

# Your Next Steps: University, Apprenticeships and Employment.

A guide to help you explore your options









# About this Handbook



## Purpose of the Handbook

This handbook is designed to support young people as they move from sixth form or college into adulthood, whether that means starting work, going to university, or beginning an apprenticeship. It aims to make this transition smoother by providing practical advice, clear guidance, and useful tools to help with planning, decision-making, and everyday life skills. The handbook also includes information for parents, carers, and school staff, showing how they can support young people through this transition. By focusing on building confidence, understanding personal strengths, and learning how to ask for support when needed, this guide helps young people feel more prepared, independent, and empowered as they take their next steps into adult life.

## What You'll Find in This Handbook

-  **Practical Guidance for Transitioning** Clear advice on moving from school or college into work, university, or apprenticeships, including what to expect and how to make informed decisions.
-  **Life Skills and Independence Support** Tools and tips for everyday life, such as managing time, budgeting, cooking, travelling, and developing social and self-advocacy skills.
-  **Support for Parents, Carers, and Staff** Guidance on how adults can help young people during the transition, encourage independence, and provide emotional and practical support.
-  **Resources, Checklists, and Real Experiences** Helpful contacts, templates, visual aids, step-by-step checklists, and advice from young people who have successfully navigated their transition.

# What are your plans for how to use this handbook?

For writing ideas

For drawing ideas

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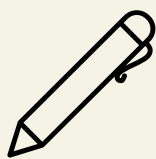
**Special thanks goes to Marwa Ghouini, Assistant Educational Psychologist, who has contributed extensively to co-produce this resource.**



# 01

# Introduction

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## 1.1 How to use this handbook

You can read this handbook from start to finish, or you can dip into the sections that feel most useful to you right now. Each chapter is broken down into clear topics, with tips, resources, and examples to make the information easier to follow. There are also sections for parents, carers, and staff, so everyone involved can find helpful advice. You can also get support from your parents, carers, or other trusted adults to help you navigate and make the most of this handbook. Use the contents page to find what you need quickly, and don't be afraid to make notes or use the checklists as you plan your next steps.

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### For practical use:

- Keep a pen or highlighter handy to tick off checklists or write down ideas.
- Use sticky notes or page markers so you can easily return to important sections.
- Try one small step at a time; for example, filling out a CV template before moving on to the interview tips.
- Revisit chapters whenever you reach a new stage (like moving into student accommodation, starting work, or managing money).
- Share parts of the handbook with people who support you, so they can understand what you're working on and how to help.

**Lightbulb Advice and top tips: you will find light bulb advice and top tips throughout this handbook.**



## 1.2 Who can use this handbook

Moving on from school or college into adult life is a big step, and it can feel exciting but also a little overwhelming. This handbook has been created to guide you through that journey, with clear advice, checklists, and examples to make things easier. It's not just for young people; parents, carers, and staff can also use it to learn how to provide the right support along the way.

}	<b>Young people moving on from post-16</b>	This handbook is for young people who are getting ready to move from sixth form or college into adult life. It will help you explore your options, whether that's work, university, or an apprenticeship and give you practical tools, tips, and checklists to make the transition feel smoother and less overwhelming.
}	<b>Parents and carers</b>	This handbook can also support parents and carers who want to help a young person during this time of change. It provides guidance on how to encourage independence while still offering reassurance and practical help, as well as advice on how to understand and respond to a young person's needs.
}	<b>Staff</b>	Staff working with young people can also use this handbook to better understand the challenges and opportunities that come with the transition to adulthood. It offers practical strategies, resources, and insights that can help staff provide tailored support and create more inclusive learning and working environments.

## Why this is useful?

Why this is useful? Transitioning into adulthood brings new challenges and responsibilities, which can feel overwhelming for young people and those supporting them. This handbook makes the process easier by breaking things down into clear steps, offering real-life examples, and showing everyone involved how to work together to build confidence, independence, and success.



**Lightbulb Advice:** Don't try to do everything at once. Pick one small step, like writing down your strengths, or practising a bus journey, and focus on that. Small steps add up to big changes, and it's easier to build confidence one step at a time.

# 02

## Understanding the transition





## 2.1 Changes to expect after Sixth Form or College

### **More Independence:**

You will have greater control over your routine and decisions, which may involve less frequent check-ins from staff managing your own deadlines and tasks will be key.

### **Different Routines:**

Schedules may vary daily, with changing lesson or work times and more free time or longer days.

### **Greater Responsibility:**

You will need to organise assignments, work, finances, travel, and daily life independently.

### **New Social Environments:**

You will meet new people in different settings where social expectations may feel more adult.

### **Different Types of Support:**

Support is still available, but you will often need to ask for it. For example, universities, workplaces, and training providers have wellbeing services that you might find useful.

### **Choices and Opportunities:**

You will have more options, from university to work, training, or volunteering which can feel exciting and sometimes overwhelming. Support is there to help you decide.



## 2.2 Challenges to consider

1

### **Making Decisions**

It's normal to worry about choosing the "right" path or feel unsure about your strengths, interests, or goals.

2

### **Changes to Routine**

New timetables and less structure can feel overwhelming and adjusting to more independence takes time.

3

### **Social Situations**

Meeting new people, understanding social cues, and fearing judgment or misunderstanding can be challenging.

4

### **Managing Workload**

Keeping up with deadlines, assignments, and expectations can feel harder with less guidance and support.

5

### **Independence Skills**

Travelling, budgeting, cooking, and managing daily routines on your own can take practice.

6

### **Mental Health and Wellbeing**

Change can cause anxiety or stress, especially in new or sensory-demanding environments. Support is available to help you cope and adjust.

