



Post 16 Transition Toolkit

Brighton & Hove City Council

A guide for young people, parents/carers and professionals to moving from school to post 16 education, training and employment.

December 2023



Brighton & Hove
City Council

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1. Foreword

We are very pleased to have produced a Post 16 Transition Toolkit. This guide is aimed at anyone supporting the transition of young people from school into post 16 education, training and employment including schools, academies and other education training establishments as well as parents and carers. We know that this transition can be crucial to the long-term employability of individuals, but can be difficult to navigate. Choosing a pathway, moving into new environments and taking on a more adult role in their progress can be challenging for young people. We hope this toolkit can help guide young people to choose future education and employment pathways and prepare them for the transition into the new destinations.

This guide will help schools, parents/carers and other professionals to manage the post 16 transition process and support the needs of all the young people in their care. There is a wide variety of options and pathways to choose to suit the needs, abilities and aspirations of all young people. It is common for young people not to know what pathway they want to take. This toolkit provides the information to help them make informed choices and explore them. It is important to remember that 16-19 year-olds get three years of funding to complete their post 16 education. Those with EHCP's get funding up to 25 years old. This can give them extra time to meet entry criteria for aspirational pathways or explore more than one option.



Young people and schools can access wider support from the careers hub and the post 16 providers themselves.

We look forward to hearing from your feedback. We hope to review and update this guide as we need, so please let us know if you have any suggestions that you would like to share. The Toolkit has been written by BHCC Education and Skills in partnership with the 16-19 Pastoral and Wellbeing forum and wider stakeholders such as Amaze and the careers hub.

If you have any queries, please send an email to SkillsandEmployment@brighton-hove.gov.uk



2. Terminology used in the guide



Post 16 education, training and employment:

This phrase includes all the possible pathways available to young people when they leave school in year 11. This includes academic and vocational qualifications, apprenticeships, employment and volunteering. It includes all programmes that start before they are 19. Young people may turn 19 before the programme finishes. Any programme that starts after their 19th birthday will be considered adult education.

Qualification Levels

There are 9 qualification levels from entry level (pre-GCSE) to level 8 (doctorate level).

Vocational qualifications

These courses teach practical skills and knowledge for a particular area of employment.

Apprenticeships

Intermediate, advanced higher and degree apprenticeships combine practical on-the-job skills training with off-the-job learning. Training will be relevant to the job and a salary is paid to the apprentice.

Service Provider/setting:

Any organisation that provides education or training to young people eg., college, independent learning provider or onsite training with an employer.

Assessment

This refers to any method of assessing the progress of a young person on their pathway. This might include exams, coursework assignments, practical demonstration, observations, presentations and much more.

Bursary

Financial help with education-related costs such as clothing, books, transport and food in order to complete the course successfully.

SENCO Special educational needs coordinator.

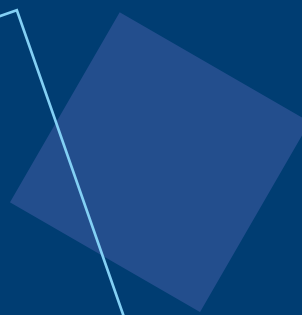
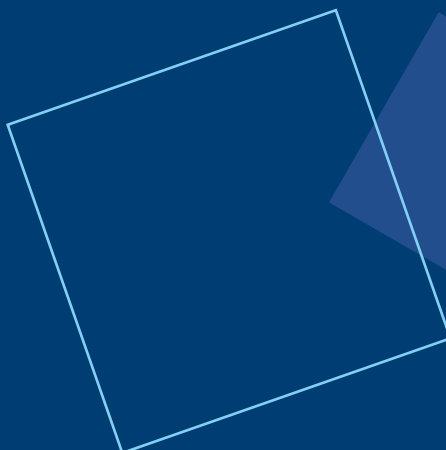
Most providers will have a person with this title who you can discuss any concerns about the needs of a young person. Smaller providers may have another named person who leads on SEND.

EHCP Education, Health and Care Plan.

Children and young people can get an education, health and care (EHC) plan only if they are under 25 years of age, have complex needs and difficulties and can't get the help they need with SEN support.

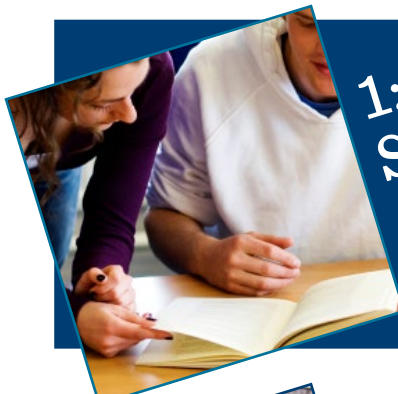
YES Youth Employability Service.

YES Employability Advisers give free, impartial careers information, advice, guidance and support with finding the right college course, apprenticeship, training or job for young people is aged 16 to 18 (up to 25 if facing additional barriers), not in education, employment or training and living in Brighton & Hove.



