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# Additional Learning Needs (ALN) Post 16 Strategy

Monmouthshire's Children, Learning, Skills and Economy  
Directorate

## ALN Post 16 Strategy

This strategy sets out Monmouthshire Local Authority's approach to post 16 transition for children/ young people with additional learning needs (ALN).

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## Introduction

In Monmouthshire we believe that children/ young people have the right to suitable post 16 provision which meets their individualised needs and supports their transition to adulthood. As such we are committed to working with a range of schools, colleges and providers to support access to inclusive, high-quality education and training for young people with additional learning needs (ALN). This strategy outlines Monmouthshire's vision and approach to supporting young people with ALN in accessing the necessary support, resources and opportunities to be successful in their post 16 provision.

Our aim is to support all children/ young people with ALN to secure an appropriate placement for post 16 learning / training. We recognise that this is a key transition in the lives of children/ young people with ALN and planning should begin well before the completion of compulsory schooling (usually Year 11). Wherever possible, young people should be able to attend their post 16 education or training locally, whether in their current school, a local college or work placement.

Our core aims of our Additional Learning Needs Post 16 Strategy are:

- To place children / young people and their parents/ carers at the centre of the decision-making process.
- To ensure information around options and placements remains accessible to children / young people and their parents/ carers.
- To begin transition planning through person centred annual reviews from Year 9 onwards.
- To support schools and settings to follow enhanced transition processes to support movement between schools and post 16 providers.
- To secure appropriate post 16 provision, with an effective pathway to secure appropriate levels of independence and resilience, alongside formal qualifications.
- To support all children/ young people with ALN to develop the skills required for their progression into adulthood.

This strategy has been written to ensure children/ young people, their parents/ carers, schools and settings, as well as other professionals supporting, have a clear understanding of the approach to post 16 transition for children/ young people with ALN. This confirms the commitment of the Inclusion Service to focus on the needs of our children/ young people with ALN and continue to review the processes and systems around post 16 transition.

## Definition and Scope

The Additional Learning Needs Educational Tribunal Act Wales 2018<sup>1</sup> and the associated Code<sup>2</sup> (Additional Learning Needs Code for Wales, Welsh Government 2021) provide the statutory guidance and mandatory requirements which impact planning for post 16 transitions in education. It creates a unified system for supporting learners from birth to 25 years with ALN. The common language used and the use of the Individual Development Plan (IDP) across pre-16 and post 16 settings, including further education institutions (FEIs), aims to improve consistency across phases. This provides the capacity for greatly improving the effectiveness of transition planning. The responsibilities on FEIs in relation to maintaining IDPs outlined in the Act and the Code supports increased collaboration between post 16 providers and schools.

*For the purposes of the Code and the Act, and this ALN Policy a 'child' is anyone not over compulsory school age and a 'young person' means a person over compulsory school age, but under the age of 25.*

Inclusion of children/ young people in decisions which impact their lives is a fundamental right and crucial to our strategy. The United Nations Convention on the Rights of the Child (UNCRC) states that every child has the right to express their views on matters which affect them and for their views to be given due weight in accordance with their age, understanding and maturity<sup>3</sup>. Central to the ALNET Act 2018 and Code is the rights-based approach - listening to children/ young people and their parents/ carers and taking their views into account<sup>4</sup>.

The Inclusion Service is committed to working towards the key outcomes of the Community and Corporate Plan with a focus on ensuring a truly inclusive educational system that recognises learners starting points, strengths and educational needs. In order to achieve this, we must consider the steps taken from compulsory education to post 16 provision.

***This strategy should be read in conjunction with Monmouthshire's Additional Learning Needs Policy.***

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<sup>1</sup> [Additional Learning Needs and Education Tribunal \(Wales\) Act 2018](#)

<sup>2</sup> [The Additional Learning Needs Code for Wales 2021](#)

<sup>3</sup> United Nations Conventions of the Rights of the Child – Article 12

<sup>4</sup> Additional Learning Needs Code for Wales 2021 – Chapter 3

## Implementation

This strategy relates to children/ young people with ALN who require additional learning provision (ALP). The definitions of ALN and ALP are taken from the Code<sup>5</sup>:

### *Additional Learning Needs (ALN)*

A child/ young person has an ALN if an individual:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

### *Additional Learning Provision (ALP)*

Additional learning provision for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age.