**Top Tip: Take small steps, ask for help when you need it, and give yourself time to adapt independence grows with practice and support.**



# Coping Skills:

Coping skills are important because they help manage stress and emotions, prevent problems from escalating, and build resilience. Using them supports mental well-being and helps people handle challenges more effectively. Here are some examples (you can find more mental health and coping skills on **page 44**):



Adapted from: Helping Kids Create Their Own Coping Strategies Toolbox - The Pathway 2 Success

We all handle stress differently. This table can help you think about:

- Who can support you
- What situations might be tricky
- Early signs that things are getting hard



Area	What to Watch For / Who Can Help
<b>Support Network</b>	Family, friends, tutors, wellbeing services, GP
<b>Possible Triggers</b>	Routine changes, deadlines, crowds, social stress
<b>Warning Signs</b>	Feeling withdrawn, tired, anxious, losing motivation

# My coping plan:

This template is designed to help you explore and practice coping skills that can make dealing with stress, strong emotions, or challenges easier. You can use it to discover what works best for you, try out different strategies, and keep track of what helps you feel calmer and more in control. Keep your coping plan somewhere you can easily access, so you can refer back to it whenever things feel difficult.

**Warning signs that things are getting difficult** (i.e. Getting anxious, upset, or frustrated easily):

**3 ways to cope** (i.e listening to music, talking to someone):

**Things that have helped in the past** (i.e. Taking short breaks):

**Who can support me** (i.e. tutor, mentor, manager):

**Things to avoid** (i.e. Comparing myself to others):

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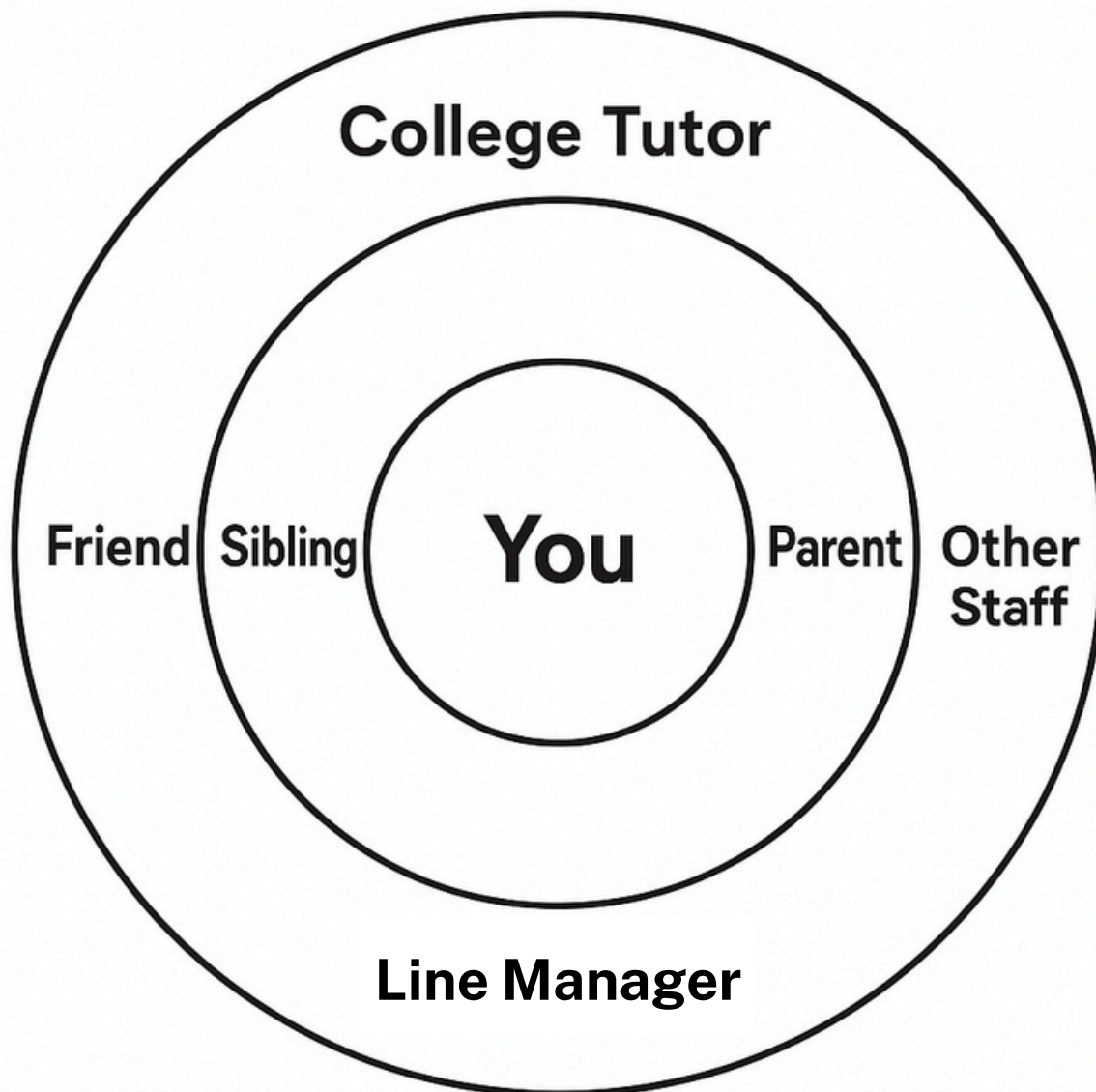
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# Building a support network