3. Making a Choice

There are three broad choices for young people when they have completed their GCSEs. At the end of year 11 they will move onto post 16 options:



1: Study

Study full-time:

- School sixth form
- Sixth form College
- FE College
- Training provider



2: Vocational education or training

Start an apprenticeship or traineeship:

- FE College
- Training provider
- Employer



3. Work* or volunteer

Work or volunteer full-time with part-time study or training:

- FE College
- Training provider
- Employer

*Part-time education or training alongside full-time work must be at least 280 planned qualification hours per year and lead to relevant regulated qualifications.

There is a lot to consider when making a choice about what a young person will do next. They need to think about:

• Interests

• Entry Requirements

• Skills

• Location

• Experience

• Support

4. Employment Sectors

There is a lot to consider when making a choice about what a young person will do as a career. They need to think about which area of work they are interested in going into.

These are the key sectors that provide job opportunities to thousands of people across the UK and beyond.



Administration



Computing, technology and digital



Engineering and maintenance



Beauty and wellbeing



Healthcare, emergency and uniform services

- Administration
- Animal care
- Beauty and wellbeing
- Business and finance
- Computing, technology and digital
- Construction and trades
- Creative and media
- Delivery and storage
- Healthcare, emergency and uniform services
- Engineering and maintenance
- Environment and land
- Government services
- Home services
- Hospitality and food
- Law and legal
- Managerial
- Manufacturing
- Retail and sales
- Science and research
- Social care
- Sports and leisure
- Teaching and education
- Transport, travel and tourism



Hospitality and food



Law and legal



Teaching and education



Construction and trades



Transport, travel and tourism

These sectors come from the national careers service:
<https://nationalcareers.service.gov.uk/explore-careers>

5. Entry requirements needed

Post 16: Qualification Levels and Common Entry requirements

To study or train at a particular level young people will need to meet entry requirements before they start. Below are common requirements. Each college, provider and course is different so please do some research and speak to the provider if you are unsure if you will meet the criteria

It is important to remember that 16 – 19-year-olds get three years of funding to complete their post 16 education - and up to 25 if they have an EHCP. Exploring new pathways, abilities and areas of interest may require a sideways move eg. Starting a completely new subject or sector area.

Post 16 education and training can be completed across 4 levels

Entry level qualifications:

None - just an interest in the subject

- entry level award
- entry level certificate (ELC)
- entry level English for speakers of other languages (ESOL)
- entry level diploma
- entry level essential skills
- entry level functional skills
- Skills for Life

Each entry level qualification is available at three sub-levels: 1, 2 and 3. Entry level 3 is the most difficult.

Level 1 qualifications:

An interest in the Subject

2 GCSEs at Grade 2/F

- first certificate
- GCSE - grades 3, 2, 1 or grades D, E, F, G
- music grades 1, 2 and 3
- level 1 award
- level 1 certificate
- level 1 diploma
- level 1 ESOL
- level 1 essential skills
- level 1 functional skills
- level 1 national vocational qualification (NVQ)

Level 2 qualifications:

4 GCSEs at grades 9-3 (A*-D) (English and maths desirable)

Or a Level 1 qualification. Level 3 - 4 GCSEs at grade 9-4 (A*-C), including English and Maths

- GCSE - grades 9, 8, 7, 6, 5, 4 or grades A*, A, B, C
- intermediate apprenticeship
- music grades 4 and 5
- level 2 award
- level 2 certificate
- level 2 diploma
- level 2 ESOL
- level 2 essential skills
- level 2 functional skills
- level 2 national certificate
- level 2 national diploma
- level 2 NVQ

Level 3 qualifications:

At least 5 GCSEs at grades 9 to 4, (A* - D) including English and maths.

Or a Level 2 qualification (Merit or Distinction) in a related subject.

Level 3 qualifications:

- A level
- access to higher education diploma
- advanced apprenticeship
- applied general
- AS level
- music grades 6, 7 and 8
- international Baccalaureate diploma
- level 3 award
- level 3 certificate
- level 3 diploma
- level 3 ESOL
- level 3 national certificate
- level 3 national diploma
- level 3 NVQ
- T Level
- tech level

6. Types of Qualifications and Pathways

A Levels:

Advanced level academic qualifications. Young people can carry on studying subjects they took for GCSE or pick new ones. Three varied subjects can be chosen to keep options open or tailor them to a specific career aspiration.

Duration: 2 years

Assessment: Mostly exams at the end of the course

Level of study: 3

Entry requirements: Typically 5 GCSEs Grade 9-4 (usually including English and maths)

Work experience: Your school or college may offer short periods of work experience, usually during year 12

Leads to: University or college courses, higher and degree apprenticeships, work.

T Levels:

Designed in partnership with employers to give young people the skills and knowledge to get on in the workplace. They include a combination of classroom learning with real work placements. 1 T Level is the equivalent of 3 A Levels.

Duration: 2 years

Assessment: Exams, projects and practical assignments

Level of study: 3

Entry requirements: Course dependent

Work experience: At least 45 days on industry placement

Leads to: Work, higher and degree apprenticeships, college and university courses.

