

FURTHER EDUCATION APPLICATION PROCESS

INTRODUCTION

For pupil's in years 9-11 there is an extra focus both in school and at the annual review on their next steps. This letter helps identify these steps that will ultimately end with the college application process. For more information please refer to the careers programme on the school website.

YEAR 9

- Pupils will have a one to one meeting with an independent Personal Adviser (PA) from the relevant Local Authority, such as YC Hertfordshire. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future.
- A personalised Preparing for Adulthood (PFA) document, produced by the Personal Advisor and shared with the family and school (with parental permission).
- A PA will attend the annual review and additional time allowed to discuss the pupil's aspirations, goals and hopes for the future.
- Pupils and their families are invited to attend a POST 16 information evening held every September, to provide information on a wide variety of educational, recreational, volunteering and employment options.

YEAR 10

- CLICK training carried out by the YC Hertfordshire Personal Advisors to encourage pupils to think about the next stage of their education as well as future aspirations and career goals.
- Families to start researching further education settings (colleges/sixth forms). Please refer to the leaver destination on the school website for links to local settings.
- Pupils and their families are invited to attend a POST 16 information evening is held every September, to provide information on a wide variety of educational, recreational, volunteering and employment options.

YEAR 11

- Pupils will have a one to one meeting with an independent Personal Adviser (PA) from the relevant Local Authority, such as YC Hertfordshire. This includes additional time for pupils to discuss their aspirations, goals and hopes for the future.
- A personalised Preparing for Adulthood (PFA) document, produced by the Personal Advisor and shared with the family and school (with parental permission).
- A PA will attend the annual review and additional time allowed to discuss the pupil's aspirations, goals and hopes for the future.
- Families to visit further education settings.
- Pupils will have the opportunity to take part in our further education week at the end of November to show them the differences between the settings and how they differ from school.

- Apply to the setting of your choice by the specified date in December. You can apply for more than one setting although you must let each one know which placement you are accepting and which one you are declining. **The application should come directly to the school** who will attach a copy of each pupil's levels before sending them on.
- The Local Authority SEND team will also consult with the setting of your choice, following the annual review. Please note that they will also automatically consult with your nearest provision.
- Pupils will be invited to attend an interview.
- Once a place has been confirmed the transition process will start. This will be graduated and based on the pupils needs. The transition will vary depending on the setting and the pupil.

THINGS TO THINK ABOUT WHEN LOOKING AT COURSES

When looking at courses, please bear in mind that the majority of our pupils will go onto a supported studies course. These courses aim to continue building functional maths and English skills as well as developing independence and allowing a taster of other subjects. Although some pupils may find it disheartening that they might not be able to go straight onto a mainstream course in their chosen field, most settings should be able to incorporate this into their week where appropriate. For example, if a pupil has an interest in childcare they could potentially continue with their maths and English for 2-3 days a week but have a taster of childcare for 1 day per week. All courses should be in prospectus's but they may not include a great deal of detail. I would recommend contacting the supported learning department for each setting for more information.

Most settings only offer part-time courses for post-16. If this is something that is likely to be an issue, you may want to consider requesting the support of the social care team. There are a variety of clubs/programmes that pupils can attend when they are not at a setting, however these will come with a cost. If pupils already receive support, you can request an increase in hours.

Lastly you will need to consider the location of the setting. As when applying for secondary schools, most local authorities would prefer you to stay in county and to your nearest suitable provision. If you are looking at a place outside of your county or that is not your nearest setting, it may help to make a note of why it is the most suitable.

WHAT LEVEL OF COURSE DO WE NEED?

If you are looking at a supported studies course then the entry level is not applicable. The colleges will assess each pupil and discuss the best fit of level/course with you. Please leave this section of the application form blank.

Selected pupils will be entered for the Entry Level English course (entry 1-3), as well as the ASDAN Maths course (equivalent to entry 2-3). Selected pupils will be entered for the foundation maths GCSE. If pupils have been entered for a course/exam (Entry

level/GCSE/ASDAN) you will be notified and class teachers will provide you with a predicted grade by the end of November in year 11.

WHAT ABOUT TRANSPORT?

Unfortunately, the school has no involvement with transportation to college. The Local Authority do not have a statutory duty to provide support for 16-18 year olds attending school or college provision. You can still make a transport application however, you are likely to be required to make a financial contribution to the cost of approximately 20%. Hertfordshire County Council's Post-16 Transport to Education and Training Policy is available at: www.hertfordshire.gov.uk/schooltransport.

SUPPORT AND GUIDANCE

The thought of leaving Pinewood will make some students feel nervous, worried, scared, but hopefully excited about the next steps in their journey.

We are lucky to have different colleges in the surrounding area for you to choose from, all of which continue to meet the needs of our students.

We understand that this is an anxious time for all our families. If you are unsure about something, please contact us and we will be more than happy to help.

I hope this letter has helped to clarify the process. If you require any additional information please contact me on email at a.macdonald@pinewood.herts.sch.uk or via the school telephone system.

Regards

Alexandra MacDonald
Post-16 and Exams Co-ordinator.

Preparation for Post-16 Flow Chart

Year 9
Meet with a PA
Discuss next steps at the annual review
Attend Post-16 evening



Year 10
Attend CLICK training
Discuss next steps at the annual review
Attend Post-16 evening
Research Post-16 settings



Year 11
Meet with a PA
Discuss next steps at the annual review, naming a setting if decided
Attend Post-16 evening
Attend the Further Education week
Visit Post-16 settings
Complete application form for your chosen setting
Attend an interview
Start the transition process

This text = parent/carer roles

This text = pupils roles