If a child/ young person has an ALN requiring ALP, an Individual Development Plan (IDP) will be drafted and maintained by the responsible body.

## Transitions

Monmouthshire Local Authority and schools recognise that transitions for children/ young people with ALN can be challenging. Planning ahead can help to deliver smooth transitions which enhance well-being, learning and social outcomes<sup>6</sup>. Additional support may be required to support the transition from school to a post 16 provision. The most successful transitions are those which are person centred in nature, are planned thoroughly and include key partners.

Monmouthshire schools will utilise the best practice guidance in the Code<sup>7</sup>, including:

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<sup>5</sup> Additional Learning Needs Code for Wales 2021 – Chapter 2 (2.3 and 2.4)

<sup>6</sup> Additional Learning Needs Code for Wales 2021 – Chapter 27 (27.4 – 27.5)

<sup>7</sup> Additional Learning Needs Code for Wales 2021 – Chapter 27 (27.13 – 27.28)

- capturing the views of the child/ young person through person-centred practice and the use of person thinking tools where appropriate.
- identifying a key person to co-ordinate the transition planning and multi-agency meetings, usually a member of school staff.
- early transition planning, taking an ongoing approach rather than focusing on one single event, ensuring continuity throughout the transition.
- consider the IDP review as a vehicle for on-going transition planning, considering the ALP required at each stage of learning, recording the additional support requirements for transition in Section 3C.
- taking an individualised approach to the transition itself, the timing, amount and length of any enhanced transition planning.

## Preparing for Post 16 Transition

Transition planning begins from Year 9, where children/ young people with ALN have opportunities to find out more about the choices available during person centred annual review meetings. Careers Wales and local college providers are invited to attend review meetings during the transition planning process<sup>8</sup>. Annual reviews at Key Stage 4 and 5 will likely be held earlier than the IDP date to discuss and begin planning for transitions (for example the Autumn Term to support visits to open evenings and applications to providers). During these review meetings, children/ young people and parents/ carers will share their views on placement and these views will be taken into consideration by the school and, where relevant, the local authority. The support requirements and a summary of the discussion around transition should be recorded in Section 3C of the IDP.

Alongside the annual review process, schools provide learning opportunities through the curriculum on planning ahead. Schools arrange opportunities for college visits and careers fairs to allow all children/ young people to explore the options available to them in the future.

There will likely need to be further transition planning meetings during Year 11, in addition to the annual review, to ensure any wider support required can be put in place ahead of the transition.

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<sup>8</sup> Additional Learning Needs Code for Wales 021 – Chapter 27 (27.41 – 27.44)

## Leaving school

Young people can legally leave school at the end of June in the school year of their 16th birthday (usually, year 11). This means that they have completed their compulsory education and are no longer required to attend school by law.

Each of our maintained secondary schools have a Sixth Form. There may be opportunities for young people to remain within this setting until 18. Sixth Form prospectus information will provide an overview of the courses available; this will be A Level courses in the main. It is important that course choices are explored, with careful consideration of the entry criteria which is set by individual schools based on an evidence basis.

Three of our schools have Specialist Resource Bases (SRBs), which provide for children/young people with complex additional learning needs until the age of 19<sup>9</sup>. The SRBs build their qualification pathways based on cohort needs, with a focus on functional skill development and community inclusion, where appropriate, including work experience opportunities. See appendix 2 for information on curriculum and qualification routes.

### Options available at Post 16

There are options to consider:

- Further education in a school
- Continuing their education in a further education college (FEI) e.g. Coleg Gwent
- Employment
- Get ready for Work – Jobs Growth Wales +/- Training
- Apprenticeships
- Voluntary Work

For young people remaining in education, there is universal provision available and most young people will have their needs met in this way. For young people with ALN the IDP to help them transition from school to post 16 education and training. The IDP will usually be in place at school and through review processes, will be amended to reflect the support requirements in a college setting.