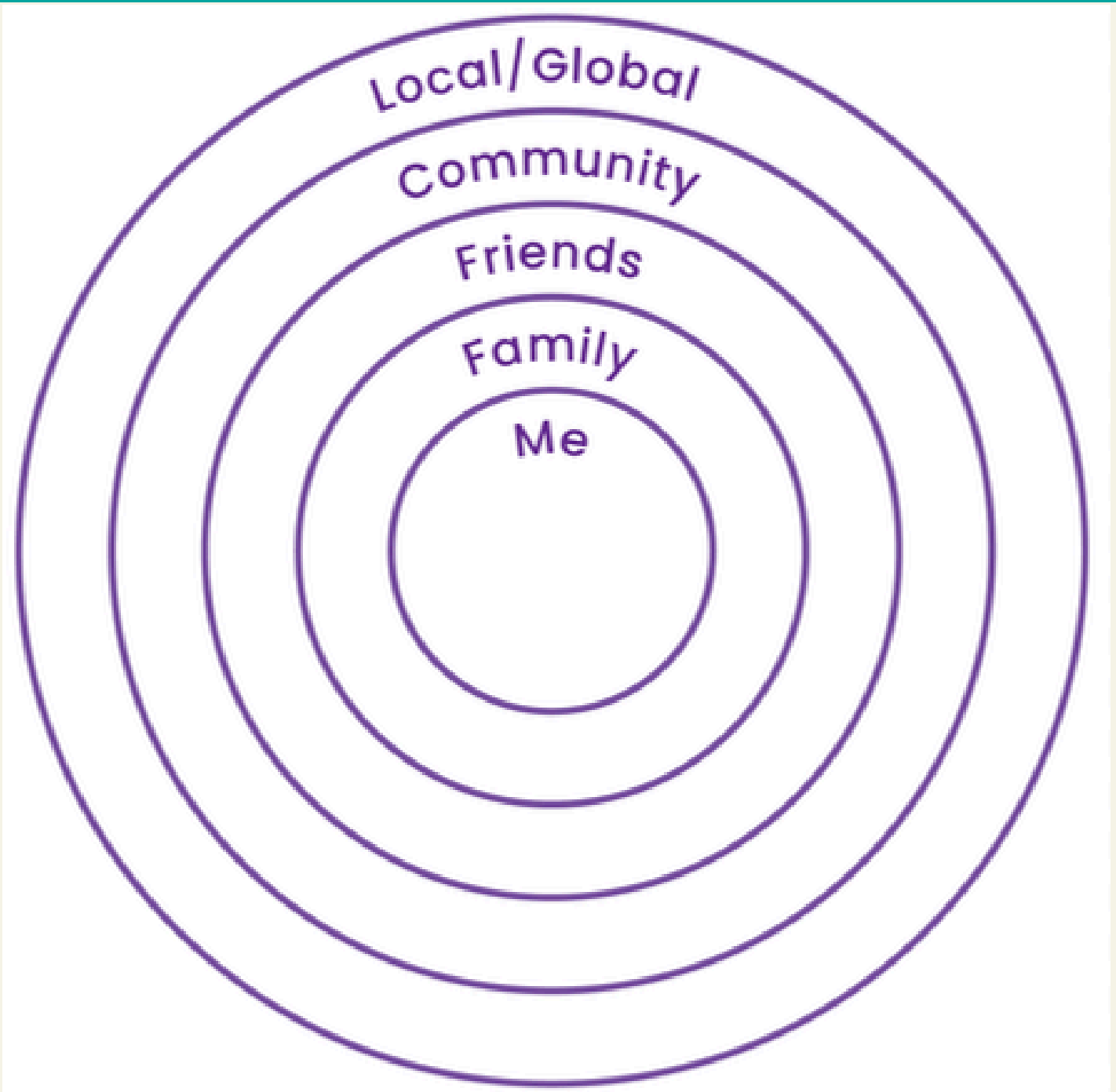
Building a support network can make this transition much easier. This means surrounding yourself with people who can offer advice, encouragement, and guidance, such as parents, teachers, tutors, or college staff. They can help you stay on track, provide feedback, and celebrate your progress. Having a support network also gives you someone to talk to if you face challenges or need help adjusting your plans, making it easier to stay motivated and reach your goals.



# You can build a support network yourself!

The Circle of Support helps you see who is around you and how close they feel in your life. It's a way of showing your support network in a clear, visual way.

- In the middle circle, write the people you feel closest to, the ones you trust most, like family members, best friends, or a mentor.
- In the next circle, add people who are important but maybe not as close, such as friends, teachers, or support staff.
- In the outer circle, write down people who are part of your life but who you don't see as often, like neighbours, acquaintances, or professionals you only meet sometimes.



**There's no "right" or "wrong" way to fill this in, it's your personal map of who supports you. It can help you notice who you can go to when you need help, advice, or just someone to listen.**



## 2.2 Identifying strengths

Transitioning from school or college can feel exciting but also a bit overwhelming. Understanding your strengths and the areas where you might need extra support can help make this change easier and more successful. Below there is an example of a table you can use to think about your strengths, with a blank fillable version on page 16.

### Think About Your Strengths

Take some time to reflect on what you enjoy and what you are good at. Ask yourself:

- Which tasks feel easy or enjoyable?
- When do I feel confident or proud of my work?
- What skills do others often notice or compliment me on?

You can make use of the chart to keep track of your strengths. There is an example below.

Area	What I'm Good At	Examples	How This Helps Me
<b>Academic / Learning</b>	e.g., reading, writing, problem-solving	e.g., I can complete assignments quickly	Helps me with school or college work
<b>Practical / Life Skills</b>	e.g., cooking, using technology, organizing	e.g., I can make my own meals	Helps me live more independently
<b>Social / Communication</b>	e.g., talking to friends, explaining ideas	e.g., I can explain a topic clearly	Helps me connect with others
<b>Creative / Arts</b>	e.g., drawing, music, building things	e.g., I can draw detailed pictures	Helps me express myself
<b>Personal Traits</b>	e.g., patient, reliable, curious	e.g., I stick with tasks even when difficult	Helps me succeed in school, work, and hobbies
<b>Other Strengths</b>	e.g., attention to detail, memory, problem-solving	e.g., I notice small mistakes others miss	Helps me in jobs or projects

# Identifying strengths

Area	What I'm Good At	Examples	How This Helps Me
<b>Academic / Learning</b>		I can...	This helps me...
<b>Practical / Life Skills</b>		I can...	This helps me...
<b>Social / Communication</b>		I can...	This helps me...
<b>Creative / Arts</b>		I can...	This helps me...
<b>Personal Traits</b>		I can...	This helps me...
<b>Other Strengths</b>		I can...	This helps me...

**Top Tip: Focus on your strengths first! knowing what you're good at can boost your confidence and make it easier to ask for support in areas that are harder for you.**

# More on identifying strengths

- Ask for Feedback:

Sometimes others can see strengths that you might not notice yourself. Teachers, mentors, support workers, or family members can help you identify your abilities and talents.

- Identify Support Needs:

Think about situations that are more challenging for you, like social interactions, time management, organization, or sensory sensitivities. Noticing these areas can help you plan what support or adjustments will help you succeed. The personal passport discussed next can support with this.



## 2.2

## Personal passport

### What is a Personal passport?

A personal passport is a personal document that helps someone to identify their strengths and challenges they may face.

