routes could be suitable for you if you want to explore different types of work, gain qualifications, or progress towards paid employment with support.



Supported Internships



What are they?

Supported Internships are study programmes designed for young people aged 16–24 with an Education, Health and Care plan (EHC plan). They offer the opportunity to learn in a workplace while receiving structured support from both the education provider and an on-site job coach.

What can you expect?

- Work placements tailored to your abilities
- Support to develop communication, teamwork, and independence skills
- Help with travel training and preparing for paid employment
- Continued learning in English, Maths, and personal development

How long do they last?

Supported internships are usually up to one academic year, but they can be flexible with this dependent on the needs of the young person. The aim is to help you move into sustained employment, volunteering, or further training.

How to apply:

Applications are made through your local college, sixth form, or provider offering supported internships. Your EHC Caseworker, Career's Advisor or SENCO can help identify suitable placements.

If you have an EHC plan, the application process is different. Please see more information on page 33 on how to apply for a Post 16 place with an EHC plan.

Apprenticeships



What are they?

Apprenticeships combine paid work with training and study. Apprentices spend most of their time working alongside experienced staff and the rest completing study towards a qualification, usually with a college or training provider.

Who are they for?

Young people aged 16 and over who are ready to enter the workplace and want to continue learning while earning a wage.

What can you expect?

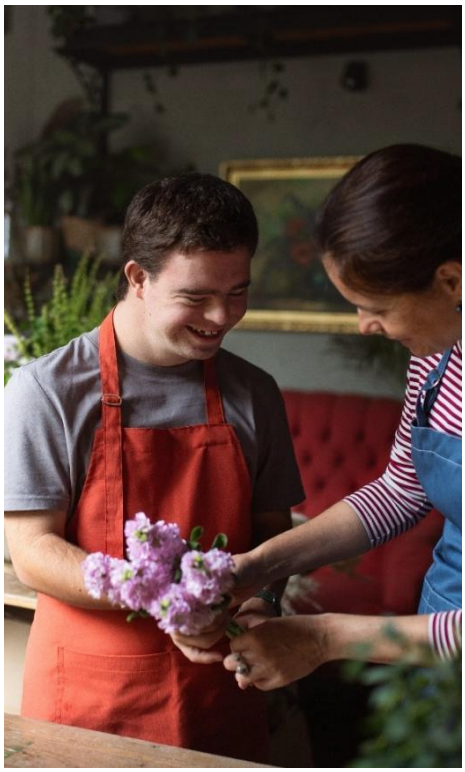
- Paid employment with a contract and holiday entitlement
- A structured training plan with an accredited qualification
- Support from both the employer and training provider
- Pathways from entry-level to higher apprenticeships

How to apply:

Applications can be made through employers, training providers, or the Find an Apprenticeship service on **www.gov.uk/apply-apprenticeship**. Careers advisers and Job Coaches can also help identify suitable opportunities.

If you have an EHC plan, the application process is different. Please see more information on page 33 on how to apply for a Post 16 place with an EHC plan.

Work Experience



What is it?

Work experience gives you the chance to spend time in a real workplace, learning about different types of jobs and the expectations of working life. It helps develop practical and social skills, such as teamwork, communication, and problem-solving, while giving a sense of what kind of career might suit you in the future.

Work experience can take place in a variety of settings and may be part of a school or college programme. The City of London can also explore work experience for you, please discuss this with your EHC Caseworker or Careers Advisor.

Who is it for?

Work experience is for young people who want to explore future career options or build their confidence before moving into employment, training, or an apprenticeship. It's particularly valuable for those who:

- Are still unsure about what job they want to do.
- Need time to develop workplace skills and routines.
- Would benefit from extra support before entering paid employment.

Young people with an **Education, Health and Care plan (EHC plan)** can receive additional help through their school, college, or job coach to make sure the placement is accessible and successful.

What can you expect?