Vocational qualifications:

These courses teach practical skills and knowledge for a particular area of employment. They can prepare young people for a broad employment sector, like engineering or travel and tourism, or for a specific job like a chef or a hairdresser. Qualifications which teach you how to do tasks specifically related to the industry and role you want to be involved in.

Duration: 1 or more years

Assessment: Can include coursework, skills tests and exams

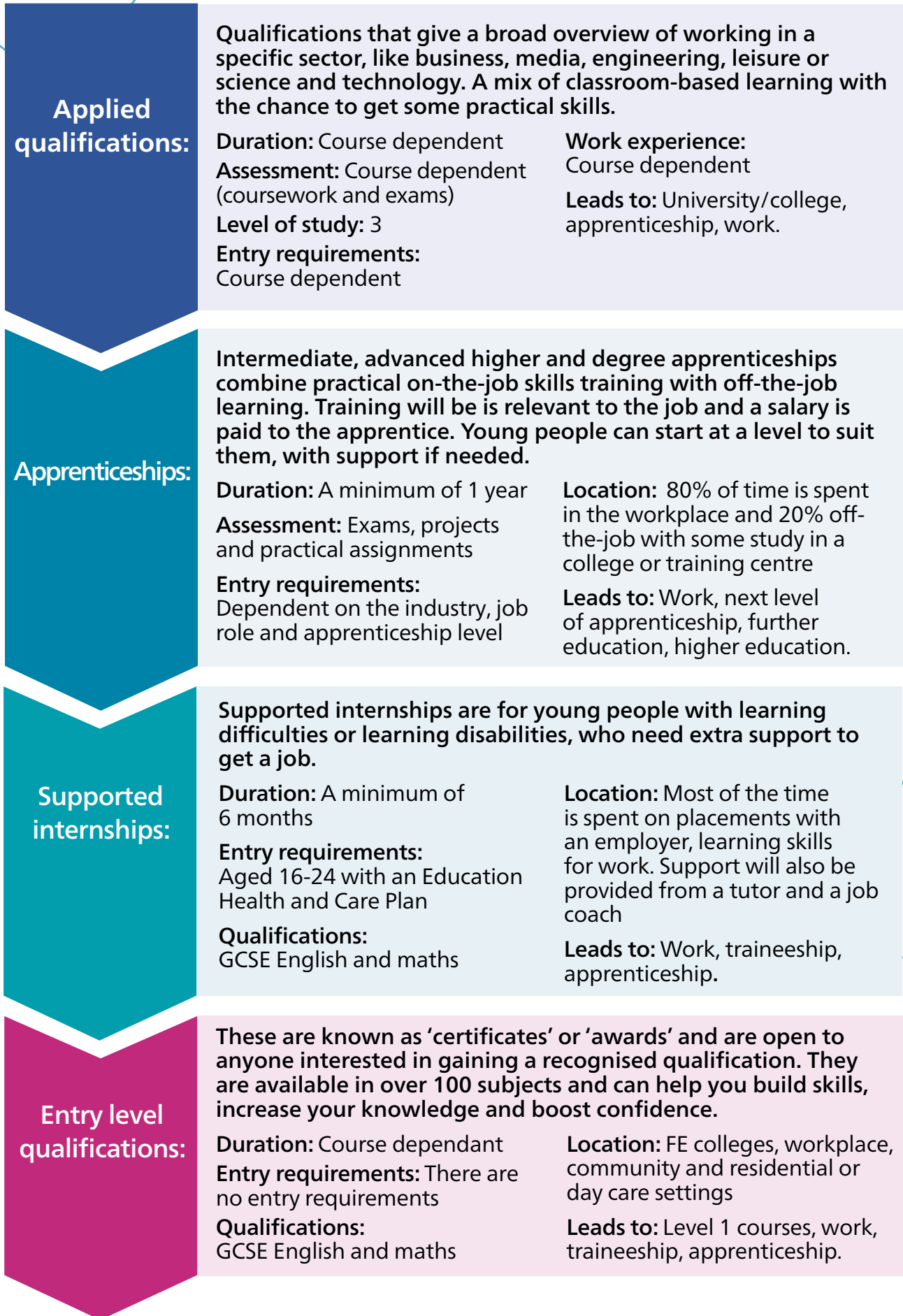
Level of study: 1+

Entry requirements: Course dependent

Work experience: You'll learn in real situations in college, for example in a college restaurant or a salon that is open to the public. You may also have the chance to go out on a work placement with an employer

Leads to: Apprenticeship, work, college or university.

Find out more: Speak to your local college or training provider or talk to an adviser.



