



Transitions – Education.

15th June 2023.

Agenda

1. Quick Introductions from speakers.
2. Preparation for Adulthood (PfA).
3. Home to School Transport 16-25.
4. Gatsby Benchmark.
5. Personal Learning College (PLC) at Adult Learning.
6. EHCP's 16 – 25.
7. Questions.

Procedure: Asking Questions.

- You can interject and ask questions at anytime throughout the session. We will do our best to answer all your questions.
- However, as we only have a short time, if you have any further questions while someone else's question is being answered, please could you put your question in the chat. These will either be read out and answered during the session, or will be saved and sent to the relevant professional to answer after the session. For the latter, the responses to these will be shared with you in due course.
- Questions that are asked verbally will also be noted down.

Preparing for
Adulthood



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What is PfA?

- Preparing for adulthood is a time when young people and their families are thinking about their hopes for the future.
- Planning for the future will involve the young person, you and other people that know the young person well from education, health, social care services or the voluntary sector.
- This discussion will provide you with useful information to support your young person's plans for the future.
- You may have questions or concerns about things like:



Leaving school or starting college



Training or work experience



Finding a job



Finding day time activities



Benefits and money



Where to live



Short breaks / respite



Health



Paying for care and support



Longer term plans



Leisure and social activities



Transport

What good looks like:

“Young people with SEND should have equal life chances as they move into adulthood”

PfA starting at the **earliest opportunity** – No later than year 9!

- lots of discussions / planning / taster sessions / visiting colleges etc before final decisions are made.
- Transitions Annual Review should be held at least one full year before moving – increasing chances of success.
- Services focusing on how they can support SEND young people to progress towards their PfA outcomes
- Organisations being more inclusive and engaged **ensuring equal opportunities for all**
- Young people and their families being involved in planning and design across all services - **person centred!**
- **Clear evidence** of achievable outcomes for young people set in their EHC plans.
- Access to a **good Local Offer** with up-to-date and clear information on what is available for young people.

LA services, organisations and education providers working together, to help young people achieve independence with a focus on their future aims and aspirations.

High Aspirations is key!



- It's vital that young people with SEND have high aspirations about employment, independent living and community participation and we all encourage and support them to do so.
- Providers should be developing strong relationships with employers, business, social groups and support organisations etc to help young people understand what is available to them within their local area and what they can potentially achieve.
- Having links with successful adults who have SEND can be beneficial for young people to encourage their own aspirations.
- Discussions with Teenagers must be specific and detailed. It must be centred around their aspirations and the support available to help them achieve those. Considering the most appropriate post 16/19 options should be part of these discussions.

What are we doing?

- Developing a new overarching Local Area Strategy which will include all services and involvement from our health and social care partners.
- Developing a new Preparation for Adulthood Strategy which outlines our outcomes and priorities across the four main PfA strands.
- Undertaken a significant restructure of services with strong focus on PfA throughout
- Increased levels of co-production with children and young people via parent carer forums.
- Current assessment of PfA Strengths and Weaknesses which forms the new PfA Action plan
- Revived PfA Partnership board with refreshed ToR and updated governance to feed in to senior management governing boards.
- Continuation of PfA responsibilities outlined in phase 2 of the SEND Strategic Plan 2018 -2023.
- Continuation of SEND FE Networks with a PfA/Employment focus
- Brand new Local Offer with specific PfA section
- Further Develop employment pathways across NY County and increase capacity.

**Preparing for Adulthood:
Person-centred Planning
Tools**

In 2020, NDTi refreshed a suite of person-centred planning materials as part of our delivery of the national Preparing for Adulthood programme.



Preparing for Adulthood's

Person-centred Planning Tools

**Preparing for Adulthood:
Employment Resources**

Employment resources created as part of the delivery of the Preparing for Adulthood programme and other NDTi projects.



Preparing for Adulthood's

Employment Resources

**Preparing for Adulthood:
Independent Living**

Independent living and housing resources created as part of the delivery of the Preparing for Adulthood programme and other NDTi projects.



Preparing for Adulthood's

Independent Living

**Preparing for Adulthood:
Friends, Relationships &
Community**

Resources around friends, relationships and community created as part of the delivery of the Preparing for Adulthood programme and other NDTi projects.



