# EDUCATION RESOURCES TO SUPPORT HILLINGDON'S KINSHIP AND ADOPTIVE FAMILIES




## Hillingdon Virtual School - Who Are We?

Hillingdon Virtual School's Extended Duties include the provision of information, advice, guidance and signposting to support the education of children living in Kinship Care Arrangements as well as adopted children.

These resources have been developed in collaboration with other education teams within the local authority and aim to support Kinship and Adoptive Families with navigating different aspects of the education system.

If you are unsure if your family set up is classed as a Kinship Care Arrangement, or whether your arrangement is formal or informal, please see the first resource.



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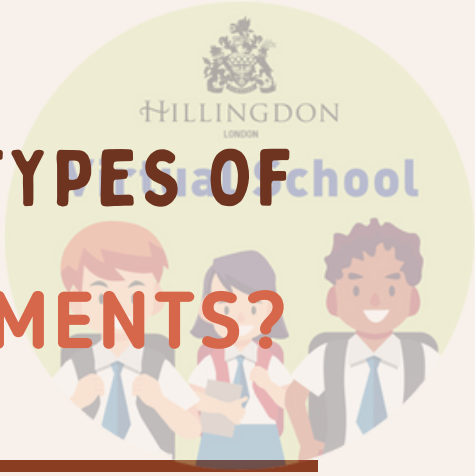
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# WHAT ARE THE DIFFERENT TYPES OF KINSHIP CARE ARRANGEMENTS?




## Formal Kinship Care Arrangements

**Special Guardianship Order**
A legal order given by the family court, the child will live with their carer until they turn 18 years old. Most major decisions can be made by the carer.

**Child Arrangements Order**
A legal order given by the family court, the child usually lives with the carer until they turn 18 years old. Major decisions must involve birth parents.

**Kinship Foster Care**
A family member or friend is assessed and becomes an approved foster carer. The local authority provides financial support and shares parental responsibility with birth parents.

**Private Foster Care**
A family friend or close relative looks after the child for 28 days or more. Arrangements are agreed between birth parents and the carer and the local authority should be alerted. Major decisions must be decided by birth parents.

**Testamentary Guardianship**
When someone has been appointed, formally in writing, by a parent or special guardian. If there is no-one else with parental responsibility, the testamentary guardian gains parental responsibility upon the parent or special guardian's death.

## Informal Kinship Care Arrangements

A relative or family friends looks after a child. Overall parental responsibility and decision power remains with birth parents and there are no court orders in place.

## Previously Looked After Children

Previously looked after children are those no longer looked after by the local authority in England and Wales because they are subject of an adoption, special guardianship or child arrangements order. Or, they were adopted from 'state care' outside England and Wales.

# FUNDING AVAILABILITY

## 0-5 YEARS CHILDCARE




### Early Years Childcare Entitlement

The Government provides varying levels of funding to help parents and carers of children aged 9 months to 4 years with childcare costs.

### All Parents and Carers

All 3 to 4-year-olds in England can get 570 free hours of childcare per year with an approved provider. This equates to 15 hours per week over 38 weeks, The individual delivery model of providers may differ with how flexibly you can use these hours, you will need to discuss this with the provider.

You may have to pay for extra costs like meals, nappies or trips.

Your child becomes eligible for this funding the term after their 3rd birthday.

### Some Families

Additional funding is provided to help parents and carers fund childcare of children aged 2, if they received one of the following benefits:

- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Universal Credit, and your household income is £15,400 a year or less after tax, not including benefit payments
- The guaranteed element of Pension Credit
- Child Tax Credit, Working Tax Credit (or both), and your household income is £16,190 a year or less before tax
- The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

2-year-olds can also get free childcare if they:

- Have an Education, Health and Care Plan
- Receive Disability Living Allowance

# FUNDING AVAILABILITY

## 0-5 YEARS (CONTINUED)




If you meet the eligibility criteria, your child can start at a funded place with an approved childcare provider the term after their second birthday, The funding is for 570 free hours per year, how this is split depends on individual childcare provider's delivery models.

You may have to pay for extra costs like meals, nappies or trips.

### Working Families

Some 2-year-olds of working families are eligible for 15 hours free childcare a week.

Some 3 to 4-year-olds of working families are eligible for 30 hours free childcare a week.

