

Hertfordshire

Quality SEND Offer for post-16 providers

Hertfordshire expects all post-16 providers, who deliver programmes to young people with SEND, to work within the guidance described in this Quality SEND Offer.

The SEND code of practice: 0 to 25 years says post-16 settings¹ must:

- have regard to the SEND code of practice: 0-25 years (7.3)
- co-operate with the local authority on arrangements for young people with SEN (7.3/8.24)
- admit a young person if the institution is named in an Education, Health and Care (EHC) plan (7.3)
- fulfil their duties under the Equality Act 2010 (Chapter 1), including making reasonable adjustments and providing auxiliary aids and services to ensure that disabled young people are not at a substantial disadvantage compared with their peers (7.7)
- use their best endeavours to secure the special educational provision that the young person needs² (7.3/8.50)
- ensure all young people up to and including age 18 and, for 19 to 25 year-olds with EHC plans, are provided with independent careers guidance³ (7.9/8.27)
- ensure a named person with oversight of SEN informs young people with autism of their right to a community care assessment and their parents of a right to a carer's assessment (8.64)
- have regard to the Mental Capacity Act 2005 (8.18)

Outcome 1: We expect all post-16 providers to provide high-quality provision that meets the needs of young people with SEND through:

- designing high-quality study programmes that provide stretch and progression (8.30)
- delivering inclusive, high-quality teaching which is differentiated for individuals and embedded in all subject areas and at all levels (7.4)
- providing pathways to employment (8.31) and help for those who need to develop skills which will prepare them for work (8.37)
- using assessments that are differentiated and proportionate to the likely level of SEND (7.10)
- identifying needs and providing support for young people who may have fallen behind at school (7.12)
- regularly reviewing the needs of young people with SEND, using a cyclical approach to assessing need, planning and providing support, and reviewing that support so it can be adjusted where necessary (7.14)
- removing all the barriers to learning that they reasonably can by keeping the reasonable adjustments they make under review (7.21)

Outcome 2: We expect all post-16 providers to improve short-term and long-term outcomes for young people with SEND through:

- being ambitious for young people with SEN whatever their needs and whatever their level of study (7.5)
- being aware of effective, evidence-based practice in the sector and elsewhere (7.14)
- raising the career aspirations of young people with SEND and broadening their employment horizons (8.28)
- ensuring SEN support is provided by appropriately qualified staff with relevant skills and knowledge (7.16)
- providing a coherent study programme which provides stretch and progression and enables them to achieve the best possible outcomes in adult life (7.6)
- promoting independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participation in the community (7.13/7.38)
- ensuring teaching staff work with specialist support to identify where a young person may be having difficulty which may be because of special educational needs (7.11)
- ensuring curriculum and support staff know who to go to if they need expert advice (7.22)
- supporting young people so they can progress and reach positive destinations in adult life (7.5)

Outcome 3: We expect all post-16 providers to communicate sensitively, appropriately and effectively with parents and young people with SEND, engendering trust, confidence, respect and constructive partnership working through:

- making sure young people with SEND know who to go to for support (7.21)
- giving all young people an opportunity before or at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning (7.10)
- supporting young people to form their own views and be more and more involved in discussions about their aspirations, needs and the support they think will help them best (7.13/8.13)
- continuing to involve family members in discussions about the young person's studies where a young person is under the age of 18 or when there are concerns about attendance, behaviour or welfare. (8.17)
- keeping a young person's profile and record of support up to date to inform regular discussions with them and, where the young person is happy for them to do so, with their family, about their expected outcomes, progress and planned next steps (8.13)

Outcome 4: We expect all post-16 providers to manage resources for SEND through a transparent approach that is fair, meets the needs of young people with SEND and achieves best value for money through:

- ensuring there is a named person with oversight of SEN provision to ensure coordination of support (7.22)
- establishing a clear picture of the resources available and determining their approach to using their resources to support the progress of young people with SEND (7.30)
- providing appropriate high-quality SEN support using all available resources (7.29)
- producing a clear description of the special educational provision they normally provide for young people with SEND (7.31)
- the governing body ensuring there is appropriate expertise within the workforce and that curriculum staff are able to develop their skills, are aware of effective practice and keep their knowledge up to date (7.22)

Outcome 5: We expect all post-16 providers to work proactively and collaboratively to improve provision through:

- effective transition planning with schools including familiarisation visits (7.10/8.21)
- ensuring they have access to external specialist services and expertise (7.23)
- supporting young people to make a good transition to adult health and, where eligible, social care services (8.54/8.57)
- ensuring young people with SEND have the information they need to make the transition to life beyond college (8.75)
- facilitating joined-up provision for young people whose specific circumstances require additional consideration such as looked after young people, care leavers and those with SEND and social care needs (Chapter 10) and sharing information as quickly as possible when requested by Youth Offending Teams⁴ (10.71)

¹ Post-16 settings include sixth-form colleges, general further education (FE) colleges, 16-19 academies, specialist art and design and land-based colleges and independent specialist colleges approved under Section 41 of the Children and Families Act 2014. School sixth form provision is included in the Quality SEND Offer for schools.

² This duty applies to further education (FE) colleges, sixth form colleges and 16-19 academies.

³ In relation to young people aged 18 and under who have been remanded or sentenced by the Courts to relevant youth accommodation in England