**It usually includes:**

**Strengths:** What the person is good at and enjoys.

**Challenges / Support Needs:** Areas where they might need help or adjustments.

**Preferences:** How they like to communicate, learn, or work.

**Helpful Strategies:** Tips for teachers, employers, or colleagues on how to support them effectively.

**The passport acts like a “user guide” for the individual, making transitions (like moving from school to college, work, or other settings) smoother by helping others understand how to support them in the best way.**

### When can I use it?

A personal passport is used whenever a young person wants to help others understand how to support them best.

**Common times include:**

**Starting a new school, college, or course** – it helps teachers and support staff know the best ways to help from the beginning.

**Transitioning to work or training** – it can guide employers, mentors, or colleagues on how to work effectively with them.

**During meetings about support or accommodations** – it provides a clear, personal summary of strengths, challenges, and preferences.

**When working with new professionals** – such as therapists, educational psychologists, or mentors, so they can tailor support quickly.

# My personal Passport.

## 1. About Me

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Pronouns: \_\_\_\_\_

3 Things I enjoy / am interested in:

1.

2.

3.

## 2. My Strengths

- 3 things I am good at:

1.

2.

3.

- Examples (optional):

- How this helps me: (think about how these strengths can help you academically or at the work place).

### **3. My Challenges / Support Needs**

- 3 Things I find difficult i.e. time management, instructions and confidence.

1.

2.

3.

- Situations where I might need help i.e. travelling, meeting new people.

- What support helps me most i.e. reminders, extra time.

### **4. My Preferences**

- How I like to communicate i.e. speaking clearly and slowly.

- How I like to learn or work i.e. discussing ideas, trying things out.

- Things that make me feel comfortable / safe i.e. predictable routines.

**Turn to next page...**

## 5. Helpful strategies for others:

- 3 Things educators, mentors or colleagues can do to support me i.e. regular check-ins and celebrating success.

1.

2.

3.

## 6. Any other important information (optional):

**Top Tip: Be honest and specific! share what really helps you and what doesn't. The more detail you give, the easier it is for others to support you in the way that works best.**

# How can parents and staff help with the personal passport?



1. Offer guidance and support: Parents can help the you think about your strengths, challenges, and preferences, especially if you find it hard to put these into words.
2. Provide examples: Parents or staff can give you real-life examples of situations where you have done well or needed extra support.
3. Encourage reflection: They can ask gentle questions that help you reflect on what works best for them in different settings.
4. Review and update: they can support you in reviewing the personal passport regularly, as strengths, needs, and preferences can change over time.
5. Share with the right people: they can help you identify who to share the passport with e.g. teachers, employers, or support staff, so it's actually used to make things easier.

## Why is it important for staff and parents to get involved?

It's important for staff and your parents to get involved because they know you well and can provide valuable insights about your strengths, challenges, and preferences. Their support helps ensure the personal passport is accurate, practical, and useful. Involvement can encourage you, help you feel understood, and makes it easier to share the passport with teachers, employers, or support staff so the right adjustments and supports can be put in place.

**Top Tip to share Parents and Staff: Remind them that your voice matters most. Ask them to listen carefully and involve you in every step; this is your passport! They can offer guidance, examples, and support, but you should be the one leading and deciding what feels right for you.**



# Notes for Chapter 2:

For writing ideas

For drawing ideas

A series of horizontal lines for writing notes. The lines are light blue and are spaced evenly across the page. The background of the page is a light beige color.

# 03

## Exploring Options





## 3.1 Work: Types of jobs and workplace expectations

There are many kinds of jobs you can explore after leaving school or college. To make it easier, jobs can be grouped into categories. This visual shows examples of different job areas, so you can see the variety of options and think about which ones might match your strengths and interests.

### Creative & Media

Graphic Designer, Photographer, Video Editor, Writer/Blogger, Animator

### STEM

IT Support Technician, Software Developer, Data Analyst, Lab Technician, Engineer

### Health & Social Care

Healthcare Assistant, Occupational Therapy Assistant, Support Worker, Nursery Assistant, SLT Assistant

### Practical & Hands-On

Chef/Cook, Mechanic, Electrician, Carpenter, Construction Worker

### Business & Administration

Office Administrator, Receptionist, HR Assistant, Finance Assistant, Project Coordinator

### Retail & Customer Service

Shop Assistant, Barista, Supermarket Worker, Customer Service Rep, Sales Assistant

### Nature & Outdoors

Gardener, Park Ranger, Farm Worker, Environmental Technician, Horticulture Assistant

### Transport & Logistics

Delivery Driver, Warehouse Operative, Train Station Staff, Forklift Operator, Postal Worker

**Lightbulb Advice:** Think about which environments make you feel comfortable (quiet, busy, indoors, outdoors). This can help you choose the right type of job.

# Employee profile - My preferred environment

Everyone works best in different environments. Some people need quiet, others like a bit of background noise. This checklist is here to help you think about what makes you feel comfortable (and what doesn't). By ticking the boxes that apply to you, you can get a clearer idea of the kind of workplace that will help you do your best and share this with teachers, parents, or future employers so they understand your needs.

Please tick the boxes that apply to you.



I can be distracted by background conversation, office talk, the sound of air conditioning, fans etc.

I can find office lighting too bright.

I can find the temperature too warm or too cold.

I can be distracted by smells such as strong perfume or aftershave, cleaning products or office kitchens.

I can be distracted very easily, for example, by people walking past me or doors banging.

I benefit from taking frequent breaks.

I benefit from having access to a quiet space.

I use ear defenders, ear plugs or noise-cancelling headphones.

I wear tinted glasses or sunglasses in the office.

I prefer to work remotely if possible.

**Lightbulb Advice:** You don't need to tick every box, just the ones that feel true for you. You can use this checklist to talk to teachers, employers, or support staff about the adjustments that will help you do your best.



# How can I support myself in various environments?

It's also important to remember that not every environment can be changed, and that's okay. Sometimes there might be noise from outside, people talking nearby, or unexpected sounds like fire drills. These things are often out of our control, but you can still find ways to help yourself adjust. This might include using ear defenders or headphones, taking short breaks, practising coping strategies (page 13), or finding a quieter space when possible. Learning what helps you cope in different situations can make it easier to manage and stay comfortable wherever you are.

