As she approached her compulsory school leaving age Rebecca agreed to participate in an Activity Agreement. East Ayrshire’s approach to delivering senior phase transition support enabled continuity of support post-16, easing the transition from school to Activity Agreement. This allowed Rebecca to continue working with her support worker, who became her Trusted Professional for the purpose of her Activity Agreement.

Rebecca began her Activity Agreement with the support of someone she already trusted. She had begun to increase her confidence and had identified a goal to work towards – employment in the creative industries. She also had the minimum qualifications to apply for college courses in this field.

Given the timescales for college applications, Rebecca’s support worker helped her to apply for several college courses at the start of her Activity Agreement. The Activity Agreement was then tailored to giving her the confidence, experience and knowledge she needed to secure and sustain a place. Rebecca’s activities included spending some time in a hairdressing salon and undertaking a ‘Try out the trades’ course with Action for Children, with ongoing one-to-one support.

Rebecca secured a place on a full-time hairdressing course. Her support worker maintained telephone contact with Rebecca after she started, enabling her to provide support and liaise with college staff when, after 6 months participation, Rebecca found herself unable to cope with the pressure of formal assignments. Rebecca finally decided to leave the course early and her support worker was able to quickly re-engage her in an Activity Agreement where she focused on increasing her experience in a work-based environment as a route to employment. Rebecca’s goal of working in the creative industries hasn’t changed and she is now ready to move further along the pathway to employment.

The East Ayrshire model for senior phase transition support allows young people in need of support to be identified early in-school and to receive consistent and sustained support post-16, resulting in fewer young people being lost at transition points. This approach allows over 90% of young people who complete their Activity Agreement to progress to formal learning, training or employment.