Preparing for Adulthood's

Friends, Relationships & Community

**Preparing for Adulthood:
EHC Planning**

Education, health and care planning resources created as part of the delivery of the Preparing for Adulthood programme and other NDTi projects.




Preparing for Adulthood's

Education, Health & Care Planning

**Preparing for Adulthood:
Local Offer**

Local offer and self-evaluation tools and resources created as part of the delivery of the Preparing for Adulthood programme and other NDTi projects.



Preparing for Adulthood's

Local Offer

**Preparing for Adulthood:
Event Resources**

Event resources created as part of the delivery of the Preparing for Adulthood programme and other NDTi projects.



Preparing for Adulthood's

Event Resources

**Preparing for Adulthood:
Case Studies & Stories**

Case studies and stories shared as part of the delivery of the Preparing for Adulthood programme and other NDTi projects.



Preparing for Adulthood's

Case Studies & Stories

Preparing for Adulthood: All Tools & Resources - NDTi



A photograph of two young women laughing together outdoors. The woman on the left has long blonde hair and is wearing a dark red cardigan over a white floral top. The woman on the right has long dark hair and is wearing a white floral top. They are both smiling and laughing, with their heads tilted back. The background is a bright, sunny outdoor setting with greenery.

It is never too early to start planning for life after school or college...

Young people may need to be supported to have their say.

Think about what interests and skills your young person has, what they enjoy, what they are good at.

Think about the future with your young person and other people who know them well.

Home to School Transport: 16-25.

National Context

Home to school transport is a statutory duty for Local authorities where the following criteria applies:

- The child is of statutory school age (5th Birthday until June 30th of year 11)
- Must be attending the nearest qualifying school with places available that provides education appropriate to the age, ability and aptitude of the child, and any SEN that the child may.

Post 16 assistance is not a Statutory Duty

Post 16

- Local authorities have to publish on their website by the 31st May each year, the offer for assistance (if any) for young people continuing in education.
- The post 16 policy statement must declare what transport provision is available locally, and what the Local Authority position and offer will be for the next academic year
- Although there is no automatic entitlement to transport for those of sixth form age in the same way there is for 'eligible' children of compulsory school age, Local Authorities have a discretion to assist with transport arrangements and are expected to target support towards students in particular circumstances
- Transport for discretionary arrangement does not have to be provided for free.
- The Department for Education publish a guidance via GOV.UK – last published in 2019

Post 16 in North Yorkshire

- Our post 16 policy statement was published on 1st May 2023 for the coming academic year
- <https://www.northyorks.gov.uk/education-and-learning/school-and-college-transport/transport-sixth-form-or-college>
- North Yorkshire has agreed to continue to support our young people with assistance for the coming academic year
- Assistance is chargeable at £747.50 for the 2023/24 year and applications should be made online before 30th June 2023
- To support our most vulnerable groups – the fee is reduced by 50% if you are of a low income family

A exemption from fees will also apply to

- Looked after children
- Young carers (who are registered as such)
- Students receiving income support or universal credit in their own name and are living independently



Post 16

To qualify for assistance with transport to sixth form or college, the following applies:

- you must be over 16 and under 19 on 1 September 2023 and live in North Yorkshire (sixth form age)
- you must be attending the nearest sixth form or further education college to your home address or the sixth form of the secondary school which is recognised as the normal school for your home address
- the course attended must be full-time i.e. more than 12 hours a week
- the sixth form or college is the nearest establishment offering a course that we consider suitable to a student's career choice, or that is a pre-requisite for entry into higher education (see below for more details)
- the nearest sixth form or college is more than three miles from your home by the shortest walked route, unless the nature of your SEN would prohibit this
- you must have agreement from your parent or guardian to pay for the pass

Transport assistance needs to be renewed annually and is not provided for students on apprenticeships or work placements.



Post 16 and EHCP.

All the information on the previous slide applies to learners who also have an Education, Health and Care plan

The only difference is the Casework maintaining your EHCP will name the nearest provision which can offer, and you can secure a place in section I of the EHCP

IF, the nearest provision is not where you want to go – the caseworker may choose to name both provision (the nearest and preferred), however we would only be able to provide assistance to the nearest.