Scenario	What Might Be Difficult	Ways to Help Yourself
<b>Noisy classroom or workplace</b>	Hard to concentrate or feel calm when there's lots of talking or movement.	Use noise-cancelling headphones or ear defenders, listen to quiet music, ask to sit in a quieter area, or take short breaks.
<b>Unexpected loud sounds (e.g., drills, construction, alarms)</b>	Feeling startled or overwhelmed by sudden noises.	Take deep breaths, use grounding techniques (e.g., focus on something you can see or touch), or move to a quieter area until you feel calm.
<b>Bright or flickering lights</b>	Headaches or sensory discomfort.	Ask to sit away from direct light, wear sunglasses if appropriate, or request softer lighting if possible.
<b>Busy social settings (meetings, group work, canteens)</b>	Feeling anxious, overstimulated, or unsure when to join in.	Take short breaks, plan quiet time after social situations, use a fidget or calming object, or prepare what to say beforehand.
<b>Changes in routine</b>	Feeling unsettled or anxious when plans change suddenly.	Keep a backup plan or calming activity, use a visual or written schedule, and remind yourself that changes are temporary.
<b>Open-plan workspaces</b>	Finding it hard to focus with background chatter or movement.	Use desk dividers or screens if possible, face away from busy areas, or set times to do focused work when it's quieter.
<b>Travelling to a new place</b>	Worrying about routes, crowds, or getting lost.	Plan your route in advance, travel with a friend the first time, use maps or travel apps, and allow extra time to reduce stress.

## 3.2 University: courses, support, independent living



### Choosing the right University

- **Visit if you can:** Open days or virtual tours help you see what the campus and facilities are like. Pay attention to things like noise levels, size of the campus, and how easy it is to get around.
- **Check support services:** Find out if the university has a Disability or Neurodiversity Support Team. Ask about the kind of help they can offer (e.g., mentoring, extra time in exams, quiet study spaces).
- **Location matters:** Think about whether you'd prefer to stay close to home or live somewhere new. Consider travel, cost of living, and whether you'd feel comfortable in a big city or a smaller town.
- **Accommodation options:** Ask if they provide student accommodation halls, en-suite rooms, or other arrangements that could make living easier.

### Choosing the right course

- **Match it to your interests:** Pick something you genuinely enjoy, not just what others expect. You'll find it easier to stay motivated if the subject excites you.
- **Look at how the course is taught:** Some courses are lecture-heavy, others use practical work, group projects, or placements. Think about which style suits you best.
- **Check entry requirements:** Make sure you meet the entry grades or qualifications, and look for courses that consider different strengths, not just exam results i.e. course work or group project work.
- **Future opportunities:** Think about where the course could lead. Does it open up career options you're interested in?

**Lightbulb Advice:** Don't rush your choice. Write down what matters most to you (like location, support, teaching style) and compare universities and courses against your list.

## Independent Living

Moving towards independence can feel exciting but also a bit overwhelming. Independent living doesn't have to mean doing everything alone straight away, it's about learning skills step by step so you feel more confident. There is more on independent living on **page 34**.

- **Start with routines:** Having a daily routine (e.g., when to wake up, eat, study, relax) can make life feel more predictable and less stressful.
- **Practice life skills early:** Cooking simple meals, doing laundry, cleaning, and managing money are all skills you can start practicing before moving out.
- **Budgeting and money:** Learn how to plan your spending for things like food, bills, and travel. Apps or visual charts can help keep track.
- **Managing your space:** Keeping your room or home organised makes it easier to find things and feel calm.
- **Asking for help:** Independence doesn't mean never needing support. Know who you can ask for advice from parents, carers, staff, or support services.
- **Health and wellbeing:** Remember to book GP appointments, take medication on time (if needed), and build in time for relaxation and hobbies.

## Living at university

If you're moving away for university, you'll need to arrange somewhere to live. Most first-year students stay in university accommodation (halls of residence), which are managed by the university and located near campus.

### How to Apply?

- After accepting your offer, check your university's website for accommodation details.
- Applications usually open in spring or summer, so apply early for the best choice.
- You can often rank preferences (e.g. ensuite, shared bathroom, or catered).
- If you don't get a place in halls, or prefer more independence, look for private student housing or shared flats near campus — most universities list trusted options online.



**Useful Websites:**

1. UCAS Accommodation Guide –certified information and advice about applying for university housing, costs, and what to expect: <https://www.ucas.com/student-accommodation>.
2. Student funding for Housing from GOV.UK – official government information for students moving away from home: <https://www.gov.uk/residential-support-scheme>



UCAS (Universities and Colleges Admissions Service) is the organisation that manages applications to universities and higher education courses in the UK. You use UCAS to apply for courses, track offers, and respond to them all in one place.

### 3.3 Apprenticeships: combining work and study

Apprenticeships are a great option if you want to earn money while learning new skills. But balancing work and study can sometimes feel challenging. Here are some tips to help:

- **Get organised:** Use a diary, planner, or phone calendar to keep track of work shifts, classes, deadlines, and exams. Colour coding can make it easier to see what’s coming up.
- **Plan ahead:** Break big assignments into smaller tasks. Try setting aside regular times in the week to focus on coursework so it doesn’t build up.
- **Talk to your employer:** Apprenticeships are designed to include study time. Don’t be afraid to ask about your study hours and when you can use them.
- **Use your support network:** Parents, carers, tutors, and workplace mentors can all give reminders, encouragement, or help you problem-solve.
- **Look after yourself:** Balancing work and study is easier when you get enough sleep, eat well, and take breaks to recharge.
- **Ask for adjustments if needed:** If you find certain environments or tasks difficult, let your tutor or employer know. Reasonable adjustments (like extra time or a quieter space to study) can make things easier.

