Supported Internship Quality Assurance Framework

Self-assessment for Effective Practice

# CONTENTS

[Quality Assurance Framework](#Quality_Assurance_Framework)

[Introduction](#Introduction) 1

[stages](#Stages) 2

[Process of self-assessment](#Process_of_self_assessment) 3

Stage 1 [Lead](#Leadership)[ership 4](#Leadership)

[Stage](#Leadership) 1 [Planning](#Planning) 6

Stage 1 [Partnership 8](#Partnership)

[S](#Partnership)tage 1 [Readiness 10](#Readiness)

[Stag](#Readiness)e 1 [Progress 1](#Progress)2

Stage 1 [Results](#Results) 14

Stage 2 [Continuous Improvement](#Continuous_improvement) 16

Stage 2 [Action Plan Template](#Action_plan) 17

[Related Links](#Related_links) 18

**Supported Internship Quality Assurance Framework**

IntroductionSupported Internships (SI) are a study programme which provide an excellent platform and transition into meaningful paid work for young people aged 16-24[[1]](#footnote-2) with an Education, Health and Care plan (EHCP). There is a growing data set which provides evidence that SIs do work and at scale. With the growth of SIs, we need to provide assurance in the quality and consistency of provision and ensure that interns have clear outcomes so they develop the skills and experiences they need for sustainable employment. This framework draws on effective practice and sets out what is required to achieve a high-quality SI. The framework asks you to develop a ‘culture’ of quality by committing to ongoing monitoring and reporting. It targets improvements and encourages you to proactively manage the quality of SI and outcomes for interns.

**Purpose** Aligned to the [Supported Internships guidance](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships), the Quality Assurance Framework should be used to determine the quality and success of your SI provision. It will highlight your strengths and should be used as an annual continuous improvement tool. It has been designed to support reflection and self-assessment, which will support your quality assurance and improvement journey. It acts as a scaffold to support the effectiveness of the SI and as a catalyst for driving change and improving provision, so there is an expectation for reviews to lead to an action plan.

**Self-assessment** As a provider, you will complete an annual self-assessment. You should focus your responses using an evidence-based approach rather than activities you do, as this will underpin good outcomes. This should include a description of the impact on interns, changes made as a result of your action plan, or information on how potential impact is being monitored.

**Impact** You will link your Quality Assurance Framework to your Self-Assessment Report (SAR) and Quality Improvement Plans (QIPs) to evidence that your SI follows on from a clear pathway to employment. Ofsted will evaluate whether the curriculum prior to a SI cumulatively builds sufficient knowledge and skills for the intern’s future employment. Your robust approach to quality assurance and improvements will result in interns achieving sustainable employment.

**Further review** You may wish to use the [College SEND Review Guide](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sendgateway.org.uk%2Fresources%2Fcollege-send-review-guide&data=04%7C01%7Celaine.dale%40ccn.ac.uk%7C61d00561e75b47eeeac308da01052829%7C1db1f922ffde405abaf6c0e4a24552a9%7C0%7C1%7C637823418908537880%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C2000&sdata=uwwOtUsdLngr3Qe9f2j3PKXFLsmjyz7JIeCITkyjJDM%3D&reserved=0) alongside the Quality Assurance Framework to assess your SEND provision more broadly. Like the Quality Assurance Framework, the findings will show clearly where you excel and areas for you to improve your SEND provision, so that learners are appropriately supported to achieve good outcomes.

**Quality Assurance Framework Stages**

**Stage 1 – Self-assessment**

**The QAF will:**

* set out standards, expectations, and requirements for effective practice by all
* show what a good quality SI looks like, and how well the provider is carrying out SI activity through self-assessment
* require an evidence-based outcome approach.

**Stage 2 – Continuous Improvement**

**The QAF will:**

* ensure senior management and operational staff within SI reflect on existing practice, support continuous improvement, and celebrate strengths
* ensure senior management and operational staff within SI identify challenges and areas to improve provision
* enable an action plan with a timeframe, to meet the standards that are set out in the Quality Assurance Framework.

