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**Next steps: Supporting successful transitions into post-16 education and employment for deaf young people in England**

### **Checklist template: Choosing post-16 options**

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| **Checklist** | **Notes** | **Actions** |
| Has the young person arranged to visit a variety of post-16 providers?If not, are there any financial barriers? |  |  |
| When visiting providers, will they meet staff responsible for coordinating support? |  |  |
| Have they thought about what support they’ll need at their post-16 provider?What steps have been taken to secure this support? |  |  |
| Has the post-16 provider or the sensory support service carried out an assessment of their needs? |  |  |
| Are they aware of thefinancial support that may be available to them in post-16 education? |  |  |

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| Have they received all the information they need to make an independent and informed choice about their post-16 education or training? |  |  |