You can usually get 15/30 hours free childcare as a working family if you (and your partner, if you have one):

- Are in work
- Earn the equivalent of 16 hours per week at the National Minimum Wage or Living Wage
- Earn less that £100,000 annually (net income)
- Have a National Insurance number and the right to live and work in the UK

Working parents or carers can usually get 15/30 hours free childcare if you (and you partner, if you have one)

- Are in work or staring a new job
- On sick leave or annual leave
- On shared parental, maternity, paternity or adoption leave

If you are on shared parental, maternity, paternity or adoption leave, for a child age 3 to 4-years old, you must return to work within 31 days of the date you first apply for the 15/30 hours free childcare.

### Previously Looked After Children

2-year-olds can also get free childcare if they have left care under an adoption order, special guardianship order or a child arrangements order.

# FUNDING AVAILABILITY

# PUPIL PREMIUM PLUS




## Pupil Premium Plus

Pupil Premium Plus is funding for schools in England to support children in care and those previously in the care of the local authority.

The schools of children who meet the criteria above for Previously Looked After Children are eligible to receive additional funding to support their education.

The funding is not a personal budget for specific previously looked after children; however, it must be spent by the school on improving educational outcomes for those previously in the care of the local authority.

## Early Years Pupil Premium Plus

Around £350 per year available, which is paid directly to the provider e.g. nursery or childminder. The following eligibility criteria must be met, the child:

- Is under 5 years old
- Is in nursery or attending a childminder
- Was looked after in local authority care and left through adoption, a Special Guardianship Order or a Child Arrangements Order

## Statutory School Age Pupil Premium Plus

Around £2500 per year which is paid directly to schools for children who:

- Are statutory school aged
- Are on roll at a school
- Were looked after in local authority care and left through adoption, a Special Guardianship Order or a Child Arrangements Order

Carers and adoptive parents must contact their child's school to confirm and share proof that they are eligible for Pupil Premium Plus, the school must then record this in the autumn census.

If the child changes school, carers will need to declare their status again.

# FUNDING AVAILABILITY

## PUPIL PREMIUM PLUS (CONTINUED)




Schools will typically consult with carers, parents and other key agencies or stakeholders regarding how to effectively use the funding. Schools can use the funding to support academic outcomes as well as to support children's social and emotional needs.

Schools are required to publish how they have spent their pupil premium plus annually; carers and parents can also speak to the school's Designated Teacher regarding the funding.

### Adoption and Special Guardianship Support Fund

The adoption and special guardian support fund provides funds to local authorities to pay for essential therapeutic services for eligible adoptive, special guardianship and child arrangements order families.

Up to £3000 is available per child per year for therapy. Since April 2025 this limit includes the cost of specialist assessment. Families cannot apply for the funding directly themselves; the local authority has to apply for the funding.

To be eligible the child has to meet at least one of the following criteria:

- Are living (placed) with a family in England while waiting for adoption
- Were adopted from local authority care in England, Wales, Scotland or Northern Ireland and live in England
- Were adopted from abroad and live in England with a recognised adoption status
- Were in care before an SGO was made
- Left care under a special guardianship order that was subsequently changed to an adoption order, or vice versa
- Are under a residency order or child arrangement order (CAO) and were previously looked after
- Were previously looked after but where the adoption, special guardianship, residency or CAO placement has broken down, irrespective of any reconciliation plans

# FUNDING AVAILABILITY

# FREE SCHOOL MEALS




## Free School Meals

Your child may be eligible to get free school meals if you receive any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

To apply for free school meals, you need to apply to your child's school directly.

## Infant Free School Meals

All children attending government-funded schools in reception, year 1 and year 2 will receive free school meals.

If your child is in reception, year 1 or year 2 and you also get any of the qualifying benefits for free school meals outside of these year groups, you should inform your child's school as they can receive extra funding to support them.

# SCHOOL ADMISSIONS

HILLINGDON LONDON Virtual School



# STATUTORY SCHOOL AGE

## When should Children Start School?

All children in England should start school in the September of the academic year in which they turn 5 years old.

Children become statutory school aged the term after their fifth birthday.

## Applying for a Primary School Place

Applications for primary school need to be made in the autumn term (September-January) in the academic year before your child will start school.

Applications should be made via the London Borough of Hillingdon website: https://www.hillingdon.gov.uk/primary

## Applying for a Junior School Place

If your child is attending an Infant School and is in Year 2, you must submit an application for Junior School. These applications need to be made in the autumn term (September-January) of the academic year your child is in Year 2.