**Process of self-assessment**

* You will complete the self-assessment by working through the following tables of statements.
* For each of the statements, you should identify a range of evidence that is outcome based. You should refer to the benchmarks and prompts to ensure you are meeting the standards required of each of the sections.
* For every section, you should grade yourself by calculating the numbers of statements you have evidenced against the requirements of the overall section statement.
* To define the overall success, you should take into consideration both the numerical data and narrative which demonstrates where you have made adjustments for the intern to achieve high-quality sustainable employment.
* The maximum grade you can achieve is 36 points. If you have graded yourself 35 or below, complete a measurable and timebound action plan, involving key partners.
* Your action plan will show how you would set higher, more challenging, minimum baselines for interns.

**Stage 1 Criteria sections for SI**

1. Leadership
2. Planning
3. Partnership
4. Readiness
5. Progress
6. Results

Stage 1, Section 1 - Leadership**.** There is a clear **vision and culture** of high aspiration for interns. Leaders’ approaches enable interns to gain sustainable employment because:

|  |  |
| --- | --- |
| **Criteria** | **Prompts / Expected Practice** |
| 1. The CEO/Principal ensures there is a clear **culture and strategy** and there is an ambitious curriculum into a SI. Everyone understands the **benefits** of a SI and have **high aspirations** of the intern to gain high-quality sustainable employment. 2. Leaders strategically and operationally **engage well with employers** within their community who promote and establish **effective relationships** for interns. 3. The provider **accesses funding** that enables interns to be effectively and fully supported on their SI. 4. The SI is a **programme of study** that lasts a minimum of **6 months to a year** and includes **maths and English**. 5. The SI team is **resourced well** throughstaff contracts that mirror realistic employer workpatterns. 6. **Staff and employers are trained** and supported. **Professional development** is prioritised, and the provider’s **trained job coaches** use their skills and knowledge, following the **National Occupational Standards**. They are **trained in systematic instruction,** which enables interns to build on skills and learn complex tasks. | * Framework / strategy / policy statement * Steering groups and partnerships * Local Enterprise Partnership * Source of small and large businesses who are committed to interns * Links with the local employers * Service level agreements and contracts * Local Authority (LA) partnership support with SI * Intent, implementation and impact of your curriculum pathways into employment * A developed employment pathway through curriculum planning. * Course planning and offer * Advertising information * Progressed learners into work * Qualifications / Recognising and Recording Progress and Achievement (RARPA) * [English and maths conditions of funding](https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding) * Individual learner record (ILR) * Staffing and resource budget * Staff development and skills and training audit * [Access to Work](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#access-to-work) supporting applications * [High Needs Funding](https://www.gov.uk/government/collections/high-needs-funding) detailing funding allocated * [Bursary funding](https://www.gov.uk/1619-bursary-fund) applications and agreement * [NOS Job Coaching 2017.pdf](file://ccnsan01/Data/e4dale/Downloads/NOS%20Job%20Coaching%202017.pdf) * Intern training documentation in [Training in Systematic Instruction (TSI](https://www.base-uk.org/tsi)) |

|  |  |  |
| --- | --- | --- |
|  | **Stage 1, Section 1 - Leadership** | |
| **Criteria** | **Evidence** (what / where information is held) | |
| **1** |  | |
| **2** |  | |
| **3** |  | |
| **4** |  | |
| **5** |  | |
| **6** |  | |
| **Leadership Calculation** | | / 6 Add your subtotal |