### ALN and IDPs

Post 16 options will always be considered on an individual basis, taking into account the desired outcomes of the individual and their interests/ motivators, as well as their individual needs and abilities. Schools will work with individuals with ALN to support their planning and decision making, usually from Year 9 onwards. When planning for the future, it is

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<sup>9</sup> [Specialist Resource Bases - Monmouthshire](#)



essential that the views, wishes and future goals are explored in order to determine the secured outcomes.

This could include:

- completing a vocational qualification
- developing independent living skills
- getting involved with the local community
- preparing for work
- progressing to other education or training opportunities
- developing social relationships
- supporting emotional stability
- developing other skills or qualities for adulthood

The school Additional Learning Needs Coordinator (ALNCo) will provide information about how decisions regarding ALN are made from the end of statutory education. They will explain all about the Individual Development Plan (IDP), who will maintain it, and the child/ young person's rights including their right to consent or object to ALN decisions and their IDP. For some individuals, the choice may be to leave formal education and embark on a work placement or paid employment. In these cases, the IDP will cease.

The ALNCo will give information and help to ensure that the child/ young person is able to understand the possible consequence of decisions so that they can make an informed decision about their ALN and IDP.

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Schools will ask the child/ young person:

- What do you think about your IDP?
- Do you agree with the plan?
- Do you consent to the plan going ahead?
- Who are you happy to share your information with?

From the end of statutory education, if the young person does not consent to a decision about ALN being made or a plan being prepared or maintained, the school or local authority must take all reasonable steps to secure the additional learning provision (ALP) called for by

the young person's ALN. This means the extra support needed to help the young person learn.

Everybody involved must do everything they can to help the young person to make their own decision.

Where the young person is not able to (doesn't have capacity to) make decisions about their IDP, parent/carers can act as their 'representative'. This means parent/carers can exercise the young person's rights under the ALN Code. Where this is the case, it is important to involve the young person as much as possible in decisions being made, taking into account their thoughts, wishes and feelings before making a decision on their behalf. *Please see Page 15 – Capacity Assessment for further information on how decisions around capacity are made.*

If the young person or their representative needs support to express their views and wishes, and exercise their rights they can ask an advocate to help. An advocate is someone who speaks up for someone else. They can make sure people know what the young person thinks and how they are feeling.

Local authorities have partnership services which give independent support to parents/ carers and any young person can access the support of an independent advocate to support them throughout the transition process. These can be accessed through [Information, advice & advocacy for children and young people with ALN - Monmouthshire](#).

## The Transfer of IDPs

Children/ young people who have ALN will be able to discuss future transition from Year 9 onwards, during their annual IDP review meeting. Careers Wales and college staff may also attend to support children/ young people and their parents/ carers at these meetings. The school and LA will advise on the available pathways for the individual. Children/ young people with ALN should continue to make applications to their chosen providers as part of the usual process.

Where children/ young people consent for the IDP to continue to post 16, the IDP will transfer to college with them. There is a duty through the ALNET Act 2018 for any IDP to transfer to the FEI at the start of an academic year when it has been maintained by the school in the previous year<sup>10</sup>.

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<sup>10</sup> Additional Learning Needs Code for Wales 2021 – Chapter 28 (28.3, 28.9-28.10)

There will be occasions where the additional learning provision (ALP) is provided by an alternative provider, for example the local health board or SenCom (Sensory and Communication Support Service). In these cases, school will ensure the ALP provider is given the opportunity to contribute to the person-centred review meeting to determine whether the ALP will be required in its current form on transition to Post 16.

If any ALP needs to be commissioned (in any form) from a provider external to the LA or the local health board, to the post 16 provider (for example SenCom), the Inclusion Panel will consider the request and if agreed, the ALP secured. Once agreed, the ALP will be added to Section 2 of the IDP.

The organisation which maintains the IDP (school or the local authority) will formally consult with the post 16 provider to ensure they are able to provide the ALP outlined in the IDP. The consultation process will include a copy of the IDP and any other appropriate documents/ information. The local providers will always be consulted with, even if not the preference, to determine whether they can provide the ALP outlined in the IDP. If there is a request for a specialist or independent placement, this will be considered by Monmouthshire's Inclusion Panel, before a consultation process begins.