- A placement in a real workplace matched to your interests and abilities
- Support from staff or a mentor to help you settle in and learn new skills
- Opportunities to build communication, teamwork, and independence
- A chance to learn about timekeeping, workplace behaviour, and expectations
- Feedback to help you understand your strengths and areas for growth

Work experience helps build confidence, develop independence, and provides valuable insight into the world of work — often leading to future opportunities such as traineeships, supported internships, or paid employment.

How to apply:

Work experience placements are usually arranged through your **school, sixth form, or college**, often as part of your study programme.

Volunteering and Community Work



Volunteering can also be a valuable step towards employment or personal growth. It can help you gain confidence, build social skills, and explore different types of work.

Many local charities, community projects, and youth organisations welcome volunteers and offer flexible opportunities.

Applying for Work-Based and Employment Pathway with an EHC plan

Autumn Term

Explore Your Interests

Start thinking about what kind of work you enjoy and what skills you'd like to build.
Visit local providers offering apprenticeships or supported internships.
Talk to your SENCO, or Careers Adviser about what's available.

Annual Review – Share Your Preferences

During your EHC plan review, let your Caseworker know if you're interested in a work-based pathway.
You can name settings or providers you'd like to be considered for.
Your Caseworker will begin consulting with them to check they can meet your needs.

Spring Term

Continue the Consultation Process

The SEND Team will follow up with your chosen providers.
You may be invited to visit, meet staff, or attend a taster session.

Apply for Your Chosen Programme

You may need to apply directly to the apprenticeship or internship provider.
Your school or Careers Adviser can help with applications and interview prep.

Key Deadline – 31st March

By law, your EHC plan must be updated by this date to name your post-16 placement for September.
This gives time for transition planning and, if needed, appeals.

Please note: Some apprenticeship and internship providers may not be part of the EHCP consultation process. You might need to apply to them separately, even if they are included in your EHCP planning.

Summer Term

Transition Planning

A meeting will be arranged between your current school and your new setting.
You'll get to introduce yourself and share how you learn best.

Exams and Results

Sit your GCSEs or other qualifications.
On results day, some colleges may ask you to enrol and confirm your course choices based on your results.

Enrolment and Preparation

Finalise your enrolment and get ready to start in September.
If you're doing a supported internship, you'll meet your job coach and employer before starting.

Checklist: Education and Training Pathway if you have an EHC plan

Autumn Term

- ☑ Explore work-based options that match your interests and strengths
- ☑ Visit providers offering apprenticeships or supported internships
- ☑ Talk to your SENCO, or Careers Adviser
- ☑ Attend your EHC review and let your EHC Caseworker know which providers you're interested in

Spring Term

- ☑ Stay in touch with your EHC Caseworker to check how consultations are going
- ☑ Apply directly to apprenticeship or internship programmes
- ☑ Attend interviews or taster sessions if offered
- ☑ Make sure you're happy with the setting named in your EHCP by the end of March

Summer Term

- ☑ Take part in a transition meeting with your new provider
- ☑ Sit your exams
- ☑ Share your results if needed for enrolment
- ☑ Meet your job coach or employer (for internships)
- ☑ Get ready to start in September

Independent Living and Community Pathway



Independent Living and Community Participation

As you move towards adulthood, becoming more independent is an important step. For young people with significant and complex needs, this can look very different. It might mean learning practical life skills, building confidence, and developing the ability to make choices, while continuing to receive the right level of support. This pathway is specifically for young people who have significant and complex needs and require ongoing help to take part in everyday life, at home, in the community, and in social situations.

If you believe this is the right pathway for you or your child, speak to your EHC Caseworker, SENCO, Social Worker, Careers Advisor, or SENDIASS for guidance and advice.



Independent Living and Community Inclusion Pathway

What it means:

Developing independence and being part of the community helps young people build confidence, autonomy, and social connections. For those with SEND, this may require structured teaching, specialist programmes, and ongoing support.