For example,

Gail lives in Harrogate and want to do bricklaying at level 2, her friends are going to York college and Gail wants to go there as well. However Harrogate college which is local to Gail can also offer Bricklaying level 2 and can offer her a place based on the EHCP.

The caseworker names both colleges in section I

Assistance is only given to Harrogate college

Post 19

Adult learners' will be young people over sixth form age – those who are 19 and up (if they started a course of further education before their 19th birthday, they remain of sixth form age until they complete that course).

Therefore young people who are 18 (adult) are still classified as post 16 (sixth form age) in educational term until the September after they 19th Birthday

Post 19 is national curriculum years 15 to 20 of education

Post 19 Transport

Whilst the post 16 (sixth form age) assistance is discretionary – Adult learners (post 19), is a Duty under the Care Act 2014

- **Promoting individual well-being**

- (1) The general duty of a local authority, in exercising a function under this Part in the case of an individual, is to promote that individual's well-being.
- (2) "Well-being", in relation to an individual, means that individual's well-being so far as relating to any of the following—
 - (a) personal dignity (including treatment of the individual with respect);
 - (b) physical and mental health and emotional well-being;
 - (c) protection from abuse and neglect;
 - (d) control by the individual over day-to-day life (including over care and support, or support, provided to the individual and the way in which it is provided);
 - **(e) participation in work, education, training or recreation;**
 - (f) social and economic well-being;
 - (g) domestic, family and personal relationships;
 - (h) suitability of living accommodation;
 - (i) the individual's contribution to society.

When considering adult learners, the LA must make "such arrangements for the provision of transport, as they consider necessary"

Post 19....

Determining “necessary”

To facilitate this duty under the Care Act – the person must be assessed as needing support to promote Individual well-being – this assessment is completed by a Social Worker

As part of that assessment the social worker will look into all aspect of a person life, from personal care, to accessing community, leisure, retail, medical and other provision.

The assessment will also look at the network of support the individual has around them as well such as carers, and may recommend a carers assessment.

When determining necessary in relation to transportation – the social worker must apply the principle that if the Local authority did not provide assistance would the young person have the means to get to they destination, and if doing that would it place considerable strain on the carers well-being.

If the answer is that transport would be deemed necessary then a transport application would be submitted for consideration.

These applications must be received before 30th June each year



Post 19....

If transport is awarded – under Section 508f of the Education Act, transport to facilitate adult learners (over 19 year old) must be free of charge

The assistance will be a direct commission (taxi or minibus)

Bus pass requests would be directed to the national scheme - Disabled Person Bus pass

The assistance we provide is not for financial aid for mileage, – as that would be a benefit linked and normally covered by any Personalised independent payments (PIP) or college bursary

Therefore in general, we do not pay travel allowances for post 19 as this would be assessed as the following

- The person has means to get to they destination
- This is not putting additional strain on the carers.

Or provide bus pass as other schemes already exists that the person should access

Therefore does not meet the criteria of “where necessary” – in these cases it is advised that the social worker ensure the family are in receipt of all benefits available to them

Transport to provision other than school /college

Work experience:

The local authority do not provide travel assistance to any work experience or placements as part of a course of education – please speak to your provider to discuss options

Apprenticeships

The local authority do not provide travel assistance for apprenticeship – please speak to your provider for transport options

Supported internships

Supported internships is a progress route for EHCP learners, this is a combination of up to 30% education days and 70% work based learning

The Local authority will assist on the education days (57 days) but any assistance

Would be subject to the processes in place for post 16 and post 19 assistance (contribution or social care)

Work based learning is via Access to work fund which is applied for by the provider

Higher education/university

No assistance is given by Home to school transport for higher education



**Thank you
and
Any Questions**



Gatsby Benchmark.



GATSBY

What is the Gatsby Benchmark?

- The Gatsby Benchmark is a framework for good career guidance which supports students in secondary schools and colleges, by providing them with the best possible careers education, information, advice and guidance.
- There are 8 benchmarks. These are:
 1. A stable career programme.
 2. Learning from career and labour market information.
 3. Addressing the needs of each learner.
 4. Linking curriculum learning to careers.
 5. Encounters with employers and employees.
 6. Experiences of workplaces.
 7. Encounters with Further and Higher Education.
 8. Personal Guidance.