**Stage 1, Section 2 -** **Planning.** A SI is **planned well** and is a final step in education for interns with the goal to achieve **high-quality** **sustainable employment** because:

|  |  |
| --- | --- |
| **Criteria** | **Prompts / Expected Practice** |
| 1. The interns **are based 70% in the workplace**, with all the work-placements off site with employer. The SI mirrors the **workplace days and working hours**. The SI is a programme of study and follows a **personalised curriculum** delivered by the provider, which has clear links to high-quality sustainable employment. 2. There is high-quality **off** **the job training** and evidence of personalised support to help the intern to achieve high-quality sustainable employment. 3. The **trained job coach** is skilled at facilitating links between the intern and employers through **job analysis, job matches, negotiating and ‘carving’ job role.** They tailor support for both the intern and the employer. 4. The **employer is supported** by the provider throughout to understand the needs of the intern and to make **reasonable adjustments.** 5. The employer identifies a **workplace buddy or mentor** and is actively involved in supporting the skills development of the intern. 6. The provider ensures there is **good skills matching** of the intern to the employer placement either through **a single high-quality placement or high-quality rotations** within the employer / between employers. The placement/s are matched to the intern’s long-term goals. | * Planning meetings with staff and employers * Workplace information; employer details, employer policies, health and safety checks * Safeguarding support and employer responsibility * Prevent support and employer responsibility * A personalised study curriculum outside their workplace that clearly complements workplace learning * Personalised information to specific needs and aspirations * Support package for learner * Employer support * Workplace mentor / point of contact * Travel training * Supporting Access to Work applications * Other work-related training such as food hygiene, health & safety. * Workplace induction * Human resources procedures * Uniform / Personal Protective Equipment (PPE) * Job coach visits to placement to undertake job analysis and carving * Interns trained against job descriptions, * Employer meetings, minutes * Assistive technology / reasonable adjustments * Placement to match skills - [job carving](https://www.base-uk.org/employers-recruitment-jobcarving) * Providers can operate a variety of models to fit their local circumstances, as long as they meet the [4 principles](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#key-principles) * New placement support, new challenges, stretch and challenge |

|  |  |  |
| --- | --- | --- |
|  | **Stage 1, Section 2 - Planning** | |
| **Criteria** | **Evidence** (what / where information is held) | |
| **1** |  | |
| **2** |  | |
| **3** |  | |
| **4** |  | |
| **5** |  | |
| **6** |  | |
| **Planning Calculation** | | / 6 Add your subtotal |

**Stage 1, Section 3 –** **Partnership.** Effective **partnership underpins the success** of the SI and enables the best opportunity for interns to succeed. **Working together ensures** standards are upheld and there is openness and transparency, sharing effective practice with a commitment to **high standards and continuous quality improvement**. Partners work together because:

|  |  |
| --- | --- |
| **Criteria** | **Prompts / Expected Practice** |
| 1. The provider and employer commitmentenables interns’ skills to be developed well. **Everyone is committed** to the high-quality of the SI and there is an open, transparent approach to sharing the effective practice of the SI programme. 2. Employers value an **onsite team** and the **trained job coach** gives high-quality support and follows the **National Occupational Standards**. They identify a lead within their organisation and **mentors or buddies** for the interns. ​ 3. They ensure a **high-quality employer** for the SI, with the opportunity to progress into sustainable employment, either within the organisation or elsewhere. 4. There is a culture that enables **honest and robust feedback** from all stakeholders including, and most importantly the intern. 5. There is **well informed family** involvement, who share the intern’s **aspirations for employment** andsupport their aim to achieve high-quality sustainable employment. 6. **The Local Authority** supports the provider by updating EHCP employability outcomes. They are able to access funding and employer forums which enables interns to achieve high-quality sustainable employment. The Local Authority promote SI on their **Local Offer** and the provider engages with Local Authority to understand **availability of schemes** in the local area. | * Partnership Service Level Agreement * Partnership meetings and minutes * Learning agreement * Supervision, appraisal, team meeting minutes * Focus group, feedback views * Family meetings and liaisons * Open days planning and agenda * Agency links and meetings * Employer engagement events, networks and database * Disability confident employer * Employer equality and diversity training * Employer vacancies * Local offer evidence of SI * Complaints and compliments * Observation, learning walks and reviews * Case studies * [National Occupational Standards for Supported Employment](https://www.base-uk.org/nos) * [Support provided by the Job Coach](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#assistance) * [Family involvement and the learner’s role in decision making as set out in SEND](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) Code of Practice * [Working with families](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#working-with-parents-and-carers) |

|  |  |  |
| --- | --- | --- |
|  | **Stage 1, Section 3 - Partnership** | |
| **Criteria** | **Evidence** (what / where information is held) | |
| **1** |  | |
| **2** |  | |
| **3** |  | |
| **4** |  | |
| **5** |  | |
| **6** |  | |
| **Partnership Calculation** | | / 6 Add your subtotal |