Who this is for:

Young people with an EHC plan who need continued support beyond school to manage daily living and reduce social isolation. This includes those with severe and complex needs, which learning difficulties, autism spectrum conditions, or physical/sensory impairments.

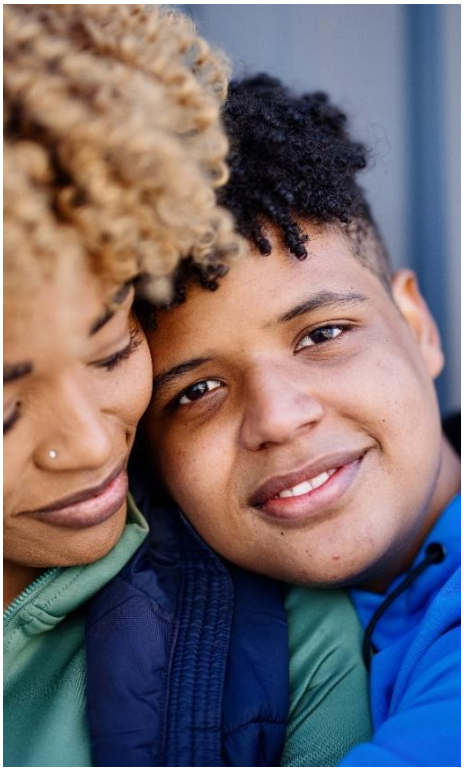
Key Skills & Opportunities

- **Travel training:** Safe routes, public transport, timetables, fares.
- **Cooking & healthy eating:** Meal prep, budgeting, nutrition.
- **Money management:** Bank accounts, tracking spending, saving.
- **Personal wellbeing & hygiene:** Routines, self-care, health appointments.
- **Organising time:** Planners, transitions, adapting to change.
- **Community participation:** Youth clubs, sports, arts, volunteering, SEND-friendly social events.
- **Social skills:** Building friendships, teamwork, confidence through mixed groups and inclusive activities.

Support Available

- Specialist colleges/sixth forms offering "life skills" or "independent living" modules.
- City of London Transitions Forum will consider adult social care/health needs for those with EHC plans.
- Social care packages (e.g., supported living, floating support) for those unable to live fully independently.
- Home skills support for travel, household management, and budgeting.
- Short breaks and social care packages to enable community access.
- Colleges and training providers offering inclusive extracurricular programmes.
- Local authority youth services and volunteering opportunities via the VCS (Voluntary & Community Sector).

Transition Planning



What it means:

Effective transition planning ensures that as a young person moves into post-16 and beyond, their support stays seamless across education, health and care.

Who this is for:

Any young person with an EHC plan or significant support needs who is moving from school into post-16 settings.

Key elements include:

- Annual reviews with a focus on life skills, personal goals and preparing for adulthood outcomes.
- Where relevant, involvement of Children's/Adult Social Care, health professionals, education professionals, and the young person/family.
- Tailored support plans or risk assessments for travel, safety, independent living, and new settings.
- Multi-agency working between schools, colleges, adult services, and community providers to plan onward steps.

What support is available:

- Schools starting transition discussions in Year 9 and continuing annually.
- A transition meeting will take place with the new setting in the summer term.
- Support for families and young people to understand their rights, gather information and choose suitable settings.

Updating or Ending Your EHC plan

Your plan will continue **for as long as you need it** to make progress in education or training.

The City of London may decide to **cease to maintain** your EHC plan only when it is clear that you no longer require the special educational provision it describes.