Once the transition has been made, the college / further education setting will work with each young person to make sure the plan is suitable for them within their chosen course.

Should a young person choose to no longer engage in education at 16, the IDP will cease. A formal letter will be issued by the body (LA or school) who maintains the IDP. This will provide the rights to appeal the decision.

## Suitable placements

When advising on a suitable college for a child/ young person with ALN, schools and LAs will use the ALN Code as their guide. The Code states that, wherever possible, young people should be able to attend their post 16 education and training locally.

The local authority maintains an inclusive approach to educational provision. All young people with an ALN should be provided with equitable access to further education (FE) provision, through the inclusive approach available locally. It is the expectation that usually the local FE will be able to meet the needs of the majority of young people with an ALN. FEIs have provision for young people with ALN. Colleges often provide discrete additional support through independent living skills, which prepare young people for work or to move

onto a mainstream vocational programme in a chosen area. A range of support can be offered through FEIs, including access to additional adult support and intervention, which allows young people to be educated alongside their peers.

Where a child/ young person has been electively home educated (EHE) or received education other than at school (EOTAS), consideration will be given to the suitability of provision available. This will include the suitability of the time allocation of the course. The LA will work with families to determine the appropriate options available.

The ALN Pathfinder website provides more information on college provision - [ALN Pathfinder](#)

Careers Wales provide an overview of the options available at Post 16 and advice around how to access these opportunities - [Careers Wales | Careers Wales](#)

## Independent Specialist Post 16 Institutions (ISPI)

In some cases, a young person may not be able to achieve their desired education and training outcomes locally, following a consultation process with local providers. This might be because their needs are so complex that appropriate local provision cannot be found. The LA may then consider an Independent Specialist Post-16 Institution (ISPI). ISPI placements will be a full-time provision, so where part time provision is required, the LA will work with the family to explore appropriate options. Where a young person has health or social care needs, local authority education officers will work in partnership with health board and social care to secure the appropriate care and support.

When considering an ISPI placement, the following questions will always be explored:

- Does the young person have reasonable needs for education and training?
- What are the young person's goals?
- What provision or programme of study is available which would help the young person meet their desired outcomes?

All specialist placements are agreed through the Inclusion Panel. The Inclusion Panel will consider the current IDP, recent annual review paperwork (including the views of parents/carers and the child / young person) and any evidence / advice from professionals supporting the learning.

The panel approach is based on the following principles:

- Meeting the LA statutory obligations outlined in the ALNET Act 2018 and code 2021.
- Young people will be treated fairly and equitably on a case-by-case basis.
- The best interests of the young person will be considered.
- The local provision will be prioritised, where it is appropriate and reasonable to do so.
- Consideration for the efficient education and effective deployment of resources.
- A balanced decision based on the advice and evidence provided.
- Decisions will be communicated in full to the young person.
- Decisions will be made in a timely way.

Whilst the views and wishes of the child/ young person and their parents/ carers will be taken into account, there is no legal obligation to fund the specialist placement of choice or for the duration of choice. Funding for an alternative placement may be offered, this may include additional support arrangements at a local mainstream FE.

Following this, a thorough consultation with any provider would be required. Any place offered by a FEI or ISPI would be accompanied by a personalised and costed provision map, which outlines how the ALN and ALP will be provided for and the intended impact. This can often involve an assessment at the post 16 location or in the current educational establishment.

For the majority of young people attending a specialist placement, the agreed duration of the provision will be comparable with the duration of the provision available within mainstream FE establishments, at two years. There are a few circumstances when the LA would consider a request for more than two years:

- If the programme of study is meant to last for more than 2 years from the beginning.
- If an extension is needed to a programme of study the young person is already undertaking.
- If the young person undertakes a course which did not benefit them in a meaningful way or there is a significant change in their circumstances.
- An essential or substantial element of further education or training to meet their desired outcomes could not be delivered as part of previous training or education.
- There are other exceptional circumstances to suggest the young person has not received effective access to further education or training.