7. Local Directory of Service Providers

BHASVIC:

205 Dyke Rd, Hove BN3 6EG

www.bhasvic.ac.uk

- **Level 3 courses:** A levels and vocational qualifications – wide range of subjects
- **Level 2:** GCSE Maths & English

BN1 Arts:

BN1 Studios, Vantage Point, New England Rd,
Brighton BN1 4GW

www.bn1arts.co.uk

- **Level 3:** Music Industry based practical qualifications with work experience
- **Level 2:** English & Maths GCSE/Functional Skills

Brighton Metropolitan College:

1A Pelham St, Brighton BN1 4FA

Wilson Ave, Brighton BN2 5PB

www.gbmc.ac.uk

- **Level 3:** Vocational qualifications (including T levels) – wide range of subjects.
- **Level 2:** Vocational qualifications – wide range of subjects, English & Maths GCSE/Functional Skills
- **Level 1:** Vocational qualifications – wide range of subjects
- **Entry level:** Inclusive learning options in a wide range of subjects.
- **Apprenticeships** – Level 1 -5

DV8 Sussex:

Victoria House, 125 Queens Rd, Brighton BN1
3WB

www.dv8sussex.com

- **Level 3:** Creative sector Vocational qualifications – Games Development, Media and Music
- **Level 2:** Creative sector Vocational qualifications – Games Development, Media and Music, English & Maths GCSE/Functional Skills

East Sussex College (Lewes):

Mountfield Rd, Lewes BN7 2XH

www.escg.ac.uk

- **Level 3:** A levels and vocational qualifications (including T levels) – wide range of subjects
- **Level 2:** Vocational qualifications – wide range of subjects, English & Maths, GCSE/ Functional Skills
- **Level 1:** Vocational qualifications – wide range of subjects (Eastbourne, Hastings)
- **Entry level:** Inclusive learning options in a wide range of subject areas.
- **Apprenticeships** – Level 1 - 5

Plumpton College:

Ditchling Road, Lewes BN7 3AE

www.plumpton.ac.uk

- **Level 3:** Land based sector Vocational qualifications (including T levels from 2024) – wide range of subjects
- **Level 2:** Land based sector vocational qualifications – wide range of subjects, English & Maths GCSE/Functional Skills
- **Level 1:** Land based sector vocational qualifications – wide range of subjects
- **Entry level:** Inclusive learning options in a wide range of subjects.
- **Apprenticeships** – Level 1 - 3

SUPAJAM:

47 Cromwell Rd, Hove BN3 3ER

www.semmuk.com

- **Level 3:** Music Industry based practical qualifications with work experience – Music Journalism & Photography
- **Level 2:** Music Industry based practical qualifications with work experience – Music Journalism & Photography, English & Maths GCSE/Functional Skills
- **Level 1:** Music Industry based practical qualifications with work experience – Music Journalism & Photography

*Specialist post-16 provider focussing on music and media for NEET young people aged 16-18 (aged 16-25 with EHCP).

Sutton and District Training:

Ash Cottage, Warren Rd, Woodingdean BN2 6DA
<https://suttondistrict.co.uk/>

- **Level 3:** Practical qualifications with work experience – Performance Skills
- **Level 2:** Practical qualifications with work experience – Customer services and Performance Skills, English & Maths GCSE/Functional Skills
- **Level 1:** STEPS programme – Inclusive learning option support and guidance to further education. Preparation for adulthood.

Varndean College:

Surrenden Rd, Brighton BN1 6WQ
www.varndean.ac.uk

- **Level 3:** A level and vocational qualifications (including International Baccalaureate Diploma) – wide range of subjects
- **Level 2:** GCSE and Vocational qualifications – wide range of subjects.

8. SEND

Local Directory of Service Providers

St John's College:

17 Walpole Rd, Brighton and Hove,
Brighton BN2 0AF
<https://www.st-johns.co.uk/>

- For autistic young people aged 16-25 years
- Specialist education and expertise to gain knowledge and skills to achieve significant life enhancing outcomes.
- Entry level, Level 1 and Level 2 functional skills, supported internships
- 4 key curriculum learning areas: Core skills, Life skills, Work ready and Special interests

Downs link College

Surrenden Road,
Brighton BN1 6WQ
<https://downsview.brighton-hove.sch.uk/about-us/>

- Special school for children who have significant learning difficulties aged 16 to 19 years.
- Pupils follow a curriculum based around core skills which supports them to prepare for adulthood and independence.
- ASDAN Life skills challenge program.
- Functional skills qualifications in English, Maths and ICT.

Life skills college:

7 Old London Road,
Brighton, East Sussex, BN1 8XR
www.downsviewlifeskillscollege.co.uk/

- Curriculum developed with direct reference to the 'Preparation for Adulthood' themes of Employment, Independent Living, Friends Relationships & Community, and Good Health.
- Functional skills qualifications in English, Maths and ICT.

Team Domenica:

5-7 Preston Road,
Brighton BN1 4QE
<https://teamdomenica.com/>

- Supported Employment Programme
- Supported Internship Programme
- Employment mentoring

9. Where to get advice

School –

During year 10/11 students are entitled to careers advice from a qualified advisor. If this is not automatically provided for them, please ask a teacher.