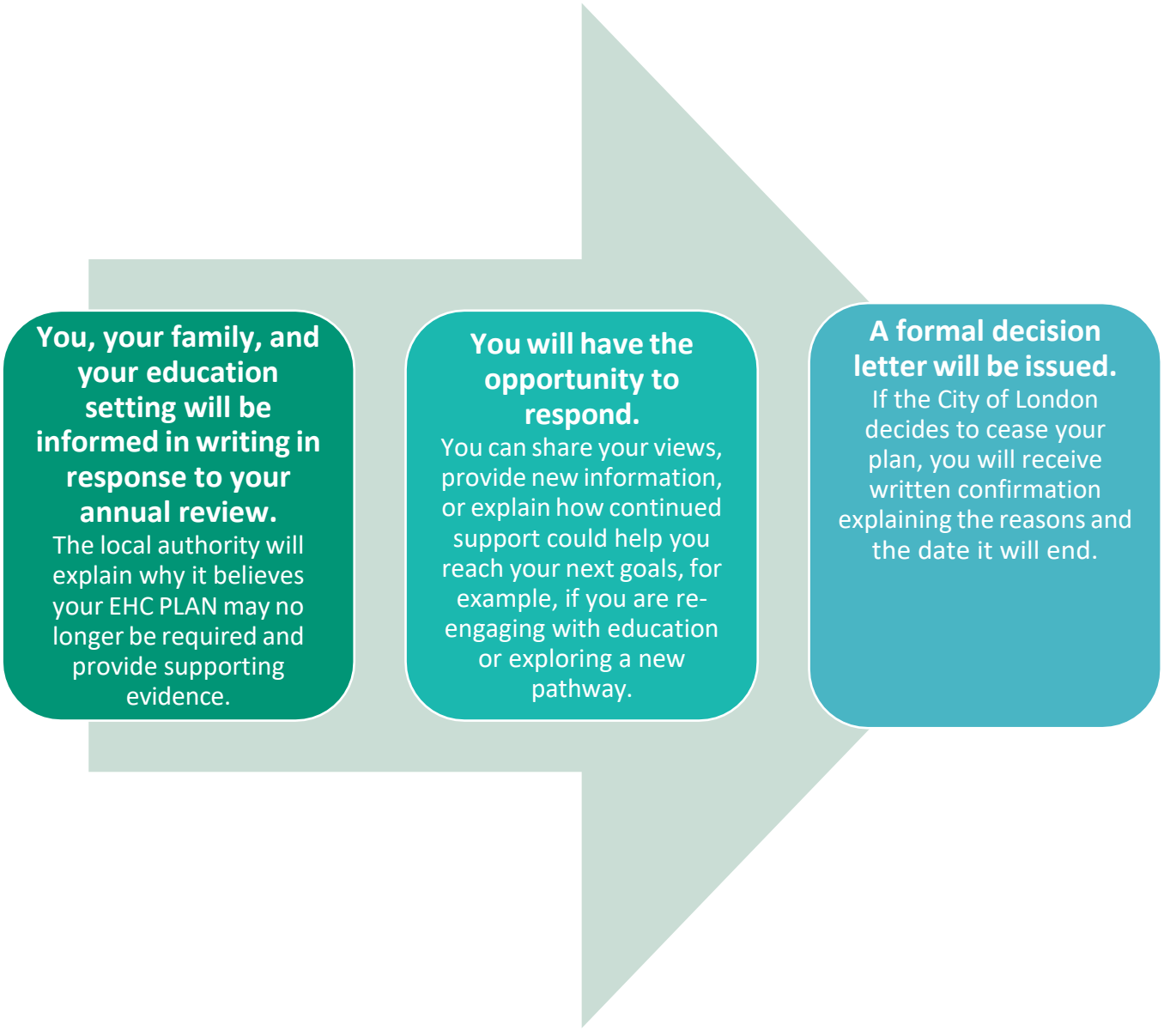
An EHC plan may be ended if:

- You have **achieved the outcomes** set out in your plan and no longer need additional support.
- You move into **full-time paid employment** or begin **higher education**, such as university.
- You are **not currently engaged in education or training**, and there are no immediate plans to return. In this case, the City of London will always work closely with you, your family, and services such as your Careers Advisor and Social Worker to help you re-engage in education or training before any final decision is made.
- You or your family **request** that the plan ends, and the local authority agrees that EHC plan-level support is no longer required.