The LA will monitor engagement and progress of young people in ISPI placements. This includes attendance of young people; where attendance drops below 95% a review of placement will take place and an attendance plan developed and monitored over an agreed period of time.

The IDP will cease if the LA decides that there is no longer a reasonable need for further education and training.

## Enhanced Transition

Enhanced transition is where additional activities are implemented to support the transition to the new provider. They are available for any child / young person who may require this approach, they are not specific to learners with ALN<sup>11</sup>.

This is usually planned for in a person-centred way with the child/ young person, parents/ carers, staff from the current and new setting and any professionals working with the young person or the family<sup>12</sup>.

A person-centred meeting will take place to support planning for transition.

### Figure 1: Person centred enhanced transition planning meeting agenda

#### Key Areas for discussion:

- Personal Information and identified ALN
- PCP key areas:
  - What we like and admire
  - What is important to and for
  - What is working / not working
  - How to support well
- Plans already in place – IDP, one page profile (OPP), risk assessment, individual healthcare plan (IHP), pastoral support plan (PSP), positive handling plan (PHP)
- The thoughts / queries / concerns we have around transition
- Development of an action plan as part of the enhanced transition
- Date for the next meeting

<sup>11</sup> [MCC Training and Support - Post 16 Enhanced Transition - All Documents \(sharepoint.com\)](#)

<sup>12</sup> [MCC Training and Support - Enhanced Transition - All Documents \(sharepoint.com\)](#)

**Figure 2: Enhanced transition plan**

Developing the enhanced transition plan:

- Develop a clear action plan which provides specificity:
  - What do we need to do?
  - Who needs to do this?
  - When will this be completed?
- Ideally provide the dates for any additional visits and the purpose of these, alongside who will attend.
- If there is movement between settings, who is transporting the child young person and are current school staff supporting.
- All parties can have actions, including the child/ young person, parents/ carers and settings.
- Avoid any ambiguity which may lead to confusion.
- Consider any referrals or re-referrals to agencies required.

Enhanced transition can include a range of activities, based on the needs of an individual child/ young person, for example:

- Sharing knowledge of the child/ young person
- Visiting the current setting to gain the full picture (observations and information sharing)
- New staff to meet the child/ young person in the current setting
- Child/ young person to visit the new setting at a quiet time (i.e. after school)
- Child/ young person to visit at quieter time with current staff / parents, building the time and confidence
- Child/ young person to attend a smaller group lesson, intervention, break, lunch, building the experiences
- Child/ young person to attend group-based visits and follow an enhanced transition programme
- Child/ young person to attend a full day
- Use of photos and visuals to support the child/ young person in sharing and explaining the changes in their current setting and at home (need dependent, the learner can create their own photo book)

- Ideally the new setting will provide the child/ young person and parents/ carers with the photos, names and roles of key staff, as well as photos of the key spaces accessed
- Where the start date is September, an opportunity to touch base with the family over the summer
- Developing a relationship with a 'key person / people'
- Use of social stories
- Storyboarding the day of activities and transitions
- Photobooks with key adults and spaces that can be accessed
- Provide key items which may help preparation for the child/ young person to use in the current setting or at home – i.e. timetables, homework recording, clothing
- Providing parents/ carers and the young person with a key worker in the new setting to go to with any worries or queries

It is vital that the enhanced transition plan remains under review. This allows identification of concerns and a collective approach to developing actions to overcome these.

**Figure 3: Keeping the enhanced transition plan under review****Keeping transition under review:**

- Ongoing communication with parents/ carers and prepare for any unavoidable changes to the plan.
- Sharing feedback with parents/ carers – determine whether this will be the current or new school before the transition.
- Adapt the plan if things are not working, communicating this effectively to all parties, holding a further PCP meeting if needed.
- Review the Enhanced Transition – this could be October / November for usual transition points.
- Best practice would suggest an annual review of an IDP within three months of a change of placement.