College/provider –

If you have an idea of which pathway you are interested in contact the college, provider or employer to discuss how you can get onto the course or programme.

Parents/Carers/other adults you know –

Young people should have conversations with as many people as they can about the work they do and the journey they have made.

Students should use any work experience opportunities to speak with people who may be working in an area they are interested in.



National Careers services –

'**Get the Jump**' brings together education and training choices for young people [Get the Jump: explore your education and training choices | National Careers Service](#)

What Next Sussex includes resources, events and live chat to help make choices at every turning point in your education and training.

[What Next Sussex - Get Career Confident](#)

Amaze offers careers advice services for young people with SEND.

Choices and progression:

Many young people do not know what they want to do. In the modern labour market people don't necessarily stay in the same sector over their whole working lives. Choices at post 16 do not have to be final and life long. It is possible to change career direction at any time. However, all knowledge, skills and experience gained during this time can contribute to a successful life of employment and progression.

If young people have plans to progress onto level 4 - 8 qualifications including higher apprenticeships, undergraduate study (university) or higher technical qualifications it is important to get advice about the qualifications they need to take at post 16 that will meet the requirements for higher level programmes.

10. Timeline

Year 9 and Year 10:

Ask:

- What does the young person like doing?
- **What do they not like doing?**
- What are they good at?
- What sorts of experiences do they want to have?
- Who do they want to work with?
- What differences do they want to make?

Create a vocational profile

Choose GCSE / vocational courses at school with future options in mind

Gain some experience of the workplace

Ensure Education Health and Care Plans (EHCP) annual reviews (autumn term) include the aspirations and possible pathways for each young person.

- Will the young person need adjustments in a post 16 setting?
- How will they articulate what their needs are?

Produce a one page profile to use for applications

Year 11:

September – December

- Explore local options in employment, training, 6th forms and FE colleges
- Look at pathways fitting around skills, interest and predicted grades
- Seek advice - tutors, school's careers advisers and teachers

- If the YP is likely to need additional support, contact providers for initial discussions & to plan visits/open days
- Go to open days
- Submit an early application for your chosen course to avoid disappointment
- College and 6th forms interviews begin

January - April

- Think about a back-up plan and confirm it by the Easter break
- Create an account at the National Apprenticeship Service and keep an eye out for vacancies.

- Contact employers regarding apprenticeships
- Complete any outstanding application forms by the end of March
- Explore any financial support available eg FE16-19 bursary grants – ask advisors in school, college and 'What Next Sussex'

May – August

- Create an up-to-date CV
- Consider travel options for your chosen pathway. Apply for any travel assistance needed (deadlines usually in May)
- Complete GCSE/vocational exams and assessments

- Attend induction/taster/transition days
- Continue to apply for apprenticeships and work-based learning
- GCSE/Vocational results – see following pages
- Update CV with exam results
- College enrolment
- Prepare to start your new pathway – equipment, uniforms, preparation tasks set

11. Results day - August

What happens on the day:

Final results for GCSE and other level 1 & 2 qualification completed by learners between 14-16 years old will be made available to students on the 4th Thursday in August – usually from their school from 8am.

Students will receive a Candidate Statement of Provisional Results.

Certificates are awarded in the autumn once re-marks and appeals have been processed.

Appeals: If students or teachers believe a mistake has been made with the marking or administration of the exam they have a short window within which they can appeal a grade.

Contact the school/provider who issued the results to start this process.

Re-marks: Students can request a GCSE remark up to 30 days after results day. Remarking one exam paper costs around £35 and takes about 3 weeks. Grades might get raised – but also lowered.

Contact the school/provider who issued the results to discuss the value of a re-mark.

Re-sits: Students can retake English language and maths GCSEs in November. For other subjects, students will have to wait for the next summer series. Entries for November resits are in early October. Depending on your circumstances, you may be eligible to take functional skills qualifications instead.

* if you are under 18 and have not achieved a 4 or above in Maths or English you will have to resit them along with any other qualifications you are working towards.

* YP with EHCPs could be exempt from the English and maths requirement. Check with colleges if functional skills could be accepted.

12. What to do if you didn't get the grades you were expecting?

I want to follow my original plan:

Speak to your first choice sixth form or college.