The Process of Ceasing an EHC plan

Once you have reached the end of your educational journey, or are continuing to university, it is time to end your EHC plan. This will be discussed during your annual review. As part of this review, you will share your views and the plan decision regarding ceasing your EHC plan will be discussed with you. If it is decided that your EHC plan will be ended, you will be notified and given a final end date for your EHC plan.

If the City of London is considering ending your plan:



Transition arrangements will be agreed before the plan ends.
The SEND Team, Social Worker, and Careers Advisor will work together to ensure other forms of support are in place, such as employment, community, or health services, so that you are not left without guidance or structure.

After an EHC plan Ends

Even if your EHC Plan comes to an end, support is still available.
You can continue to receive help from:

- The **City of London Social Care Team**, for ongoing social care or independence planning.
- A **Careers Advisory Service**, for careers advice and guidance on training or employment.
- **Community and adult learning services**, which offer courses and skills development opportunities.

If your situation changes in the future, for example, if you return to education or your support needs increase, you can request a **new EHC needs assessment** at any time up until you turn 25.

Disabled Students' Allowance (DSA)

When a young person moves into higher education, their Education, Health and Care Plan (EHCP) will no longer apply. Instead, they can apply for Disabled Students' Allowance (DSA) to ensure they receive the support they need to succeed at university or college.



What is DSA?

DSA is a government-funded allowance that helps cover extra study-related costs caused by a disability, long-term health condition, mental health condition, or specific learning difficulty (such as dyslexia).

What does DSA cover?

- **Specialist equipment** (e.g., laptops, assistive technology)
- **Software** for accessibility and learning support
- **Non-medical helpers** (e.g., note-takers, study mentors)
- **Extra travel costs** related to disability
- **Other approved support** to ensure equal access to learning

Important to Apply Early

Applications can take time to process, so it's best to apply as soon as you have a confirmed place at your university or setting. Early application helps ensure support is in place for the start of term.

Find out more and apply here:

https://www.gov.uk/disabled-students-allowances-dsas

Further Information, Advice and Guidance

If you need more support during the post-16 transition process, the following services can help:

Local and City Services

SEND Team
For queries about Education, Health and Care Plans (EHCPs)
Email: EEYService@cityoflondon.gov.uk

The City of London Local Offer
Information on services and support available in your area
Website: www.fis.cityoflondon.gov.uk/send-local-offer/about-our-local-offer

School SENCO
Your child's Special Educational Needs Coordinator for school-based support. Speak to your school if you would like to speak to your SENCO.

SENDIASS
Independent advice and support for families
Email: towerhamlets&city.sendiass@towerhamlets.gov.uk
Website: www.towerhamletsandcitysendiass.com

City Parent Carer Forum (CPCF)
Peer support and advocacy for parents/carers
Website: www.cityparentcarers.org

SocietyLinks Career Advice
Guidance on education, training, and employment options
Email: Stephen.Davids@societylinks.org.uk
Website: https://www.societylinks.org.uk/

Children's Social Care
Support for children and families with social care needs
Email: Children.Duty@cityoflondon.gov.uk
Website: www.cityoflondon.gov.uk/services/children-and-families

Adult Skills and Education Service
Opportunities for adult learning and skills development
Website: www.cityoflondon.gov.uk/services/education-and-learning/adult-skills-and-education-service

National and Specialist Services

Access to Work
Government support for disabled people in employment
Website: https://www.gov.uk/access-to-work

DFN Project Search
Supported internships for young people with SEND
Website: https://www.dfnprojectsearch.org

Disability Rights UK
Advice on rights, benefits, and independent living
Website: https://www.disabilityrightsuk.org

Jobcentre Plus
Employment advice and benefits
Website: https://www.gov.uk/contact-jobcentre-plus