## Transition Timeline

Year 9	<ul style="list-style-type: none"> <li>The person-centred annual review takes place and will consider transition to Key Stage 4 and moving forward to Post 16. This will be recorded in Section 3 of the IDP.</li> <li>Careers Wales are available to offer support and advice around pathways and possible Post 16 provision.</li> <li>School continues to provide curriculum provision around pathways and the world of work.</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>The person-centred annual review will likely take place in the Autumn Term.</li> <li>Careers Wales and local college providers will be invited to the annual review, alongside the child, parent/ carer and other professionals.</li> <li>The child and parent/ carer will be signposted towards opportunities available which will allow exploration of the options available (for example college open evenings, the career and higher education fair).</li> <li>Consideration will be given to outcomes which will focus on independence and transition for Section 2 of the IDP (for example, access to travel).</li> <li>School will consider any referrals / re-referrals required to agencies in order to support the transition.</li> <li>If required, enhanced transition activities will take place in the Summer Term, with ongoing review.</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>The person-centred annual review will take place in the Autumn Term.</li> <li>Transition will be a key factor of the review meeting, considering options available and applications needed, as well as possible enhanced transition options.</li> <li>Enhanced transition activities will be implemented as required, with a review held in the Spring/ Summer Term as appropriate.</li> <li>Referrals / re-referrals to other agencies will be considered to support transition.</li> <li>Outcomes will be reviewed and will consider any specific areas of focus to support independence and resilience at transition.</li> <li>Consent will be obtained from the child to share key information, as well as determining whether the child currently wants the IDP to transfer to the Post 16 provider.</li> <li>If there are recommendations from the annual review for funded provision, these will be shared with the LA for discussion at Inclusion Panel.</li> </ul>

Post 16

- Annual reviews will continue to take place during Post 16 provision.
- Transition discussions will be focused on preparing for adulthood – this may link to work placements or further courses to support in securing employment.
- Where there are other professionals supporting, they will be invited to annual reviews.
- Consideration will be given to any additional support requirements or further advice needed.

## Independent Support

SNAP Cymru offers free and independent information, advice, and support to help get the right education for children and young people with ALN and will help them through the transition process. More information is available on their website - [Home - Snap Cymru](#)

## Policy and Practice

### Decision Making

All discussions for provision which sits outside of the mainstream offer will be considered at Inclusion Panel.

This includes:

- Funding for additional learning provision (for example equipment, therapies not provided by the NHS, SenCom input)
- Funding for specific support / intervention
- Funding for specialist placements

The Inclusion Panel comprises of the Head of Service - Inclusion, ALN Principal Officer, an educational psychologist and a member of SNAP Cymru, independent parent partnership. Panel consider the IDP, annual review paperwork and any advice / evidence from professionals. Outcomes and decisions from the panel will be shared in writing with the child/ young person (and where appropriate the parents/ carers) in a timely manner.

The child/ young person and parents/ carers have the right to appeal any decision made by the Inclusion Panel. It is expected that any appeal be put in writing with clear reasons for the appeal within 15 days of receipt of the decision. Appeals will be made to the Inclusion Panel. Monmouthshire Inclusion Service is committed to working with children/ young people and parents/ carers to avoid disagreement.

Following receipt of the final IDP, the child/ young person and parents/ carers have the right to appeal to the Education Tribunal for Wales if they do not agree with the ALP and placement outlined in Section 2 of the IDP.

Advice and support for children/ young people and parents/ carers can be accessed - [Information, advice & advocacy for children and young people with ALN - Monmouthshire](#)

## Transport

### Learners Travel Measures 2008

There is no legal obligation on the Education Department to provide free transport for post 16 young people, whether they attend school or college placements. Developing travel skills is a crucial part of planning for a young person's development and independence in adult life, and during transition reviews for children/ young people with ALN, discussions about developing these skills will be extremely important. In considering further education placements, it will be equally as important to consider the route and how the young person will be able to get there.

Please see appendix 1 for further information.