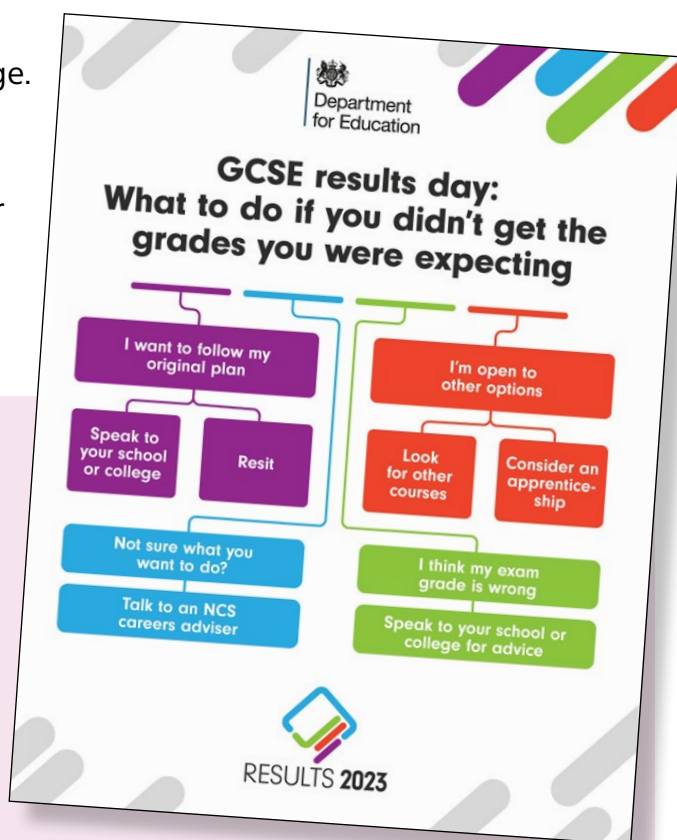
They might:

- be flexible about entry requirements, (especially if you only narrowly missed your grades)
- let you retake a GCSE while you study for a level 3 qualifications

I'm open to other options:

- Look for other courses/colleges with different requirements
- Ask your school for advice
- Call up your college or another one in your area to see if there's a space on a course you're interested in.

*Some T Levels and vocational technical qualifications (VTQs) have different entry requirements to A Levels. These are high-quality, career focused options that will help get the skills to progress in the area you're interested in.



Support:

The Youth Employability Team within Brighton & Hove City Council can offer qualified, tailored careers guidance and support. More information is available here:

[Youth Employability Service \(brighton-hove.gov.uk\)](http://brighton-hove.gov.uk)

Consider an apprenticeship:

There are many apprenticeship vacancies in the city, with a wide range of roles. Apprenticeships up to level 3 offer salaries are up to £22k a year. This can be higher above level 3. **Apprentices:**

- Earn while learning
- Gain valuable on-the-job experience
- Receive training at college
- Entry requirements vary depending on the employer, training provider and level of the apprenticeship

- Career starter apprenticeships are available in a range of exciting industries, such as engineering, teaching, healthcare and digital. www.apprenticeships.gov.uk/apprentices/career-starter-apprenticeships
- Some apprenticeships will require English and maths GCSEs, others will include training in the English or maths skills needed.

13. Starting College or training

New Start / New Expectations:

Post 16 education and training is quite different from school. It is an exciting time of change. Young people will be dealing with lots of new experiences such as making new friends and adapting to a new place of study or workplace. Young people will have more freedom and choice about when and how they study and work. They will also be expected to take more responsibility for the progress they make. Parents and carers will be less involved in the day-to-day life of their young person – but their support can have a positive impact. Parents and carers should get in touch with the college or provider and ask to be included if they have concerns about their young person. Some young people will find this challenging – particularly at the start. Below are some common challenges and advice.

Time management:

Post 16 education and training pathways usually involve some 'free' time. It is normal that 'contact' or lesson time will be about 16 hours a week. Hours outside of this might be study periods or study days. Young people are expected to use this time to study independently, carry out research or practice practical skills taught. To be successful in final exams/assessments it is recommended to include 15 hours a week of independent activity. For some young people they may have to juggle this with other commitments such as paid employment, family life or extra-curricular activities. Young people will need to be disciplined in planning their time, using diaries, checking email messages and recording tasks they need to complete. If they struggle with this, they can seek support from their college/employer. Do seek support early before a young person feels overwhelmed with these new responsibilities.

Study skills / approach to learning:

It's important that young people develop the skills they need to be successful at the pathways they have chosen. This can vary from listening and communication skills, note taking, practical tasks, creative techniques, professional approaches and record keeping. The skills needed and approaches necessary should be made explicit by the course tutors, teachers and mentors. If a young person is feeling unsure of what is expected or is struggling to meet these expectations discuss this with tutors/teacher/mentors. Many colleges have staff specifically to support and coach young people in these areas. SEND young people should have specific support as part of their programme eg., separate support sessions, in lesson support or Job Coaches. If a young person is not receiving the support that they need – especially if it has been agreed as part of an EHCP – seek support through the SEND department. Amaze can also help to negotiate the support needed. <https://amazesussex.org.uk/>

14. Finances

Financial Support

Those studying at a school/college or training course and aged 16-19, may get a bursary to help with education-related costs (clothing, books and other equipment for the course or transport/lunch).

Young people can apply through the school, college or training provider.

Ask student services or a tutor to explain the procedure.

Students can apply once they know where they will study or train, so they get their bursary as soon as possible.

Development Award Programme – 16-30s:

Development Awards are available to help young people anywhere achieve their goals and move into education, training or employment.

They can cover the following: cost of course fees (up to level 3/A level equivalent), tools/uniforms or equipment eg. laptops, job licence fees, travel, interview/work clothes, proof of ID eg. birth certificate/passport/driving licence etc and more.