Applications should be made via the London Borough of Hillingdon website: https://www.hillingdon.gov.uk/junior-school

## Applying for a Secondary School Place

When your child is in Year 6, you must apply for a secondary school place. Applications should be made in the first half term of the autumn term (September - October) when your child is in Year 6.

Applications should be made via the London Borough of Hillingdon website: https://www.hillingdon.gov.uk/secondary

# SCHOOL ADMISSIONS

# STATUTORY SCHOOL AGE (CONTINUED)




## In Year School Admissions

If your child wishes / you wish for your child to move schools or your child has moved into the area within the academic year, you should complete an in year school application.

Consideration should be given as to whether changing schools is the best option for a child, especially if the child will move from one Hillingdon School to another. It is important to discuss concerns you may have with the current school and try to resolve the issues prior to moving schools.

If your child is completing their GCSEs, they may not be able to complete the same subjects with the same exam boards at a new school.

In year applications are made either directly to schools or via the London Borough of Hillingdon website. See this website for further details: https://www.hillingdon.gov.uk/in-year-admissions

## Paper Applications

If you are not able to complete online applications, you can complete paper applications for all of the above school applications. To receive a paper application form, please email admissions@hillingdon.gov.uk who will be able to support you.

## Elective Home Education

Elective Home Education (EHE) is when a parent chooses not to send their child to school but takes full responsibility for making sure their child receives a full-time education outside the school environment.

## Parental Responsibility

Decisions regarding the school a child attends or EHE can only be made by those with parental responsibility for the child. Therefore, if you do not hold parental responsibility for your child, you must consult with those with parental responsibility on any decisions.

# SCHOOL ADMISSIONS

# STATUTORY SCHOOL AGE (CONTINUED)




## Previously Looked After Children and School Applications

Children who are classed as Previously Looked After Children will receive the top priority for school places.

The local authority may ask schools to admit over their published number under this criterion.

The admissions authority may request evidence that demonstrates the child's PLAC status. They may also consult with the Virtual School Head to receive advice.

## Fair Access Protocol

All local authorities must have a Fair Access Protocol to ensure that unplaced and vulnerable children, and those having difficulty in securing a school place in-year, are allocated a school place as quickly as possible.

Children in formal Kinship Care Arrangements and children who meet the criteria for PLAC are eligible to be presented within the Fair Access Protocol. To find out more information regarding this, please contact the admissions team: admissions@hillingdon.gov.uk

## Choosing a School

The best school for your child depends on their individual strengths and needs. You can find out more information regarding your local schools by:

- Visiting the school's website
- Attending the school's open days
- Meeting key staff at the school such as the Designated Teacher
- Talking to friends or other carers regarding their experience with schools
- Reading the school's Ofsted report (all children meeting the criteria for PLAC should attend schools with good or outstanding ratings)

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

## INTRODUCTION




### What is SEND?

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support. This is often shortened to SEND.

### SEN Support

SEN Support is what schools and similar settings use to find and meet the needs of children with special educational needs (SEN).

Education settings must make sure they meet the “reasonable” special educational needs of children. This means that all education settings – early years settings, schools and colleges – should be able to meet the needs of most children with a learning disability.

Education settings should use a graduated approach to support children with SEND following the cycle of assess, plan, do, review.

If your child’s school has taken relevant and purposeful action to identify and meet your child’s needs, but they are still not making expected progress, the school should consider requesting an Education, Health and Care needs assessment. Those with parental responsibility are also entitled to make such a request.

### Education, Health and Care Plan

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.
EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

Please see the Education, Health and Care Plan section for further information regarding these plans.

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

## SEND ADVISORY SERVICE




### SEND Advisory Service

The SEND Advisory Service (SAS) is made up of four teams:

- Schools SEND Advisory Team
- Early Years SEND Advisory Team
- Sensory Team
- SEND Key Working Team

All teams aim to provide training, support, guidance and appropriate challenge to educational settings in relation to provision required for meeting the needs of children/young people with SEND. Support for families is also provided through training workshops, information and advice sessions and individual support.