## Data Sharing

Successful transitions between settings are proven to increase progression. Effective data management and information sharing is therefore paramount. This supports the development of an enhanced transition and leads to increased retention rates, as well as improved wellbeing and learning outcomes. Transitions should be properly planned in a timely manner<sup>13</sup>. We have a Data Disclosure Agreement in place with Coleg Gwent, secondary schools have data sharing agreements signed at the point of admission which cover key information sharing. The educational record of a child/ young person can be requested by the setting considering admission of a child/ young person and must be provided within 15 days<sup>14</sup>. For Post 16 providers, this includes the child/ young person's achievements, information about behaviour and wellbeing (not evaluative) and attendance information.

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<sup>13</sup> [effective-post-16-transitions-and-data-sharing-a-short-guide-for-schools-and-post-16-learning-providers.pdf \(gov.wales\)](#)

<sup>14</sup> Pupil Information (Wales) Regulations 2011 - Regulation 5(3) - [The Pupil Information \(Wales\) Regulations 2011 \(legislation.gov.uk\)](#)

For children/ young people with ALN, it is expected that schools seek consent around sharing the IDP and associated paperwork (for example health reports, access arrangements for examinations, risk assessments). Post 16 providers will also request information around children/ young people with barriers to learning or medical needs. It is critical that these key documents are shared in the planning stages of transition. Potential post 16 providers should be invited to attend Annual Reviews from at least Year 10, with the consent of the parents/ carers and child/ young person to support information sharing.

## Capacity Assessment

The Mental Capacity Act 2005 is a law that protects vulnerable people over the age of 16 around decision-making. It says that:

*Every adult, whatever their disability, has the right to make their own decisions wherever possible.*

We recognise that the team of people around an individual should always support a person to make their own decisions if they can. This might mean giving them information in a format that they can understand (for example this might be easy read information for a person with a learning disability) or explaining something in a different way. If a decision is too big or complicated for a person to make, even with appropriate information and support, then people supporting them must make a 'best interests' decision for them.

In most cases, teachers in the school attended will know whether or not a child/ young person has capacity, as they work with them on a daily basis<sup>15</sup>. Schools will work with NHS and / or social care colleagues to determine whether the child/ young person has capacity to make a particular decision, if there is disagreement in whether the child/ young person has capacity to make the decision. Chapter 30 of the Code provides the guide where there is a continued disagreement. The local authority can reconsider any decision made by a school. Parents/ carers or the child/ young person are able to refer to the Tribunal for a declaration<sup>16</sup>.

We follow the 5 main principles of the Mental Capacity Act<sup>17</sup> when determining whether a young person has capacity to make a specified decision. This will be followed in collaboration with other professionals who work with the young person.

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<sup>15</sup> Additional Learning Needs Code for Wales 2021 – Chapter 30 (30.8)

<sup>16</sup> Additional Learning Needs Code for Wales 2021 – Chapter 30 (30.8 – 30.12)

<sup>17</sup> Mental Capacity Act 2005 – Section 1

1. Always assume the person is able to make the decision until you have proof they are not.
2. Try everything possible to support the person make the decision themselves.
3. Do not assume the person does not have capacity to make a decision just because they make a decision that you think is unwise or wrong.
4. If you make a decision for someone who cannot make it themselves, the decision must always be in their best interests.
5. Any decisions, treatment or care for someone who lacks capacity must always follow the path that is the least restrictive of their basic rights and freedoms.

It is also important to remember that a person may have capacity for some decisions but not others, or they may not have capacity right now but may regain it in the future with support. This means all capacity decisions should be regularly reviewed to make sure they still reflect the person's ability to make decisions. Representatives or case friends are able to act on behalf of someone who does not have capacity to make a specific decision.

Whether a young person has capacity or not, they can continue to make significant contributions to the decision-making process. We will continue to have due regard their views, wishes and feelings; the importance of them participating as fully as possible in decisions and the importance of them being provided with the information and support necessary to enable participation in those decisions<sup>18</sup>.

## Monitoring and Evaluation

There will be an annual review of the approaches to Post 16.