THE GATSBY BENCHMARKS
GOOD CAREER GUIDANCE



Gatsby Benchmark 1: A stable career programmes.

- In every mainstream, special school and college, a careers education and guidance programme should be embedded, which should be understood by students, parents, teachers, governors and employers.
- Also, there should be a stable and structured careers programme which should be on the school's website for all to access. As part of the evaluation process, feedback received from students, parents, teachers and employers should be used.

Gatsby Benchmark 2: Learning from career and labour market information

- Access to good quality information about future study options and labour market opportunities should be available.
- Support available from an informed adviser to make use of the best available information.
- By age 14, all students should have had and used information about career paths and the labour market to inform them when making decisions about their study options.
- Parents should have access to information on the labour market, future study options and use the local offer to support their child in their decision making.

Gatsby Benchmark 2: Learning from career and labour market information

Career and labour market information (LMI) includes information on:

- Career pathways and progression routes.
- Applications and interviews.
- Educational institutions, courses, qualifications, entry requirements and costs.
- Skills and occupations.
- Professional bodies.
- Employment sectors, employers, jobs, salaries and employment trends.
- Job programmes, training and apprenticeships.
- Job demands and working life.
- Financial planning.

Gatsby Benchmark 3: Addressing the needs of each learner

Advice and support should be tailored to the needs of each student.

- A school's careers programme should raise the aspirations of the learners and divert them away from stereotypical thinking.
- Systematic records are kept of individual advice given to each student, as well as decisions made. Students should have access to these records.
- Schools have to collect and maintain accurate data of each student's education, training or employment destinations. These are held by the school for at least 3 years after the student has left.

Gatsby Benchmark 4: Linking curriculum learning to careers.

All subject teachers highlight the wide range of future career paths available.

- By age 14, pupils will have the opportunity to learn about the wide range of careers from STEM subjects (Science, Technology, Engineering and Mathematics).

Gatsby Benchmark 5: Encounters with employers and employees.

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.

- All young people in Years 7-13 should have at least one encounter a Year with employers and employees, in line with the Gatsby Benchmarks.
- Meaningful encounters cover a range of activities with employers, both in and outside the school, but does not include off-site experiences of workplaces.

Gatsby Benchmark 6: Experiences of workplaces.

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience so they can explore their career opportunities and expand their networks.

- By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.

Gatsby Benchmark 7: Encounters with Further and Higher Education.

Students should know all the learning opportunities available to them including academic and vocational routes and learning in schools, colleges, universities, the workplace and through the Local Offer.

- By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.
- By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.

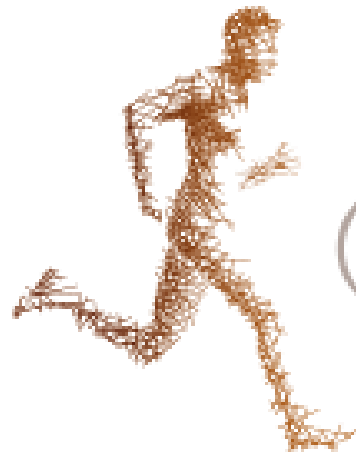
Gatsby Benchmark 8: Personal Guidance.

- Every pupil should have opportunities for guidance interviews with a Careers Adviser, who could be internal or external to the school environment, and available whenever significant study or career choices are being made.
- By age 16, every pupil should have at least had one interview. Opportunity for a further interview is available at the age of 18.

Further Information.

For further information on the Gatsby Benchmark visit:

<https://www.goodcareerguidance.org.uk/case-study/learning-from-career-and-labour-market-information>



GATSBY

Personalised Learning College

North Yorkshire Council
Adult Learning and Skills Service

15th June 2023

Vision Statement

To become the first choice educational setting for learners with high needs in North Yorkshire; offering a unique educational provision designed around the needs of young people in order to achieve their ambitions in their local community. To work in partnership to deliver high quality community- based Personalised Learning, which is flexible, inclusive, accessible and enables young people to achieve their educational, personal and employment goals and successfully make a smooth transition into adult-life and independent living.

Our county-wide Personalised Learning programme offers an extensive range of learning and training opportunities for young people with special educational needs within their local community.