### Schools SEND Advisory Team

The School's SEND Advisory Team collaborates with schools and post-16 settings to plan, implement, and evaluate support for children and young people with SEND across the Borough. They work holistically with settings and support individual referrals. Advisors are linked to specific settings and support children and young people based on their primary needs through Ordinarily Available Provision (OAP). They provide in-house and cross-borough training based on evidence-based research and practices.

Referrals are made by schools via the Stronger Families Hub.

### Early Years SEND Advisory Team

The Early Years (EY) SEND advisors team supports PVI settings, children's centres, and childminders in early identification and intervention for children aged 0-5 with special educational needs or disabilities. Early identification is crucial for ensuring good outcomes and helping children reach their full potential. The advisors work closely with EY practitioners to create inclusive settings, identifying children's needs early to achieve the best outcomes. They provide strategies and model approaches as needed. They promote the use of My Support Plan (MSP) and Team

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

## SEND ADVISORY SERVICE (CONTINUED)




around the Child (TAC) meetings for a person-centred approach. They also help settings use tools like the Speech and Language Assessment Tool and Wellcomm, and progress tools such as Developmental Journals.

Referrals are made by PVI settings via the Stronger Families Hub.

### Sensory Team

The sensory team supports children and young people (birth to 25 years) with hearing, visual, or multi-sensory impairments. They help schools make necessary adjustments to include these children and ensure they can access the National Curriculum. Advisory Teachers offer individual support based on assessments and provide expert advice for assessments. The team offers services such as:

- Assessing sensory impairments
- Providing specialist equipment
- Teaching Braille
- Offering habilitation services

Referrals are made by professionals via the Stronger Families Hub

### SEND Key Working Team

SEND key workers support families and children/young people (CYP) with SEND aged 0-25. Their main goals are early intervention and a coordinated, needs-led approach to empower parents. Key working functions include:

- Partnering with families
- Providing emotional and practical support
- Coordinating practitioners and services
- Acting as the single point of contact
- Facilitating multi-agency meetings and joint assessments
- Sharing information and signposting
- Empowering and advocating for CYP and their families

Referrals can be made by professionals with consent or parents and carers can self-refer by completing the referral form on the Stronger Families Hub.

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

## SEND ADVISORY SERVICE (CONTINUED)




### Funding Streams for Educational Settings

**Early Support Funding**
Supports schools to deliver interventions and provide support to ensure children/young people achieve their outcomes.

**Early Years Inclusion Funding**
Supports PVIs to children with lower level or emerging SEND to support early identification and intervention.

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

## EDUCATION, HEALTH AND CARE PLANS




### What is an EHCP?

For some children with SEND, the support a mainstream nursery, school or college can provide is not enough to help them. These young people may need support through an Education, Health and Care plan (EHCP).

An EHCP is a legal document. The plan will outline the needs of the child or young person, what they and their parent/carer want them to achieve, the support they require, and who will provide this support.

The purpose of an EHCP is to ensure that the correct support is provided to help meet the child or young persons' education, health and social care needs. As they get older it will also help prepare them for adulthood.

### Who needs an EHCP?

EHC plans are for children and young people aged 0 to 25, who have a Special Educational Needs and/or Disabilities that cannot be met by the support that is usually available at a mainstream school or college.

Although an EHCP includes health and social care, if the child or young persons' needs in these areas do not impact their education an EHCP will not be appropriate.

### How do you get an EHCP?

To get an EHCP an Education, Health and Care needs assessment (EHCNA) is completed. The child's education provision/school can complete the referral for the EHCNA, parents/carers can also complete the request as can a child/young person themselves if they are aged between 16 and 25.

During the EHCNA, the local authority will review the information provided and request additional evidence if needed. Information may be requested from professionals such as an Educational Psychologist or Speech and Language Therapist.

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

## EDUCATION, HEALTH AND CARE PLANS (CONTINUED)




Following the EHCNA, the local authority decided whether or not to issue an EHCP depending on the outcomes of the assessment and whether education settings can meet the needs of the child through their ordinarily available provision.

### How are EHCPs reviewed?

An EHCP will be maintained until either:

- It is no longer required by the child
- The child reaches 25 years old

All EHCPs should be reviewed at least once every 12 months, this is known as the annual review. Typically, the SEND team at your child's school will take a lead on the annual review process.

### What is a school consultation?

When an child with an EHCP moves schools, the usual application process cannot be followed. Parents/carers of children with an EHCP will need to share their school preferences with the local authority. The local authority will then send the child's EHCP to these schools for a consultation.