MENCAP
Support for people with learning disabilities and their families
Website: https://www.mencap.org.uk

NDTI (National Development Team for Inclusion)
Resources on inclusive education and employment
Website: https://www.ndti.org.uk

National Autistic Society
Support and resources for autistic individuals and families
Website: https://www.autism.org.uk

Preparing for Adulthood (PfA)
Guidance on transition planning for young people with SEND
Website: https://www.ndti.org.uk/programme/preparing-for-adulthood/

Sense
Support for individuals who are deafblind or have complex disabilities, including advice, activities, and family support
Website: www.sense.org.uk/information-and-advice/life-stages/childhood-and-school/send/post-16/

SCOPE

Disability equality charity
offering practical information
and emotional support
Website: https://www.scope.org.uk

Glossary

Access to Work
Government support providing practical and financial help for disabled people in employment.

Accredited Qualification
A recognised award such as GCSEs, BTECs, NVQs, or T Levels.

Adult Learning Environment
A more independent college-style setting for learners aged 16+.

Adult Learning Services
Community or local authority programmes offering courses for adults.

Adult Services (Post-18)
Support for adults with disabilities or additional needs, including social care and community support.

Adult Social Care
Services supporting adults with significant needs related to disability, health, or daily living.

Adult Social Care Assessment
A formal evaluation of a young person's needs as they approach adulthood.

Annual Review
A yearly meeting to review and update an EHC plan.

Appeals (EHC Plan Decisions)
A legal process to challenge decisions about EHC plans.

Apprenticeship
Paid work combined with training and study for a qualification.

BTEC
A vocational qualification focused on practical and skills-based learning.

Careers Adviser / Careers IAG
A professional who provides impartial guidance on education, training, and careers.

Careers Pathway
A route toward future employment including relevant learning and experience.

Ceasing to Maintain (EHC Plan)
A formal decision to end an EHC plan when support is no longer required.

City of London SEND Team
The local authority team coordinating EHC plans and SEND support.

Community Inclusion
Opportunities to engage in social, leisure, and community activities.

Community Participation
Taking part in local groups, clubs, or social activities.

Community Projects
Local programmes offering volunteering, skills development, or social activities.

Community-Based Learning
Learning that happens in community settings rather than formal classrooms.

Consultation (EHC Plan Process)
The process where providers confirm whether they can meet a young person's needs.

Decision-Making (Post-16)
Choosing the most suitable post-16 pathway based on needs and goals.

Disabled Students' Allowance (DSA)
Funding for higher-education students with disabilities.

EHC Plan (Education, Health and Care Plan)
A legal document outlining a young person's SEND needs and support.

Enrolment
The process of registering and confirming course choices at a post-16 setting.

Entry Requirements
Grades or qualifications needed to access specific courses.

Entry-Level Courses
Foundation-level qualifications that prepare learners for further study.

EOTAS
Education provided other than at school when mainstream or specialist settings can't meet needs.

Exam Results
Qualifications achieved at the end of a study programme.

FE College (Further Education College)
A college offering academic, technical, and vocational courses for learners aged 16+.

Floating Support
Flexible help with skills needed for independent living.

Functional Skills
Practical English and Maths qualifications for learners who haven't achieved GCSE Grade 4.

GCSE Resit
Re-taking GCSE English or Maths to achieve a passing grade.

Higher-Level Apprenticeship
Apprenticeships at Level 4+ combining paid work with advanced learning.

IAG (Information, Advice and Guidance)
Impartial careers and education advice.

Inclusive Activities
Clubs or events designed so young people with SEND can fully participate.

Inclusive Provision
Support and teaching that ensures learners with SEND can access learning.

Independent Living Skills
Practical skills supporting autonomy, such as cooking and budgeting.

Independent Travel Training
Support teaching young people to travel safely using public transport.

Industry Placement
A substantial work experience component of some technical qualifications.

Job Coach
A support professional helping young people learn workplace tasks and build independence.