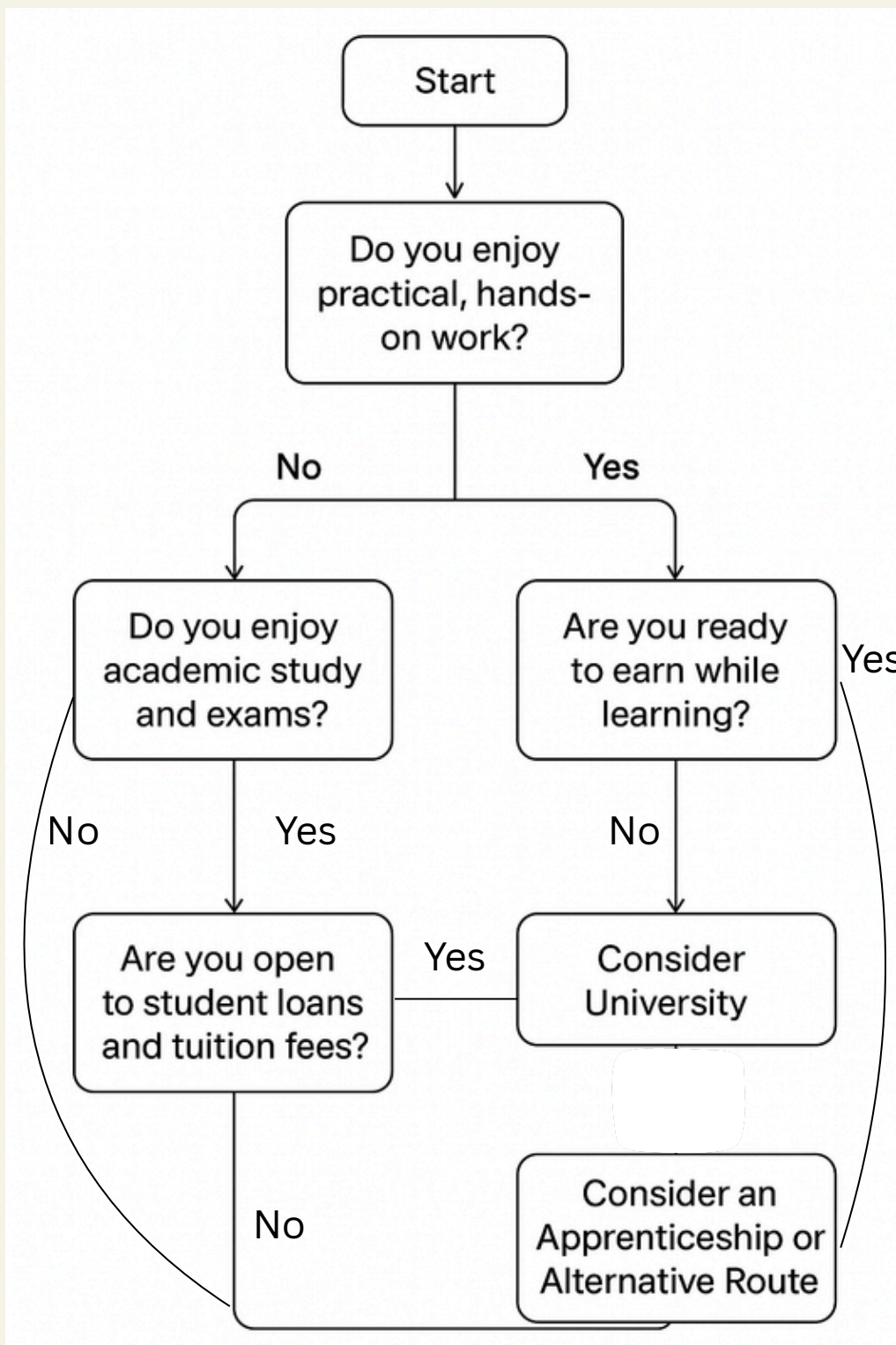
**Lightbulb Advice:** Treat your apprenticeship like two jobs, one at work, one in study. Keeping a routine for both will help you stay balanced and successful.



## 3.4 Making decisions: choosing the right path



Choosing the right path after sixth form or college can feel overwhelming, with options ranging from university to apprenticeships. Each route offers unique opportunities, challenges, and experiences, and the best choice depends on individual goals, learning preferences, and career aspirations. The flow chart below is designed to guide you through key questions and considerations, helping you explore which path, university or an apprenticeship, aligns best with your interests and future plans.





# 04

## Building Life skills



## 4.1 Independent living: daily routine, budgeting, travel



Independent living is an important skill for anyone moving beyond sixth form or college, as it involves managing daily routines, finances, and travel independently. Learning to budget, plan meals, keep your living space organised, and get around safely helps build confidence, responsibility, and self-reliance. For post-16 students, understanding independent living prepares you for life after sixth form or college — whether you move into higher education, an apprenticeship, or work — by giving you the practical skills needed to live successfully on your own.



### Daily Routines

Living independently means managing your own schedule and responsibilities. Establishing consistent morning and evening routines, such as waking up at the same time, maintaining personal hygiene, and preparing meals, helps keep life organized. Keeping your living space clean and tidy, doing laundry regularly, and taking care of everyday chores are also important parts of independent life. Don't forget to make time for self-care, exercise, hobbies, and relaxation to maintain both physical and mental well-being.



### Budgeting

Managing your finances is a key part of independent living. Tracking your income and expenses helps you see where your money goes and plan accordingly. It's important to prioritize essential costs like rent, bills, and food before spending on entertainment or non-essential items. Setting aside money for savings, even in small amounts, can protect you in emergencies and help you reach future goals. Be careful with credit and borrowing, and try to avoid debt whenever possible.



### Travel

Getting around independently is an essential skill. Using public transport, such as buses or trains, is often the most cost-effective way to travel, and travel cards or passes can save money. If you plan to drive, make sure you have a valid license, understand the rules of the road, and budget for fuel, insurance, and maintenance. Walking or cycling is a healthy and affordable way to get around. Planning your journeys carefully using maps, apps, or schedules will make travel easier and less stressful.

# Bank accounts:



To open a bank account in the UK, first decide what type of account you need, most students start with a current account, or a student account if going to university. You'll need proof of identity (like a passport or driving licence) and proof of address (such as a bill, bank statement, or college letter). You can usually apply online or visit a branch in person. Once your account is open, you'll get a debit card to spend and withdraw money. Remember to check your balance regularly and manage your money carefully to avoid going into debt.