The school has 15 working days to consider the consultation and the needs of the child, evaluating whether they are able to meet the child's need.

Once a school has confirmed they are able to meet a child's need, the local authority will confirm the placement at a funding panel. The outcome of this is then shared with the child's parents/carers.

### Where to seek advice

If you would like to receive impartial advice regarding your child's SEND, including EHCNAs and EHCPs, please contact Hillingdon Special Educational Needs Disability Information, Advice and Support Service (SENDIASS).
https://www.hillingdonsendiass.co.uk/

# WHAT ARE SCHOOL TRANSITIONS AND HOW CAN WE SUPPORT?




## What is a Transition in Education?

A transition is when your child moves from one stage of education to another. This could be between Key Stages within the same school, or to a different school for example between Key Stage 2 and Key Stage 3.

## EYFS to KS1 (Reception to Year 1)

In year 1, your child will shift to being taught from the key stage 1 national curriculum for England.

From year 1 onwards, there's a gradual shift towards a more formal approach to learning. While play still has its place, lessons become more structured, with increased focus on academic subjects and literacy and numeracy skills.

Moving on Up: Activity Pack for Reception to Year 1 Transition

## KS2 to KS3 (Year 6 to Year 7)

Moving from primary school to secondary school is an exciting time, but for many children it can also be a daunting prospect.

Starting secondary school - BBC Parents' Toolkit - BBC Bitesize

## KS3 to KS4 (Year 9 to Year 10)

KS3 covers Years 7, 8 and 9: the first three years of secondary school. Children in KS3 must study 12 or 13 compulsory subjects.

KS4 comprises Years 10 and 11, when students are working towards GCSEs. Some subjects are compulsory; these are known as the core and foundation subjects.

Schools will also offer a number of other GCSE subjects, and pupils choose which they'll take alongside the core and foundation subjects in Year 9.

# WHAT ARE SCHOOL TRANSITIONS AND HOW CAN WE SUPPORT? (CONTINUED)




## KS4 to KS5 (Year 11 - Post 16)

Your child can leave school on the last Friday in June, as long as they will be 16 by the end of the summer holidays. Once they have left, there are 3 main pathways they can take:

- Stay in full-time education (Full time education options include: A levels which you can do at sixth form college, further education college or a University Technical College, Vocational Technical Qualifications (VTQ) such as BTEC or Cambridge technical or T Levels which you can do at further education college)
- Start an apprenticeship (Find an apprenticeship - GOV.UK)
- Spend 20 hours or more a week working or volunteering, alongside part-time education or training

## Higher Education (Post18)

Higher education is the name for qualifications and courses you can take after 18. It includes diplomas, foundation years, bachelor's degrees and more.

# WHAT IS GOOD ATTENDANCE AND THE SUPPORT AVAILABLE




## Why is School Attendance Important?

Pupils need to attend school regularly to take full advantage of the educational opportunities open to them. Low attendance at school can impact on future education and career opportunities. Those with low attendance at school can be at a higher chance of being drawn into anti-social behaviour, committing crimes or becoming the victim of crimes.

School attendance is also important for your child's wellbeing and their wider development.

Each school has their own expectation of attendance for it's pupils; however, good attendance is usually considered to be 95% or above.

## School Attendance and The Law

Parents and carers have a legal duty to ensure their children go to school regularly and on time. Failure to do this may result in prosecution at the magistrates court, a parenting order from the courts, a penalty notice or a community order.

Family holidays should not be taken during term time. Families may be issued penalty notices for term time holidays.

Statutory guidance refers to parents and states that parents include:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day to day responsibility for the child (i.e. lives with and looks after the child)

## What are Authorised Reasons for Absence?

- Illness
- A medical or dental appointment if it is not possible to make an appointment out of school hours.

# WHAT IS GOOD ATTENDANCE AND THE SUPPORT AVAILABLE (CONTINUED)




- Taking part in a recognised religious event on the day of the religious event only
- The death of a close family member
- An interview with a prospective employer, college or other school
- Work experience

## What will Happen if my Child's Attendance Drops?

Your child's school should send you a letter if they become concerned regarding their attendance to school.

If concerns continue, you will be invited to an informal meeting to discuss attendance and required support for your child.