Personalised Learning provides our students the opportunity to be at the heart of their learning pathway by focussing on their individual interests, aspirations and needs. In a person-centred, vibrant learning environment we support our students to access local amenities, follow their interests, travel within the local area and develop their personal and social skills.

Developing independence skills, travel training, functional literacy and numeracy and providing work experience in a range of settings we aim to prepare them for their future as they progress into adulthood.

Personalised Learning students are predominately from the 19-25 age group, however we do work with some 16-19 year olds where the programme is appropriate for them and linked to their Education, Health and Care plan

Preparation for adulthood - education and employment |
North Yorkshire Council



19+ Core Offer (includes some 16 – 18 year olds)

- All educational outcomes are linked to EHCP outcomes and targets
- Entry 3 or below
- Functional maths and English if appropriate
- 2 year programme
- Towards adulthood
- Local community offer
- Including some elements of subcontracted delivery
- Three pathways

Three Pathways

- Personal Progress
- Independence
- Employability

Personal Progress

- Group sessions where friendships and relationships with same age peers is encouraged and supported appropriately.
- A sensory approach to learning is embedded within the curriculum using technology, creative arts, music, drama and dance and an environment that is adapted to the sensory needs of the individual.
- Personalised activities and participation in the community is embedded within the programme to ensure that each learner is or becomes an included member of their own community.
- Keeping safe teaching sessions are delivered within weekly PSHE lessons in relation to medication and personal safety.
- Personal care will be taught within timetabled PSHE lessons using demonstration and practicing skills such as washing, teeth cleaning as appropriate to the individual learner. This can also be done as and when required outside of this session.

Developing Independence Skills

- Development of functional skills accredited within appropriate programmes or qualifications.
- Independent travel training will be completed on an individual basis according to need and location.
- Independent living skills will be explicitly taught within the programme,
 - Home management skills such as cooking, using the washing machine, making a bed, ironing, and cleaning.
 - Use of technology such as TV, computers, timers etc.
- The teaching of money skills will be embedded within the programme using real life experiences and situations to support understanding.
- The programme will have learning around safety and healthy lifestyles embedded within the curriculum.
- Learners will have opportunities to build their self-advocacy skills through Hub learner council.
- All learners will undertake enterprise activities to support the development of employability skills.

Employability

- Experiences of a variety of work related learning opportunities to inform choice making.
- Completing a chosen regular work placement.
- Support from specialist employment agency with a job coach – withdrawn appropriately to support and encourage independence.
- Employability Programme which covers:
 - Support and teaching around completion of application forms and CVs
 - Support and teaching of interview skills and experience and practice of these skills.
 - Support and teaching employment skills such as timekeeping and working with others
- Basic health and Safety at Work
- With strong links to Supported Internship as a progression route

In addition we have a PMLD Offer

The Harrogate, Northallerton and Scarborough hubs deliver programmes for learners with profound and multiple learning needs.

- We are currently working towards having this offer in Selby

Recent Ofsted Inspection - Provision for learners with high needs Outcome Good

- ✓ Learners with high needs participate in sessions on gardening, creative writing, and sport to broaden their interests.
- ✓ Learners with high needs are taught very well about how to stay safe, including when travelling independently, being in the community and when online.
- ✓ Support learners with high needs to achieve their ambitions
- ✓ Learners with high needs follow programmes that meet their specific needs, including developing independent living skills and preparation for employment.
- ✓ In the PLCs, staff accurately identify the starting points of learners with high needs, and use this information, along with the content of their education health and care plans, to devise highly personalised programmes for learners to achieve their targets.
- ✓ Teachers use a wide range of teaching and assessment strategies to help learners improve and boost their confidence.
- ✓ Learners successfully build their understanding, communication skills and practical skills for independence
- ✓ Through a rigorous process, managers select suitable sub-contractors to work with the PLCs to enhance the offer for learners with high needs. This includes initially and annually assessing their safeguarding arrangements, the quality of teaching and their financial position.
- ✓ Leaders maintain frequent communication with sub-contractors to ensure that learners receive the same quality of curriculum as in directly delivered provision.
- ✓ Learners with high needs have discussions with staff about their career paths and long-term goals.
- ✓ Learners with high needs demonstrate a clear understanding of the risks of grooming, particularly online, and understand that they may be at risk.