To open a bank account in the UK, you will need to provide original documents that prove your identity, address, and (if relevant) where you study or work. The table below shows the types of documents you can use.

Proof Needed	Documents You Can Use (original copies only)
Who you are	Birth certificate, passport, or full driving licence
Where you live	Utility bill, tenancy agreement, or contract
Where you work	Recent payslip or letter from your employer
Where you study	Letter of acceptance from your college or university (for student accounts)

## Debit or Credit Card — What's the Difference?

**Debit card:** Uses money directly from your bank account.

**Credit card:** Lets you borrow money up to a limit and pay it back later, often with interest if not paid in full. Use credit cards carefully to avoid debt.



## Overdrafts

Some bank accounts (especially student ones) come with an overdraft, which allows you to spend a bit more than you have. Think of it as a short-term loan, it can be useful in emergencies, but you'll need to pay it back.

## Finding a bank near you

Find a convenient branch or cash machine near your college, university, or accommodation, you can do this by using your bank's website or mobile app to search for nearby locations, or by using Google Maps. Having a branch close by makes it easier to sort out any banking issues or withdraw money safely.

### Withdrawing Cash

1. Once you've opened a bank account, you'll get a debit card that allows you to take out (withdraw) cash.
2. How to Withdraw Cash
3. Find a cash machine (ATM): usually outside banks, supermarkets, or shopping centres. You can use your bank's app or Google Maps to find one nearby.
4. Insert your debit card into the machine.
5. Enter your PIN (Personal Identification Number), keep it private and never share it with anyone.
6. Select "Withdraw Cash" and choose the amount you want.
7. Take your money and card before leaving the machine.



## Money Saving tips:

Make a budget to track your income and spending

Cook at home instead of buying takeaways

Use student discounts whenever possible

Get weekly or monthly travel passes, or walk/cycle when you can

Avoid impulse buys — wait a day before buying non-essentials

Save a little each month, even just a small amount



# Cooking:

Start with simple recipes like pasta, stir-fries, or omelettes, and focus on a few ingredients and easy steps. Use free websites and apps like BBC Good Food, Allrecipes, Jamie Oliver, Tasty, Mealime, or Yummly to find recipes and plan meals. Try meal prepping by cooking larger portions, storing leftovers, and pre-chopping vegetables to save time during busy days. Keep essentials like pasta, rice, beans, frozen vegetables, and basic spices on hand, and don't be afraid to experiment with flavours. With small steps and a little planning, cooking can be fun and stress-free!



## Oven and Cooking Safety

- Always use oven gloves when handling hot trays or dishes.
- Keep flammable items (tea towels, paper) away from the oven.
- Don't leave the oven unattended while it's on.
- Check that food is cooked properly and wash hands after handling raw ingredients.
- Use timers to avoid burning food and preheat if needed.
- Wait for the oven to cool before cleaning.

Resource / Tip	What You Can Learn / Do	Link
<b>Jamie Oliver – Free Online Class</b>	Knife skills and making a nutritious stir-fry	<a href="http://jamieolivercookeryschool.com">jamieolivercookeryschool.com</a>
<b>Alison</b>	Food safety, hygiene, and international cuisines	<a href="http://alison.com">alison.com</a>
<b>Sorted Food (YouTube)</b>	Practical recipes, cooking tips, and challenges	<a href="http://YouTube Sorted Food">YouTube Sorted Food</a>
<b>Mealime App</b>	Easy recipes, meal planning, and prepping tips	<a href="http://mealime.com">mealime.com</a>
<b>BBC Good Food – Meal Prep Guides</b>	Step-by-step meal prep ideas, easy weekly plans	<a href="http://bbcgoodfood.com">bbcgoodfood.com</a>

# Laundry:

Using a washing machine is easy! First, sort your clothes by color: dark, light, and white, so colors don't mix. Check the symbols on the labels, they tell you the best temperature and wash type for each item (there is some guidance in the diagram on the right). Put your clothes in the machine, add the right amount of detergent, choose the correct setting, and press start. Separating clothes and reading the labels helps your clothes last longer, stay bright, and avoid shrinking or damage.



Symbol	Meaning
	Machine wash. Number inside maximum temperature
	Hand wash only Do not machine wash
	Do not wash Gentle or leilecycle
	Very gentle or wool cycle
	Bleach allowed Non-chlorine bleach
	Do not bleach Do not cry
	Tumble dry Instructions Low heat / medium heat
	Dry cleaning instructions Commercial or / S solven
	Do not tumble dry clean Not to ironer

# 4.2 Time management and organisation



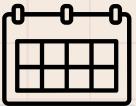
### Time Management




Post-16 students need good time management to balance college, work, and personal life. Using a planner, timetable, or phone calendar helps track classes, deadlines, and social activities. Breaking tasks into smaller steps and prioritising important work reduces stress and improves performance, preparing students for university, apprenticeships, or full-time work.

### Organisation Skills

Being organised supports independence after college. Keeping notes, resources, and assignments in order, maintaining routines, and managing money and responsibilities efficiently reduces stress and builds confidence. These skills make the transition to higher education, training, or work smoother.

**Use this planner to map out your week and see when you have classes, study time, work, and free time. Planning ahead makes your week easier to manage.**



Day	Morning 	Afternoon 	Evening 	Notes / Priorities
Example	Gym	Lectures	Study group	Laundry day
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				



Use this checklist to keep track of habits and routines that help you stay organised, focused, and on top of your responsibilities.