If attendance remains a concern following this informal meeting, you may be invited to a formal attendance meeting where an attendance contract is made between yourself and the school.

There will be a set review period and if concerns continue your child's school may refer to the local authority's attendance support team for prosecution.

All decisions regarding prosecution take into account the circumstances for the individual child and family.

## How can I Support my Child's Attendance?

- Ensure your child's reasons for not going to school are genuine
- Take holidays during the school breaks
- Book medical appointments outside of school hours
- Support your child's journey to school where possible
- Take an interest in your child's education, attend parents'/carers' evenings and other events
- Speak to your child and their school, working together to overcome any barriers or worries

# SUSPENSIONS AND EXCLUSIONS AND THE SUPPORT AVAILABLE



## Overview

Suspensions and permanent exclusions are disciplinary measures taken by schools to address serious breaches of the behaviour policy. The Department for Education outlines guidance to ensure that all suspensions and permanent exclusions are lawful, rational, reasonable, fair and proportionate.

It is unlawful to suspend or permanently exclude a student solely for reasons such as:

- Disability or special educational needs the school feels unable to meet
- Academic attainment/ability
- Actions of the student's parents or carers
- Failure to meet conditions for reinstatement (e.g. attend a reintegration meeting)

## Suspensions

A suspension is when a student is temporarily removed from school for a breach of the behaviour policy. Students can be suspended for half a day up to 45 days across a whole academic year.

The head teacher must inform the child's parent or carer immediately and share information regarding how to appeal the suspension.

During the suspension, school must provide work for the student to complete at home. If the suspension is for six days or more, the school must arrange full-time education from the sixth day.

A reintegration meeting must be held by the school with the parent/carer and child to discuss support which will be put in place to avoid the child receiving further sanctions. Families can invite others for support in these meetings.

Key considerations for schools when considering suspensions:

- Consideration of special educational needs or disabilities, schools must try to avoid suspending a student with SEND
- Impact on the school community and safety
- Reasonable adjustments to avoid suspensions

# SUSPENSIONS AND EXCLUSIONS AND THE SUPPORT AVAILABLE CONTINUED




## Permanent Exclusions

A permanent exclusion removes a student from the school roll, preventing their return; it must be a last resort.

A permanent exclusion should only occur:

- In response to a serious breach or persistent breaches of the school's behaviour policy
  **AND**
- Where allowing the student to remain on roll would seriously harm the education or welfare of themselves or others

Decisions regarding permanent exclusions must be based on thorough investigation and proven on the 'balance of probability'.

The head teacher must inform the child's parent or carer immediately via a phone call making it clear it is a permanent exclusion. This must be followed by official written notice which includes information regarding how to appeal the permanent exclusion.

Parents/Carers have the following rights with permanent exclusions:

- To make representations to the governing board about the exclusion
- To attend a governing board meeting to review the decision
- To be represented at this meeting or bring a friend

**Governing Board Review**

A meeting held within 15 school days to review the permanent exclusion. Parents/carers will be invited along with the student and a local authority representative (for maintained schools).

The Governing Board will decide to uphold the permanent exclusion or reinstate the student.

The following points should be considered at a Governing Board Review:

- Compliance with statutory guidance for lawful and fair exclusions.
- Consideration of the student's future education and wellbeing.

# SUSPENSIONS AND EXCLUSIONS

# AND THE SUPPORT AVAILABLE CONTINUED




- Has the student received appropriate support and were strategies given time to have an impact?
- Have alternatives to exclusion been considered - was the permanent exclusion a last resort?

**Independent Review Panel**
If the governors uphold the permanent exclusion, parents/carers are able to request an Independent Review Panel. At this meeting independent parties consider the permanent exclusion they can:

- Uphold the decision
- Recommend reconsideration by the governors
- Quash the decision

They cannot direct reinstatement at the school who has issued the permanent exclusion.

**Provision of Education**
Local authorities must arrange full time education from the sixth day of a permanent exclusion. This must take into account and ensure continued support for any SEND.

## Permanent Exclusions

If your child has been suspended or permanently excluded and you would like to receive impartial advice from the local authority, please contact: exclusionsupport@hillingdon.gov.uk

Each school's behaviour policy may be slightly different, please ensure you refer to your child's school's policy. This can be found via the school's website or, you can request this from the school.