Hub Prospectus and short video tours of each hub
can be found on the Preparation for Adulthood
website:

[Preparation for adulthood - education and employment | North
Yorkshire Council](#)

Where are we and how to contact us?

Address	Title	Contact Email	Contact Telephone
County Hall	Personalised Learning Service Development Manager	Debbie.breatcliffe@northyorks.gov.uk	07791 886009
County Hall	Personalised Learning and Study Programme Manager	Andy.eaton@northyorks.gov.uk	07976 653644
The Street, 12 Lower Clark St, Scarborough YO12 7PW	Hub Coordinator	Carl.sellars@northyorks.gov.uk	07813408975
80 High Street, Starbeck, Harrogate, HG2 7LW	Hub Coordinator	Susan.welsh@northyorks.gov.uk	07973692577
Unit 5b, Provincial Works, The Avenue, Harrogate, HG1 4QE	Development Officer 16 – 18 Study Programme	Sophie.speciale@northyorks.gov.uk	07980695544
Selby Community House, Portholme Rd, Selby YO8 4QQ	Hub Coordinator	Cherie.adamson@northyorks.gov.uk	07970509385
Northdale Horticulture, Yafforth Rd, Northallerton DL7 0LQ	Hub Coordinator	David.hoggett@northyorks.gov.uk	07856077740

Please feel free to contact your local Coordinator to arrange a visit with us!

Thank you and any questions?

EHCP's 16 -25

EHCP's 16-25

- From September 2013, The law required all young people in England to continue in education or training until at least their 18th birthday
- In 2014, The SEND reforms allowed EHCP's to continue up to the age of 25

EHCP's 16-25

It is expected that young people with SEN will take more time to achieve their outcomes

EHCP's should contain needs, outcomes and provision which should enable the young person to complete their education and training successfully and move on to the next stage of their lives

What changes post 16?

Settings named on a young EHCP's receive funding to provide additional and different support

EHCP's are reviewed at last once a year

SEN Transport can be applied for

What changes post 16?

- 16-18 education 16 hours is considered full-time
- 18 onwards is NOT compulsory education. No minimum hours per week.
- Additionally, young people's weekly timetables may include support from health and social care

What changes post 16?

A local authority must not cease an EHC plan simply because a young person is aged 19 or over.

However, this position does not mean that there is an automatic entitlement to continued support at age 19 or an expectation that those with an EHC plan should all remain in education until age 25.

What changes post 16?

- Annual review discussions should now firmly centre around the Preparing for Adulthood areas
- Employment/meaningful occupation
- Independent living
- Inclusion in their community
- Managing their own health

What changes post 16?

- Young person's voice, choices and aspirations are front and centre.
- Capacity is assumed unless otherwise informed.
- LA must be satisfied that young person has contributed to their own review, by their preferred means.

What changes post 16?

- 16-25 EHCP's continue to have an allocated NYC Casework officer who would attend review and consider annual review amendments.
- They will ensure that annual review discussions cover all required bases in planning for the future, and ensuring the participation and input of other professionals.
- The caseworker should be contacted in the event of any changes of plan or important information.

Cessation

- What it means
- The legislation
- The process

Cessation – what it means

- The EHCP is not longer in force.
- The additional education support and funding allocated to the plan finishes.
- Other social care or health services that might be described in the EHCP should continue separately.

Cessation – the legislation and guidance

- Children's and Families Act - Section 45.
- SEND Code of Practice 2014.
- SEND: 19- to 25-year-olds' entitlement to EHC plans.

Cessation – the legislation and guidance

1. The LA no longer has a duty to maintain..

Not in education.

YP progresses to HE (Level 4 qualification).

YP progresses to full time employment.

YP is turning 25.

2. The LA no longer considers it necessary..

Special Educational Provision no longer required, even if they are remaining in education.

Outcomes may have been achieved.

Needs may have lessened.

Young person over 18 no longer wants plan.