The average award is between £140 - £160 – however this can increase to a max of £500 as each case is assessed individually.

It is for those who are unemployed or working less than 16 hours pw with financial barriers.

For more information get in touch, visit the website:
<https://www.princes-trust.org.uk/>

YES Advisers can give more information or help research alternative funding including Care to Learn.

Care to Learn (C2L) for Young Parents:

A benefit to help young parents aged under 20* to go back to college.

It is a weekly amount of £160 per child and provides help with the cost of:

- childcare, including deposit and registration fees
- a childcare taster session for up to 5 days
- keeping your childcare place over the summer holidays
- taking your child/travel to the childcare provider
- must be aged under 20 when starting the course, the childcare must be Ofsted registered.
- Claiming C2L won't affect your family's benefits.

Find out more here: www.gov.uk/care-to-learn/what-youll-get

Child Benefit

Your Child Benefit stops on 31 August on or after your child's 16th birthday if they leave education or training. It continues if they stay in approved education or training, but you must tell HM Revenue and Customs (HMRC).

You'll be sent a letter in your child's last year at school asking you to confirm their plans. When approved education or training ends payments will stop at the end of February, 31 May, 31 August or 30 November (whichever comes first).

You could apply for an extension of the Child Benefit for 20 weeks after your child leaves approved education or training and registers with their local careers service or signs up to join the armed forces.

More information can be found here:
www.gov.uk/child-benefit-16-19

Universal Credit

Universal Credit payments may include an amount to help with the costs of looking after dependent children who you have the main responsibility for up until they are 16.

16 to 19 year old children:

You may get the extra child amount for children aged 16 to 19 if they are attending or enrolled in full-time, non-advanced education or on approved training. If they are not in education or training, you will not get the extra child amount.

15. SEND transition support

Preparing for post 16 education or training

All young people need to make plans for their future. Planning helps to support young people with special educational needs and disabilities (SEND) and their families through the process of planning for adulthood. All young people with SEND should get support from school in preparing for adulthood but there should be an extra focus on this if they have an Education, Health and Care Plan. If your child has an EHCP, planning for the future starts at age 13 (Year 9) and should:

- Involve the young person in planning their future and making decisions
- Involve parents /carers so they can support the young person make choices
- Ensure young people and their families know the key people who can help eg. Special Educational Needs (SEN) team
- Ensure the young person can successfully go onto college, training, work or day services after school
- Ensure the young person continues to receive the support they need as an adult

From year 9 onwards annual reviews of EHCP's should have a focus on transition planning and should involve appropriate health, social and education professionals. This may be referred to as the Transition Review and allows sufficient time to start thinking and planning for their future options.

More support and information can be found here: www.brighton-hove.gov.uk/special-educational-needs-and-disabilities/get-ready-adult-life



Supporting young people with additional needs:

Visit to the college /provider:

- Visit to new colleges/providers of choice as early as possible
- Speak with the SENCO (or named person who leads on SEND)
- Check how the young person feels about discussing their additional needs with others
- Take the EHCP with you to show the support that is written in the plan
- Compare more than one setting
- If your provider repeatedly refuses support they might not be meeting the requirements of the Equality Act. Contact the SENDIASS advice line: www.brighton-hove.gov.uk/directories/special-educational-needs-and-disability-send-support/amaze-sendiass-advice-line



Preparation to start college /training:

- Secondary schools and post-16 settings should work together to for a positive transition and to pre-organise the SEND support
- Ensure there is a transition meeting between the school and college provider to discuss the arrangements and to share information about the young person's needs in good time
- SEND YP without an EHCP will not have their information automatically passed to the new setting. They will need to disclose information to ensure support. This includes any access arrangements for assessments
- Ensure professionals who support the young person from school, social or health care attend a transition meeting.
- Transition information should include: the structure of the day, how support will work day-to-day, who will be the main contact / key worker from the college/ provider, any specialist training needed for staff, information about any special equipment needed.
- Extra transition support might include: extra visits, taking photos of the environment and key people, providing prompt cards or checklists for staff, providing clear maps of the site and timetables, adapting the learning environment to ensure accessibility, creating individual support plans
- Travel arrangements should be made in advance and application for support be made by at least May before the new provision starts
- The EHCP phase transfer review is a statutory document that must be completed by 31 March of year 11. For both EHCPs and additional needs plans the young person themselves should lead on the conversation at this stage where possible.
- Please use the following link to access further advice and guidance from Amaze:
<https://amazesussex.org.uk/parent-carers/info-advice-parent-carers/education/14-and-over/>

Social elements of Post 16 education and training:

- Find out how the college/provider manages social time. Will there be support?
- Find out if there are quiet areas the young person can use
- Understand how lunch will be provided and paid for
- Read and understand policies which might affect the young person eg. homework, behaviour and bullying.

16. Struggling to settle into the new pathway

Many young people face challenges once they are a few weeks or months into their new course/training/employment.