**Stage 1, Section 4 –** **Readiness.** Interns are ready for a SI and they have a **strong motivation to work**. The high-quality placement must fit with their vocational profile, contribute to their **long-term career goal** and be flexible enough to address barriers where necessary. To enable this to happen, the intern is ready for a SI because:

|  |  |
| --- | --- |
| **Criteria** | **Prompts / expected practice** |
| 1. They have an EHCP, are aged between 16-24 years of age and the employment is the **intended pathway plan** set out in the **EHCP**. 2. They have **high aspirations** of achieving high-quality sustainable employment. They are well prepared with the employability skills developed to **effectively** **transition** to the SI workplace. 3. There is a robust **recruitment, selection,** and **induction** process which ensures the intern has the appropriate **documentation** to secure work**.** Interns and their families are clear that the **end goal is paid work.** 4. The intern’s aspirations and employment goals are identified through a **vocational profile**. The provider and intern find suitable **jobs that match** to their interests and goals. 5. Interns are enthusiastic to secure high-quality sustainable employment and have **developed employability** and other **associated skills** valued by employers. 6. The **high-quality personalised level of support** enables the intern to be as independent as possible and flourish in the SI. Support is decreased over time but is in place to ensure the intern can undertake duties effectively. | * EHCP outcome to employment * An explicit focus on preparation for adulthood within the EHCP from year 9 annual review * Learner and family aspiration is to gain work * EHCP annual reviews’ outcomes building soft and hard skills for employment * Careers guidance, tailored advice and guidance * Prior experience of the world of work * Work skills development * Interns have bank accounts for recruitment checks to secure work and to deposit salary * Support plan * [Vocational profiling](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#vocational-profiling) * Assistive technology * Job descriptions shared and understood by intern. Intern’s roles and responsibilities * Rotation plans and expectations * Workplace changes new rota etc * Transition plan including visits, tasters, training and meeting |

|  |  |  |
| --- | --- | --- |
|  | **Stage 1, Section 4 - Readiness** | |
| **Criteria** | **Evidence** (what / where information is held) | |
| **1** |  | |
| **2** |  | |
| **3** |  | |
| **4** |  | |
| **5** |  | |
| **6** |  | |
| **Readiness Calculation** | | / 6 Add your subtotal |

**Stage 1, Section 5 –** **Progress.** The intern is on track and **making good progress** into **high-quality sustainable employment** because:

|  |  |
| --- | --- |
| **Criteria** | **Prompts / Expected Practice** |
| 1. The SI **placement is matched well, is of high-quality** and reviewed to ensure development of **skills and progress** is being made. 2. There is good and regular **communication** with the trained job coach and employer regarding the **skills development**. 3. Providers have a **robust and timely progress review** in place for interns that supports them to make progress within the SI. 4. The progress review **involves the intern and all key partners** (employer, job coach, families and other relevant provider staff) who are committed to the success of the intern. 5. The findings from the progress review recognises the progress of the intern and supports them to **develop further skills** to secure work. 6. The **high-quality support package** is reviewed to ensure the intern is provided with appropriate support and strategies to give them the best opportunity to secure work. | * Audit of placement policies and systems * Placement observation visits * Employer / mentor feedback * Record keeping * Learner tracking, progress reviews * and related processes * In-work support * Sampling of files and case notes * Job matching * Detailed assessment and profiling of the intern in relation to the SI * [RARPA](https://natspec.org.uk/resources/rarpa/) * Qualification content * Verification, internal and external * Support package, review / changes * Interventions * Meetings - regular or in addition |