Key Deadline (31st March)
The legal date by which post-16 placements must be named in EHC plans.

Learning Environment
The physical and social spaces where learning takes place.

Learning Mentor
A staff member who helps with organisation, confidence, and study skills.

Learning Support Department
A team providing SEND-related support in a school or college.

Life Skills Programme
Structured activities to develop independence and daily living abilities.

Local Authority Consultation Duty
The requirement to consult providers during EHC planning.

Local Offer
Information published by a local authority about available SEND services.

Medical Evidence
Health professional reports supporting funding or support applications.

Mental Health Condition
A long-term psychological condition that may impact learning and wellbeing.

Multi-Agency Transition Forum
Professionals meeting to coordinate support for transitions.

Multi-Agency Working
Collaboration between education, health, and social care services.

NVQ
A practical, skills-based vocational qualification.

Outcome-Focused Planning
Support planning that centres on achieving specific life outcomes.

Outcomes (EHC Plan)
The goals a young person is expected to work toward.

Pathway Combination
A mix of learning, work and independence activities.

Personal Development
Activities that build confidence, resilience, and social skills.

Personal Goals
A young person's aspirations guiding SEND planning.

Personal Travel Budget
Flexible funding allowing families to arrange travel themselves.

PfA (Preparing for Adulthood)
A framework focusing on outcomes in education, independence, health, and community inclusion.

Post-16 Pathway
The route a young person follows after Year 11.

Post-16 Provider
Any organisation offering education or training for learners aged 16+.

Progress Monitoring
Tracking whether a learner is meeting their goals.

Reasonable Adjustments
Changes to remove barriers for learners with SEND.

Reasonable Travel Distance
A distance judged appropriate for a young person's safe travel to a setting.

Reimbursement (Travel Costs)
Money paid back for transport expenses.

Risk Assessment (Transition)
A review of potential risks in new settings or travel.

SEN Support
Support in education settings for those with SEND but without an EHC plan.

SENCO
The staff member overseeing SEND provision in a school.

SEND
Special Educational Needs and Disabilities.

SENDIASS
A service offering impartial SEND-related advice to families.

Short Breaks
Respite or activity sessions supporting young people and families.

Sixth Form
The final two years of school-based education.

Sixth Form College
A standalone academic/vocational institution for 16–19-year-olds.

Social Care Package
Support services arranged for young people with significant needs.

Social Care Team
Local authority staff supporting children and young adults with additional needs.

Social Skills
Capabilities needed to communicate and interact effectively.

Social Worker
A professional supporting young people with significant social care needs.

Specialist College
A setting offering tailored programmes for young people with complex needs.

Speech and Language Therapy
Support for communication and language development.

Study Programme
A personalised package of learning, English/Maths, and activities.

Study Support Assistant
A staff member offering direct help in lessons.

Supported Employment
Assistance helping young people move into paid work.

Supported Internship
A workplace-based programme for young people with EHC plans.

Supported Living
Housing with daily living support for young people with additional needs.

Supported Transitions
Structured support helping young people move between settings.

T Level
A technical qualification combining classroom study with industry placement.

Taster Day
An experience day at a setting before enrolling.

Therapeutic Support
Specialist health or wellbeing interventions.

Transition Meeting
A meeting between settings to plan a young person's move.

Transition Planning
Preparing for movement across education, health or care stages.

Travel and Transport Policy
Guidance on who receives travel support and how decisions are made.

Travel Assistance
Support enabling safe travel to education settings.

Travel Assistance Application
The process of applying for local authority travel support.

Travel Training Provider
A service teaching independent travel skills.

UCAS Post-16 Options
Guidance comparing post-16 pathways.

VCS (Voluntary & Community Sector)
Charities and organisations providing community activities.

Volunteering
Unpaid community-based work building skills and confidence.

Work Experience

Short-

Work-

Training through practical experience in employment settings.

Work-Based Pathway

A post-
learning.