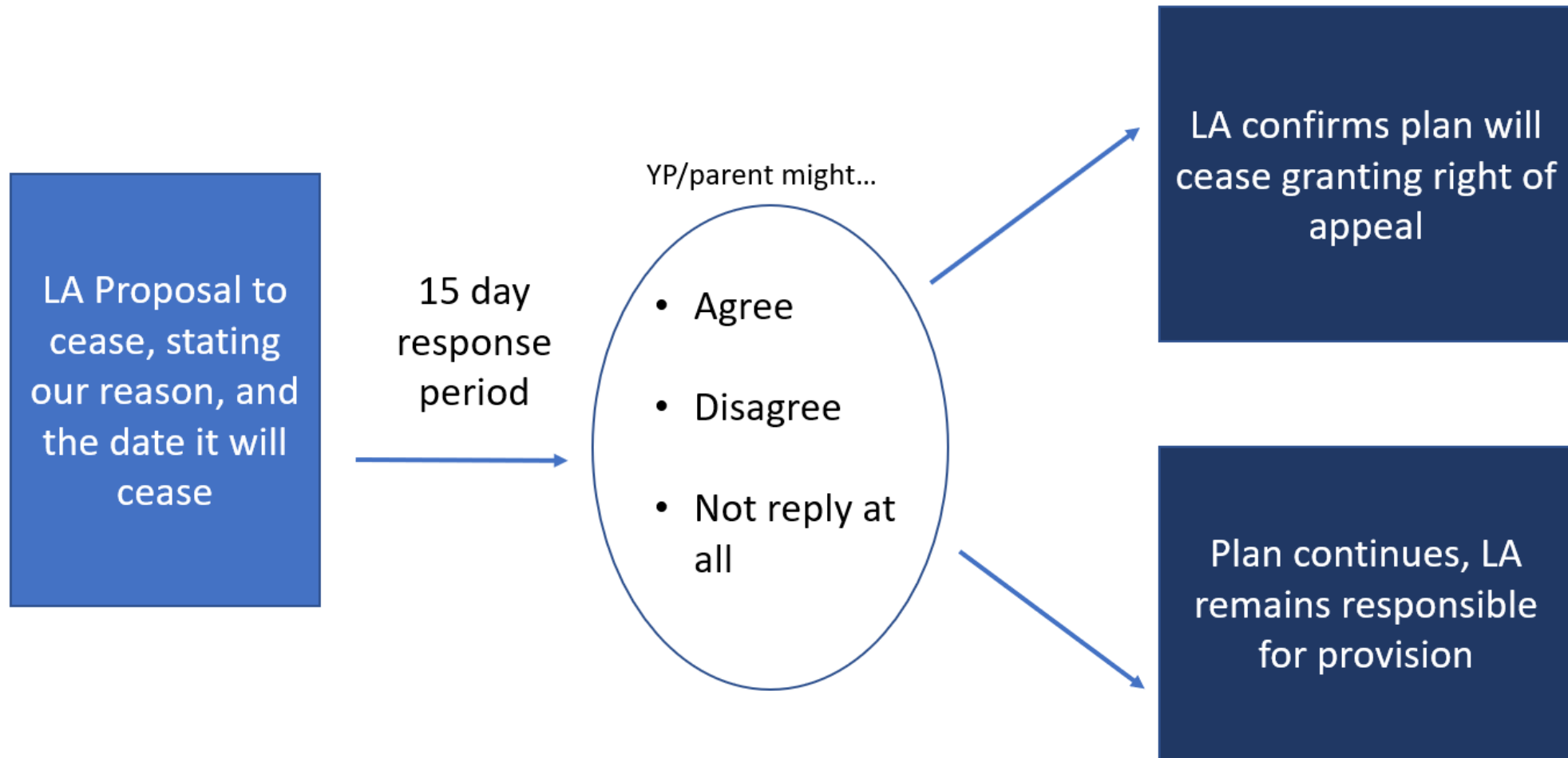
Cessation – the process

- Discussion about transition beyond education should be part of Annual reviews from Year 9 and above.
- Education Providers, the LA and other involved services should discuss together to project when the EHCP will cease in the future.
- For young people who will continue to need support, other services must advise describe how their provision will look.

Cessation – the process

- As a young person gets closer to the end of the pathway – ceasing will be discussed.
- The LA must formally to communicate its intention to cease the EHCP by writing.
- To ensure this decision is based upon to most recent information and discussion, the LA will propose to cease the plan following the Annual Review in the young person's last year.

Cessation – the process



Cessation – the process

- There is a 2 month appeal window from the date of letter confirming that the plan will cease.

Thank you for listening.

Any questions?