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|  |  |  |
| --- | --- | --- |
|  | **Stage 1, Section 5 - Progress** | |
| **Criteria** | **Evidence** (what / where information is held) | |
| **1** |  | |
| **2** |  | |
| **3** |  | |
| **4** |  | |
| **5** |  | |
| **6** |  | |
| **Progress Calculation** | | / 6 Add your subtotal |

**Stage 1, Section 6 –** **Results.** The primary goal of the programme for the intern is **paid employment**. Jobs must work for both the intern and the employer, and the SI should reflect a **real business need**. The employer is committed to supporting the intern towards paid employment. By having **high aspirations and a relentless approach**, interns will achieve **high-quality sustainable employment.** The SI is successful because:

|  |  |
| --- | --- |
| **Criteria** | **Prompts / Expected Practice** |
| 1. The provider is relentless in securing high-quality sustainable employment for the intern. They prepare interns well for work by skillfully supporting them with **job searching,** **building a CV and interviews**, ensuring the interns are successful ​with **recruitment and selection.** 2. The interns secure high-quality sustainable **permanent positions** that match their **aspirations**, **skills** and **employment goals.** 3. They are employed **no less the 16 hours per week** or as adjusted to meet individual circumstances.The intern’s income is **no less than the minimum wage**. 4. Outcomes of high-quality sustainable employment from the overall **cohort exceed 70%** or above. 5. **Outcome data** is kept, regularly reviewed and acted upon to ensure interns are achieving their aspirations into high-quality sustainable employment. 6. There is commitment from the provider through partnerships such as the DWP, to support the intern and employer with **future needs** beyond the SI if the need arises. | * Market labour analysis to meet current vacancies * Job carving evidence and agreement with employer * Barriers from employers and addressed support * [Benefit allowance and working 16 hours](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwir96TL-M_2AhUSHcAKHXf5BNgQFnoECAgQAQ&url=https%3A%2F%2Fwww.gov.uk%2Fworking-tax-credit&usg=AOvVaw0v4kdc3vm7f2HvsWXEvK8g) * Partnerships with Department for Work and Pensions (DWP) and supported employment agencies demonstrating results. * Partnership links with LA to identify recruitment schemes * Job coaching support to secure work * Applications for work that links with aspirations * Interview preparation * Employer support to make reasonable adjustments * Evidence of employment contracts / job confirmation * Personalised record keeping and intern tracking with progress reviews and actions * SI Quality Assurance Framework reviews and actions * SAR and QIP * Ongoing support / records of meetings, visits or calls |

|  |  |  |
| --- | --- | --- |
|  | **Stage 1, Section 6 - Results** | |
| **Criteria** | **Evidence** (what / where information is held) | |
| **1** |  | |
| **2** |  | |
| **3** |  | |
| **4** |  | |
| **5** |  | |
| **6** |  | |
| **Results Calculation** | | / 6 Add your subtotal |

**Stage 2,** **Continuous Improvement**

Once you have completed a self-assessment and graded yourself 35 or lower, complete a **measurable** and **timebound action plan.** You will evidence how you will improve the provision in order to meet the standards set out in the Quality Assurance Framework. To define the overall success, you should take into consideration both the numerical data and narrative which demonstrates where you have made adjustments for the intern to achieve high-quality sustainable employment.

