



## Supporting Effective Transitions

Learn from the Inclusion Ambassadors about supporting young people in your setting

### Introduction

With many young people preparing to leave school over the coming months, the Inclusion Ambassadors have been sharing their thoughts about transitions. They have reflected on what works for them but also what they would like more of.

We know from our work across Children in Scotland, Enquire, Reach and My Rights My Say, that there are gaps in the support available to young people with additional support needs as they leave school.

Using the Inclusion Ambassadors Vision Statement for Additional Support for Learning as a basis, we have collated our learning to provide a series of reflective questions for practitioners.

These are designed as a prompt to help you reflect on the support you and your school provide for all young people as they leave school. They should help you think about what you are doing and what you could do differently.

### ! Vision Statement for Additional Support for Learning

In 2021 The Inclusion Ambassadors created a Vision Statement for Additional Support for Learning:

***'School should help me be the best I can be.'***

***'School is a place where children and young people learn, socialise and become prepared for life beyond school.'***

It also must be recognised that success can look different for everyone.

But it is important that all the adults that children and young people come in to contact with in school get to know them as individuals. They should ask, listen and act, on what the young people say about the support that works best for them.





## What works well

The Inclusion Ambassadors felt that there were several things that work well when supporting young people with additional support needs to get ready to leave school.

These include:

- Feeling valued, listened to, and included in decisions
- Having time to discuss their options, possible next steps and what needs to be done to make it happen. This may include additional time with careers advisors
- Being supported to try new subject areas
- Spending time at college.



## What does not work well

We also heard from the group about what doesn't work with regards to support when leaving school. Very often this was that young people did not get enough of what they felt did work for them.

They told us about feeling like **they had to seek out the support** that they do get. Many felt they **did not get enough meetings with their careers advisors**. Any additional meetings, outside those arranged by teachers, had to be organised by the pupils themselves. This can be especially challenging for those with additional support needs.

Many of the group also felt the **primary focus was about getting students into college or university and not enough on preparing people for life**. They wanted more support with practical life skills, such as managing money and accessing transport independently.

Others felt they needed more, broader, experiences to be clear about what they would be interested in doing next. This meant having the chance to try activities or subjects before committing to them. This would allow them to be better equipped to decide if they would like to pursue these options. .

Some of our Inclusion Ambassadors also said the current conversations around transitions and preparing to leave school felt little more than a tick box exercise.



## Reflective Questions:

How can you support young people in your setting?

### *Feeling valued and included*

You should ask, listen and act, on what young people say about what they would like to do after school and the support that would work best to help them on their journey.

1. Have you spoken to the pupils you work with that have additional support needs about their programme for supporting transitions? Do they feel it meets their needs?

## Ensuring the right support

It is important that all the adults that children and young people come in to contact with in school get to know them as individuals and their support meets their specific needs.

2. How well do you know the individual needs of the young people who require additional support in your school? How confident are you that support for transitions meets these?

## Supporting different pathways

Success is different for everyone. It is important for all pupils to see that there is no right or wrong route after leaving school, and that there are a range of options available to them.

3. How are you supporting young people to access the wide range of routes people take after school? And how do you celebrate the different paths people take?



## Looking for more information?

We hope the questions above are helpful for planning and developing the support you provide as people leave school.

However, we know this can be a difficult process due to the competing demands and the complexities around offering support that could vary from person to person.

If you are looking for more support or guidance, you might find the information and resources offered by our partner services helpful.

# ENQUIRE

**Enquire** provides advice and information about additional support for learning in Scotland, helping schools and families work together to ensure children get the right support.

[enquire.org.uk](https://enquire.org.uk)

# REACH

**Reach** provides advice for children and young people who may need extra help with their learning. The service helps pupils understand their rights to additional support for learning and their rights to be included, listened to and involved in decisions about their education

[reach.scot](https://reach.scot)



**My Rights, My Say** supports children aged 12-15 with additional support needs to exercise their rights to be involved in decisions about their support in school. It's independent, confidential, easy to use, and supports children to speak up about what they need to learn.

[myrightsmysay.scot](https://myrightsmysay.scot)