



SEND Support: What parents and young people can expect to see – Post 16.



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Version 1



Introduction

This document is a guide only, as individual settings operate within different contexts. We also know that each young person is unique and that support will need to differ accordingly.

Our local area Ordinarily Available Provision Document sets out what we can expect to see in our local schools and post 16 settings to support children and young people with SEND:

[Ordinarily Available Provision School Age.pdf](#)

More information about the support available can be found on our Milton Keynes SEND Local Offer.

www.milton-keynes.gov.uk/MKSEND

[Support for young people and Preparation for adulthood | Milton Keynes City Council](#)



Involvement of young people and their families

In the context of education, young people are considered adults at the age of 16 years. It is important therefore that, where possible, they participate in discussions about their aspirations, their needs and the support that they think will help them progress. This may be achieved via planned contacts such as tutor meetings.

Of course, as their parents and carers your views are still valuable and you will be invited to share and develop support for your young person alongside others involved.

Adults should encourage the young person to prepare for any meetings so they can feel able to confidently share their views and wishes.

Early Identification of need

High quality, inclusive teaching is a good starting point for young people, regardless of need. For most young people, small changes or adaptations (often called 'reasonable adjustments') can be made at school, college or other education provider to ensure that they are appropriately supported and can make progress.

Young people themselves and parents/carers may have ideas for changes or adaptations that could be helpful for the school, college or education provider to consider.

The setting may use standardised assessments to help them identify gaps and need.

The Graduated Approach

Level of support	Description	Examples of provision
Universal Support (also known as Quality First Teaching or Ordinarily Available Provision)	<p>We know that high quality, inclusive teaching is a good starting point for young people, regardless of need.</p> <p>For most students, small changes or adaptations (often called 'reasonable adjustments') can be made at school/post 16 provider to ensure that they are appropriately supported and can make progress.</p> <p>Secondary schools and colleges will often have different people or teams that support eg: pastoral, mental health, nursing.</p>	<ul style="list-style-type: none">• Having an identified area where students can go in the education environment to regulate at social times• Flexible approaches to lesson timings (eg: leaving early to avoid a rush)• Additional time when writing assignments• Use of assistive technology

	<p>You and your young person may have ideas for changes or adaptations that could be helpful to consider in collaboration with staff</p>	
<p>Targeted Support (further adaptation)</p>	<p>The SEND Support for each young person will be different because it is designed to meet the needs of that individual.</p> <p>For some young people, 'targeted' SEND support will be provided by the school, college or other education provider, if adequate progress has not been made with Universal Support.</p> <p>This may be set out in a SEND Support Plan and include the actions and approach needed to help the young person make expected progress</p>	<ul style="list-style-type: none"> • Small group learning support • Wellbeing groups • Housing/independent living training
<p>Personalised (for the individual child)</p>	<p>A small number of young people may need personalised SEND support to meet their needs - this involves advice, observation, assessment or support from other professionals.</p> <p>A level of personalised support can be provided successfully over time for young people without needing an EHC Plan.</p>	<ul style="list-style-type: none"> • Assistive technology, specialist tuition or note-takers • Help with personal care (or access to it) • Specialist advice that is tailored to the individual – from services such as the Inclusion and Assessment team, Speech and Language therapists, Occupational Therapists

Outcomes

This is a description of something the young person will be able to do at an agreed point in the future.

At this stage the focus is typically on promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community.

Outcomes can be short term (up to about six weeks) or longer term (up to twelve weeks). They are reviewed regularly as part of a continuous cycle- this is called 'assess, plan, do, review' eg:

- 'I can choose from two strategies and employ one of them to help manage and reduce my anxieties'
- 'I can follow a visual routine to ensure I manage my self-care needs on a daily basis with adult support and prompting'
- 'I can listen to sustained whole group inputs and take away the key teaching points'

Impact over time

Progress can look different depending on the young person's needs. It is helpful to reflect on the progress of any young person over time, so that we can understand their needs and the impact of the support being given.

We also need to take into account any other important events or changes in their life- as these might affect the progress being made.

A young person currently experiencing significant mental distress may need this addressed first before progress can be seen in other areas, such as their independence and learning.

Key people

Role/Service	Description
Initial Point of Contact	Young people typically have a tutor allocated to them who they can talk to in the first instance.
SEN Oversight	There is usually a named person in colleges and other education providers with an oversight of SEN provision, similar to the role of the Special Educational Needs Coordinator (SenCo) in a school.
Additional Support Teams	In college or other education providers there may also be additional teams of support e.g.

	<ul style="list-style-type: none"> • Mental health and wellbeing teams • Learning support teams • Careers Advisors <p>You can usually find out about who the key people are by looking at the school, college or further education provider's website.</p>
<p>External Support Sources</p>	<p>There are also other sources of support available outside of schools, colleges and education providers.</p> <p>The Milton Keynes SEND Local Offer includes a range of information and contact details of other sources of support (both locally and nationally) e.g.:</p> <ul style="list-style-type: none"> • SEND Local Offer Post 16 pages Your options Post 16 Milton Keynes City Council • Post 16 Team https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/CLMK/16-19-team-support-and-resources-16-19 • SENDIAS https://mksendias.org.uk/ • Parent and Carer Alliance (PACA) Home - PACA MK



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