# EDUCATION OPTIONS AFTER GCSES AND THE SUPPORT AVAILABLE




## What does Education after GCSEs Look Like?

Your child can leave school on the last Friday in June, as long as they will be 16 by the end of the summer holidays. Once they have left, there are 3 main pathways they can take:

- Stay in full-time education (Full time education options include: A levels which you can do at sixth form college, further education college or a University Technical College, Vocational Technical Qualifications (VTQ) such as BTEC or Cambridge technical or T Levels which you can do at further education college)
- Start an apprenticeship (Find an apprenticeship - GOV.UK)
- Spend 20 hours or more a week working or volunteering, alongside part-time education or training

## What are the Options?

**A-Levels**
Subject-based qualifications that can lead to university, further study, training or work. Students typically study three or more A levels over two years. They are usually assessed by a series of exams. To study A levels, students typically need:

- At least five GCSEs at grades 9 to 4
- At least grade 6 in the specific subject(s) they would like to study

The exact requirements differ from school to school, please liaise with them directly regarding requirements.

**Vocational Technical Qualifications**
Practical learning programmes that relate to specific job roles or job sectors. VTQs are available in a wide range of subjects across many levels - entry level up to level 8. Vocational courses are designed to help young people learn in a practical way about a specific job area.

# EDUCATION OPTIONS AFTER GCSES AND THE SUPPORT AVAILABLE CONTINUED




Vocational Technical Qualifications include BTEC qualifications and T-Levels.

**Apprenticeships**
A way to learn on the job, building up knowledge and skills, gaining qualifications and earning money at the same time. Apprenticeships can take between one and four years to complete. The length depends on its level, the industry involved and the apprentice's prior level of relevant skills.

**Work or Voluntary Work**
Young people can choose to find employment or voluntary work rather than continuing their studies.

## English and Maths

If your child has not achieved a level 2 qualification in English or maths (GCSE grade 4) and they are on a study programme then they will be required to continue studying these subjects until they achieve a level 2 qualification or they turn 18 years old.

## Further Information

For further information regarding the different options for post-16 education, employment or training. Please see the London Borough of Hillingdon's Post-16 Prospectus: Hillingdon Post 16 Prospectus 2024/25 - Hillingdon Council

You can also find out more information regarding specific provision's opportunities via their prospectuses and open days - these can usually be found on school's and college's websites.

All apprenticeships are advertised on the government website: https://www.gov.uk/apply-apprenticeship. You are also able to setup email alerts when new apprenticeships are advertised that meet your criteria.

If your child has already finished school and would like individualised support to find education, employment or training please reach out to: post16eet@hillingdon.gov.uk

# USEFUL LINKS AND RESOURCES FOR FUTHER INFORMATION



## Types of Kinship Care Arrangements

https://kinship.org.uk/what-is-kinship-care/

## Support with Childcare Costs

https://www.childcarechoices.gov.uk/

https://www.gov.uk/get-childcare

https://kinship.org.uk/support-and-advice/advice-and-information/paying-for-childcare/

## Transitions

Supporting school transitions | Resources | YoungMinds

Hillingdon Post 16 Prospectus 2024/25 - Hillingdon Council

Post 16 options | National Careers Service

## School Admissions

https://www.hillingdon.gov.uk/schooladmissions

https://kinship.org.uk/support-and-advice/advice-and-information/finding-a-school/

https://www.hillingdon.gov.uk/ehe

## Suspensions and Permanent Exclusions

https://www.hillingdon.gov.uk/school-exclusions

https://childlawadvice.org.uk/information-pages/school-exclusion/

## Post-16 Options

https://www.gov.uk/government/publications/16-to-19-funding-maths-and-english-condition-of-funding

Hillingdon Post 16 Prospectus 2024/25 - Hillingdon Council

Post 16 options | National Careers Service

# USEFUL LINKS AND RESOURCES FOR FUTHER INFORMATION (CONTINUED)




## Special Educational Needs and Disabilities

https://www.kids.org.uk/wp-content/uploads/2023/09/Easy_Read_EHC_plan.pdf

https://www.kids.org.uk/wp-content/uploads/2023/09/ehcplans.pdf

https://www.specialneedsjungle.com/wp-content/uploads/2019/03/Annual-Review-Flow-Chartv4.pdf

https://www.hillingdonsendiass.co.uk/

https://www.hillingdon.gov.uk/article/11321/Our-SEND-and-Inclusion-Service