This will consider:

- Views of children/ young people and parents/ carers
- Retention in further education establishments
- Learners remaining in school post 16 provision and outcomes
- Development of SRB post 16 provision
- Engagement with providers and supporting agencies (including Careers Wales)

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<sup>18</sup> Additional Learning Needs Code for Wales 2021 – Chapter 31 (31.3)

## Appendix 1 - Further advice for young people and families

### Transport

Many young people with ALN are entitled to a concessionary bus pass which means that they are eligible to travel on all buses throughout Wales at no cost. 2 To find out more information and how to apply online - [TfW - Your Concessionary Travel Card](#)

The Orange Wallet Scheme is a project funded by the Welsh Government as part of the All Wales ASD strategy. It's for anyone who may find it difficult to communicate their needs when travelling on public transport, and can support communication with staff when travelling by bus or train. It's particularly designed for autistic passengers. However, it can be used by anyone with a hidden disability who may like to communicate to staff non-verbally. The wallet has plastic pockets where you can put words and pictures to help communicate your needs to transport staff across Wales. Show it to the station and on board staff when you're travelling or buying a ticket. They're trained to recognise the wallet and provide appropriate help. For more information - [Orange Wallet Scheme | TfW](#)

### Mobility Allowance

Some young people with ALN may be receiving Personal Independence Payments (PIP). Part of this payment includes a mobility allowance which helps towards covering the cost of transport if the young person has mobility issues. See the articles below for more information Personal Independence Payment (PIP): What PIP is for - [Personal Independence Payment \(PIP\): What PIP is for - GOV.UK \(www.gov.uk\)](#)

PIP mobility component in 2022: everything you need to know (your-benefits.co.uk) [PIP mobility component in 2022: everything you need to know \(your-benefits.co.uk\)](#)

## Appendix 2 - Qualification Routes

There are a range of levels of qualification available for young people at Post 16. A needs-led approach is taken to support young people to determine the qualification level and focus of learning.

There are a range of qualification pathways available across our schools and college providers.

These take a pre-formal, semi-formal and formal approach to learning:

- Pre-formal - the curriculum is designed to meet the needs of pupils through a personalised and adapted approach, valuing the process as much as the achievement and offering flexibility in order to be responsive to the needs of the individual learner. This is usually grounded in multi-sensory approaches.
- Semi formal – the curriculum is highly bespoke and personalised. It focuses on key areas of need, for example communication, interaction and emotional regulation. It aims to promote life skills, independence and communication.
- Formal – the curriculum follows formal qualification routes aligned to key areas of the curriculum.

Schools would typically provide BTEC and GCSE awards in Years 10 and 11 and A levels at Post 16.

Our SRBs offer a range of pre-formal and semi-formal pathways, as well as opportunities for Entry Level pathways as part of the formal learning offer. Local mainstream colleges offer a range of qualifications which can be located on their websites...

Qualification Level	Possible Offer
Pre- Entry Level	<ul style="list-style-type: none"> <li>• Certificates through key providers, focused on evidencing practical learning, for example: <ul style="list-style-type: none"> <li>○ ASDAN</li> <li>○ Agored Cymru</li> <li>○ AQA Awards</li> </ul> </li> </ul>

Entry Level	<ul style="list-style-type: none"> <li>• Entry Level 1, 2 and 3 – often include assessments, both practical and theory based with prescribed assessments and examination</li> <li>• BTECs at an Entry Level – focused on key areas of learning and developing independence, typically assessed through portfolios of evidence</li> </ul>
Level 1	<ul style="list-style-type: none"> <li>• GCSE – grades D-G – assessed through examination routes and controlled tasks.</li> <li>• BTEC Level 1 – assessed through a portfolio of evidence and typically controlled tasks.</li> <li>• NVQ level 1 – a vocational, practical work-based award.</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• GCSE – grades A*-C - assessed through examination routes and controlled tasks.</li> <li>• BTEC level 2 - assessed through a portfolio of evidence and typically controlled tasks.</li> <li>• NVQ level 2 - a vocational, practical work-based award.</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• A Levels – assessed through examination routes and controlled tasks.</li> <li>• BTEC Level 3 – assessed through a portfolio of evidence and controlled tasks.</li> <li>• NVQ level 3 - a vocational, practical work-based award.</li> </ul>