Wiltshire Council Post 16 EHCP Placement Policy

This document outlines the criteria for assessing the eligibility of young people with Education Health Care Plans (EHCPs\*) aged 16-25 when considering post 16 education provision. It has been developed in accordance with the statutory guidance within the new SEND Code of Practice (July 2014).

\*Please note that EHCPs are known as My Plans in Wiltshire.

Principles

* Young people with EHCPs have access to education that is based on identified outcomes and enables educational progression leading towards the best possible outcomes for adulthood (higher education, employment, independent living and participation in society)
* All learners are entitled to have their needs and outcomes met in local mainstream provision
* All young people with EHCPs have the same opportunity of access to appropriate education
* The needs and outcomes of the majority of young people with EHCPs can be met within mainstream further education
* National guidance suggests that it is in the best interests of young people to maintain links and relationships within their own local community, therefore Wiltshire Council supports young people to remain in their local community
* If provision in a specialist setting is necessary it should be as local as possible
* The young person and parent/carer are consulted on possible options and invited to give their views
* Where a young person is over 16, their views will take precedence unless it is proven that the young person does not have the mental capacity to make the decision
* A variety of options are considered to meet the needs and outcomes as stated in the EHCP. Providers must demonstrate how the provision will contribute towards the achievement of longer term Preparing for Adulthood (PfA) outcomes (employment, community inclusion, living arrangements and living a healthy life, within an agreed timescale
* The needs of young people with EHCPs are explored with mainstream local providers and assessments include evidence that discussions have taken place
* Local agencies (eg. social care and health services, where appropriate) are engaged in the assessment process where an independent placement is being considered
* If there is evidence that a learner could access local provision with additional support from local agencies to live in their local community, they would not be considered eligible for a residential placement
* Residential placements will only be considered where there is evidence that no suitable day provision can meet a young person's agreed educational, care or health outcomes with reasonable adjustment
* In cases where a residential educational placement is sought to meet social care and/or health needs, a multi-agency approach to funding will be agreed by the Complex Needs Panel (CNP)
* In cases where there is evidence that a young person has specific learning needs and outcomes that can only be met by a provider outside of reasonable travelling distance from home, a residential placement will be considered
* Training for independent living skills does not normally require a residential placement
* Access to a 'full-time programme', 'waking curriculum' or '24 hour curriculum' are not sufficient reasons for a residential placement
* For young people with EHCPs who are 19 and above there is no automatic entitlement to continued support for further education or training (Code of Practice 9.151)

SEND Panel Requirements - 16-18 placements

The SEND Panel will assess requests against the evidence provided in the learner's EHCP, and appendices, including, where appropriate, the Educational Psychologist's report, information from provider assessments, Annual Review documents and any other supporting information from other professionals involved. If a young person makes a request for a particular post-16 provision the SEND Panel will take this into consideration and will comply with that preference and name the school or college in the EHCP unless:

* + it would be unsuitable for the age, ability, aptitude or SEN of the young person, or
	+ the attendance of the young person there would be incompatible with the efficient education of others, or the efficient use of resources

The SEND panel will also require the costs for each option and at least one assessment by a local provider which considers:

* + Curriculum needs - course and level appropriate to the learner with clear evidence of educational progression
	+ Learning support requirements
	+ Communication needs
	+ Social, emotional and behavioural needs
	+ Travel and mobility needs
	+ Other learner specific issues
	+ Additional support needed to access the curriculum
	+ How needs and outcomes will be met within the agreed timescale

If the provider is unable to meet the needs, clear reasons should be provided with evidence that reasonable adjustments have been considered.

When the assessment of a young person's education or training needs demonstrates that an essential element cannot be provided by local mainstream provision with reasonable adjustment being made the SEND Panel will require:

* Evidence that Information, Advice and Guidance from the SEND Lead Worker has been given to the young person on further education options based on their identified education support needs and outcomes
* Evidence that funding applications include clear plans within proposed programmes of study, and within an agreed timescale, for maintaining links with local communities and transition to adult life
* If the assessment reports show that the young person has health or care needs that cannot be supported by mainstream provision with reasonable adjustments, in line with duties placed on providers by the Equality Act 2010, independent specialist provider assessments should consider the arrangements they could put in place that would allow support from: personal care; specified therapies, eg. speech and language, physiotherapy, occupational therapy; medical support

SEND Panel Requirements - Post 19 Placements

The SEND panel will require:

* Clear views and preferences of the young person (or parents/carers if the young person does not have the mental capacity to make this decision)
* Evidence that educational and training outcomes specified in the EHCP have been achieved
* Evidence that a further educational placement will enable the young person to progress and achieve the outcomes specified in the EHCP
* Evidence that the educational and training outcomes identified in the EHCP will enable the young person to move on to the next stage of their lives, including employment or higher education and independent living

Transition Assessments for Young People with EHCPs

For a young person with an EHCP, the transition to adult care will be well planned, integrated with the annual reviews of the EHCPs and reflect existing special educational and health provision that is in place to help the young person prepare for adulthood.

As with EHCP development in general, transition assessments for adult care and support will involve the young person and anyone else they want to involve in the assessment. They will also include the outcomes, views and wishes that matter to the young person - much of which will already be set out in their EHCP.

Assessments for adult care or support will consider:

* current needs for care and support
* whether the young person is likely to have needs for care and support after they turn 18, and
* if so, what those needs are likely to be and which are likely to be eligible needs

Having carried out a transition assessment, the adult social care team will give an indication of which needs are likely to be regarded as eligible needs so the young person understands the care and support they are likely to receive once children’s services cease. Where a young person’s needs are not eligible for adult services information and advice about local provision and support will be provided by the education provider or SEND Lead Worker.