Reasons include:

- Not enjoying the subject/s, practical work or employment activities
- Struggling to complete the work or activities set and not progressing
- Finding the social situation challenging eg. not making friends
- Not receiving the support they need to progress
- Facing challenging circumstances in their personal life
- Poor mental health
- Reduced attendance limiting progress
- Financial barriers



Support*

There is support available within colleges / providers and beyond. Settings will have strategies to identify challenges young people face and resources to support them. In larger colleges young people can reach out to pastoral leaders, tutors, wellbeing support officers, guidance managers and counselling / therapy services.

There are a variety of organisations offering external support:

Brighton & Hove NHS Wellbeing Service -
www.brightonandhovewellbeing.org/

The Samaritans -
www.brighton-hove.gov.uk/ru-ok

YMCA Youth Advice Centre -
<https://www.ymcadlg.org/what-we-do/support-and-advice/youth-advice-centre-yac/>

E-motion online counselling service -
www.e-motion.org.uk

Young minds -
www.youngminds.org.uk/

Substance Misuse ru-ok? -
www.brighton-hove.gov.uk/ru-ok

Sexual Health and HIV -
brightonsexualhealth.com/

Self-Harm -
<https://alumina.selfharm.co.uk/>

LGBTQ+ support -
www.allsortsyouth.org.uk/family-support

Safer internet -
<https://saferinternet.org.uk/guide-and-resource/young-people/resources-for-11-19s>

Domestic Abuse -
www.safespacesussex.org.uk/

Young Carers -
www.thecarerscentre.org/

Eating Disorders -
www.beateatingdisorders.org.uk/

As soon as possible, speak to a teacher, tutor, mentor, parent /carer or get in touch with a relevant organisations above. Although unsettling, some issues might be easy to fix eg. a change of course, group or tutor at the same college. If a young person is not able to continue there will always be another pathway. The YES team can support when this happens.

*There are many other services available. Please follow this link to find details of many more:

www.brighton-hove.gov.uk/frontdoorforfamilies/support-services-young-people

17. Leaving college or training early

Some young people will leave college or training before completing the course. If a young person is aged 16 to 18, not in education, employment or training and living in Brighton & Hove they can access free careers and employability support from the **Youth Employability Service (YES)**.

If young people are facing additional barriers, it may be possible to access this support until the age of 25. Parents and carers are able to attend with the young person for support.

Our **YES** Employability Advisers give free, impartial careers information, advice, guidance and support with finding the right college course, apprenticeship, training or job.

You will be allocated a qualified careers adviser who will be with you until you find the right opportunity, it may include support with:

- career and course decisions
- college applications
- job and apprenticeship searches
- writing a CV and job applications
- interview preparation
- access to personal development programmes and more



YES have strong relationships with organisations offering volunteering opportunities, employers, training providers and schools and colleges. Our Advisers can help young people to achieve AQA Unit Awards in a range of subjects to help to prepare for education or employment.

YES work closely with the Supported Employment Team and can help young people access help with issues including housing and wellbeing through groups like the YMCA Youth Advice Centre.

Contact us:

phone **01273 294 247**

email youthemployabilityservice@brighton-hove.gov.uk

18. Employment opportunities

If a young person is looking for employment alongside their studies or as part of a career plan they can find information here:

General job searches:

- www.indeed.co.uk
- www.gov.uk/find-a-job
- Keep an eye on local shop windows

Key worker jobs:

For jobs in the NHS including health care assistants, admin, cleaning, catering in local hospitals go to:

- www.bsuh.nhs.uk/work-and-learn/jobs
- www.jobs.nhs.uk

Retail

Check supermarket websites for current vacancies which could include checkouts, online picking, stock worker or delivery driving.

Between 16 and 18 a young person must be in education, training, work-based learning or part time work or volunteering while in part-time education or training. By law, young workers must not work more than 8 hours a day and 40 hours a week. They must get a 30-minute break if they work longer than 4.5 hours and 12 hours' rest in any 24-hour period.

The legal requirement to participate in education and training is on the young person - not the parent/carer. Enforcement does not form part of the current law. The local authorities has a duty to track those who are not participating and offer support through the YES service.

19. Volunteering

Volunteering can benefit young people in a number of ways. It helps build confidence and ambition and prepares young people for the world of work. There are a many suitable volunteering opportunities in Brighton and hove:

Volunteer Plus -

a Community Works and Brighton and Hove City Council project which is the local one-stop-shop for information on volunteering:

www.volunteerplus.org.uk
www.bhcommunityworks.org.uk

DO-IT database -

search for volunteering opportunities locally and abroad.

www.do-it.org.uk

Good Space -

a platform supporting creative, inclusive and meaningful volunteering opportunities in arts, heritage, and sports organisations. You can also earn digital badges.

https://goodspace.org.uk/partners/?_sft_opportunity_location=brighton-and-hove

Volunteering with the NHS -

Open to people aged 16+

<https://www.sussexcommunity.nhs.uk/work-with-us/how-to-work-with-us.htm>