The Quality Assurance Framework should be used as a template for a SMART action plan.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Results Calculation:** | **Add your Section Total below** | **Matrix mapping – mark the boxed number where you have shown total of evidence for each section statement** | | | | | |
| 1. Leadership |  | 6 | 5 | 4 | **3** | **2** | **1** |
| 1. Planning |  | 6 | 5 | 4 | **3** | **2** | **1** |
| 1. Partnership |  | 6 | 5 | 4 | **3** | **2** | **1** |
| 1. Readiness |  | 6 | 5 | 4 | **3** | **2** | **1** |
| 1. Progress |  | 6 | 5 | 4 | **3** | **2** | **1** |
| 1. Results |  | 6 | 5 | 4 | **3** | **2** | **1** |
| **Total Score** | **/ 36** |  |  |  |  |  |  |

**Stage 2,** **Action Plan Template**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Identified Areas for Improvement** | **SMART Action** | **When** | **Who** | **Progress** | **Outcome** |
| 1. Leadership |  |  |  |  |  |
| 1. Planning |  |  |  |  |  |
| 1. Partnership |  |  |  |  |  |
| 1. Readiness |  |  |  |  |  |
| 1. Progress |  |  |  |  |  |
| 1. Results |  |  |  |  |  |

**Related links**

* [Cooper Gibson Supported Internship Research Project](http://www.coopergibson.co.uk/portfolio/supported-internships-research-project/)
* [National Disability Strategy](https://www.gov.uk/government/publications/national-disability-strategy)
* [Careers Guidance](https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools)
* [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
* [Supported Internship Guidance](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships)
* [Supported Internship Principles](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#key-principles)
* [National Occupational Standards](https://www.base-uk.org/nos) for Supported Employment
* [Vocational Profiling](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#vocational-profiling)
* [Job Carving](http://base-uk.org/employers-recruitment-jobcarving)
* [Employing Disabled People and People with Health Conditions](https://www.gov.uk/government/publications/employing-disabled-people-and-people-with-health-conditions/employing-disabled-people-and-people-with-health-conditions)
* [Supported Internship Assistance](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#assistance)
* [Ofsted Inspection Judgements](https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook#part-2-the-evaluation-schedule-how-further-education-and-skills-providers-will-be-judged)
* [Education Training Foundation](https://send.excellencegateway.org.uk/communities-practice-managers-and-practitioners)
* [Supported Internships working with employers and the community](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DluhO9JHnJnI&data=04%7C01%7CLucy.Emms%40ccn.ac.uk%7C15d260a88a1f46bee8e708da130ac80d%7C1db1f922ffde405abaf6c0e4a24552a9%7C0%7C0%7C637843234261588876%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=PJTuMli1MaFhuw9at9KVXi77BkBNoD3X6Hk5Sxu%2B%2BGI%3D&reserved=0)
* [College SEND Review Guide](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sendgateway.org.uk%2Fresources%2Fcollege-send-review-guide&data=04%7C01%7Celaine.dale%40ccn.ac.uk%7C61d00561e75b47eeeac308da01052829%7C1db1f922ffde405abaf6c0e4a24552a9%7C0%7C1%7C637823418908537880%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C2000&sdata=uwwOtUsdLngr3Qe9f2j3PKXFLsmjyz7JIeCITkyjJDM%3D&reserved=0)
* [SEND Gatsby Benchmark Toolkit](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiYjZ7Dzdf2AhWMQEEAHeTxDUkQFnoECAUQAQ&url=https%3A%2F%2Fresources.careersandenterprise.co.uk%2Fresources%2Fgatsby-benchmark-toolkit-send&usg=AOvVaw3dj4nwoo99uRFIRCKjEK-R)
* [Whole School SEND Resources](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjvsuvdzdf2AhULi1wKHQeOCXMQFnoECBkQAQ&url=https%3A%2F%2Fwww.sendgateway.org.uk%2F&usg=AOvVaw1BXIHwZGVoZCtd6Sp94rWU)
* [Benefit allowance and working 16 hours](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwir96TL-M_2AhUSHcAKHXf5BNgQFnoECAgQAQ&url=https%3A%2F%2Fwww.gov.uk%2Fworking-tax-credit&usg=AOvVaw0v4kdc3vm7f2HvsWXEvK8g)

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1. *A local authority may continue to maintain an EHCP for a young person until the end of the academic year during which the young person attains the age of 25* [↑](#footnote-ref-2)