## ✓ Stay Organised Checklist ✓

- Keep my workspace tidy
- Keep notes and documents in order
- Plan meals / weekly routine
- Check my calendar or planner daily
- Set reminders for deadlines
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Taking a break

Plan short breaks or sensory-friendly activities to help you stay focused and calm:

- Stretching or light exercise
- Listening to music or a podcast
- Going outside for fresh air
- Deep breathing or mindfulness exercises

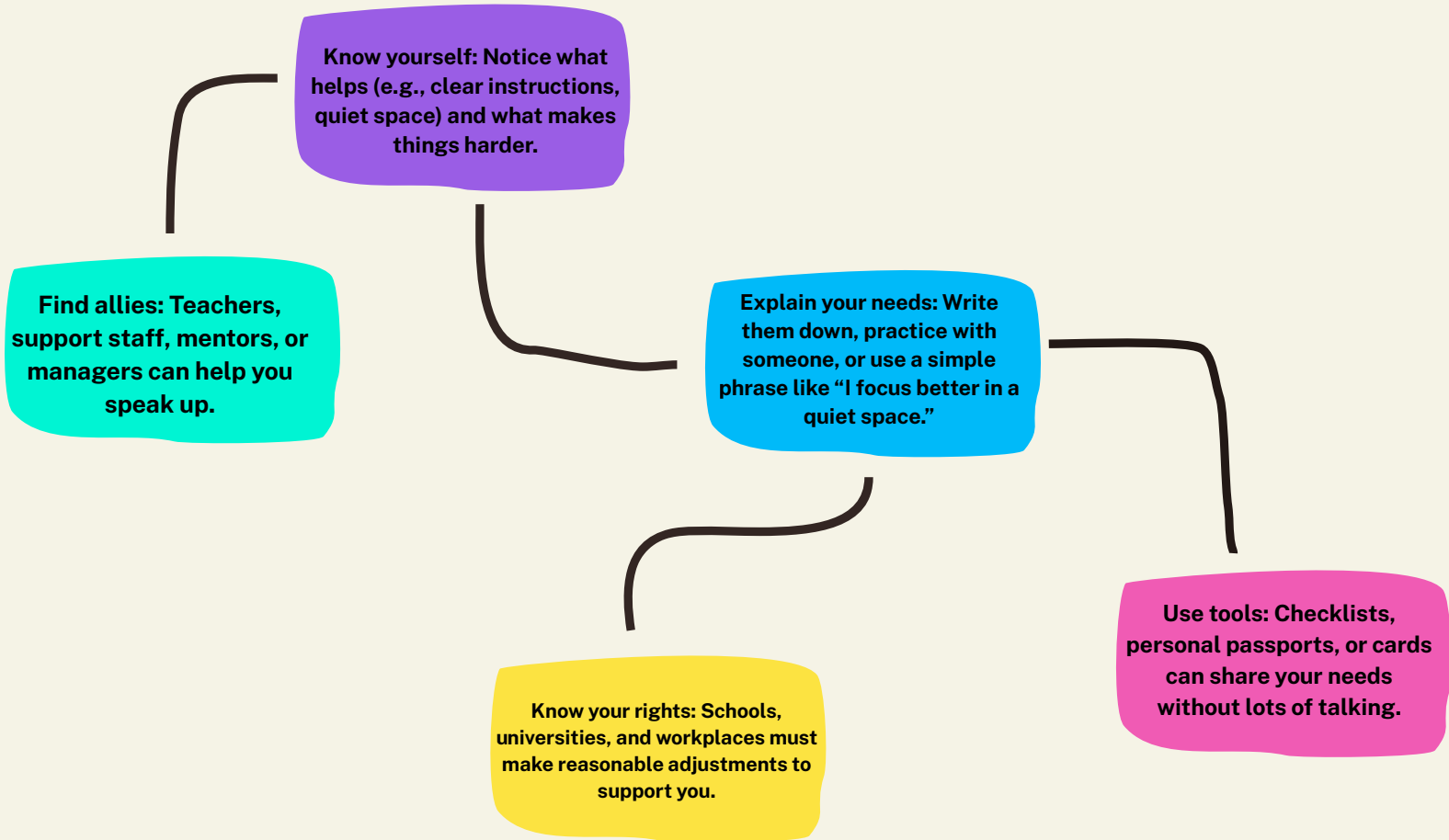
Remember: it's okay to adjust your plan if a task becomes overwhelming.





## 4.3 Self-advocacy: asking for support and understanding rights

As you move into adulthood, university, apprenticeships, or work, being able to speak up for your needs becomes really important. This is called **self-advocacy**. It doesn't mean doing everything alone, it means knowing what helps you, and having the confidence to ask for it.



**Lightbulb Advice:** Advocating for yourself is a skill! The more you practice, the easier it becomes. Remember, asking for support is not a weakness; it's your right. An important question to keep in mind is: "If I have a problem, who do I go to?"



### Self-Advocacy Scripts

You don't always have to come up with the words on the spot. Here are some examples you can use or adapt to ask for what you need:

#### In School/College/University

"Could I please have extra time for this task because it helps me to focus better?"

"I find it easier to understand when instructions are written down, could you provide that for me?"

"I need to sit at the front to concentrate. Is that possible?"

#### At Work/Apprenticeships

"I work better in a quiet space, is there somewhere I can sit where it's less busy?"

"I sometimes need short breaks to stay focused, could I take these if needed?"

"Clear step-by-step instructions help me do my best. Could you share them in writing?"

#### Independent Living/Everyday Life

"Loud environments can be overwhelming for me, can we find a quieter place to meet?"

"I find it easier to plan if I know what's happening in advance. Can you let me know the schedule?"

"I sometimes need extra time to process information, could you give me a moment to think before I answer?"





## 4.4 Social skills: friendships, teamwork, workplace etiquette

Building relationships is an important part of life after school, whether that's making friends at university, working as part of a team in an apprenticeship, or getting along with colleagues at work. Social situations can sometimes feel confusing or tiring, so it helps to know what to expect and what strategies might work for you.

**Friendships:** Friendships are about trust, respect, and shared interests. It's okay if you prefer a small circle of friends rather than a big group. Look for people who accept you as you are.

**Workplace etiquette:** Workplaces often have "unwritten rules," like being on time, greeting colleagues, or knowing when to join a conversation. If you're not sure, observe what others do or ask someone you trust to explain.

**Teamwork:** In study or work, you'll often need to collaborate. This might mean sharing tasks, listening to other people's ideas, and asking questions if you're unsure. Clear communication (like agreeing who does what) can make teamwork easier.

**Managing social energy:** Social interactions can be tiring. It's okay to take breaks, use a quiet space, or let people know when you need some time out.

**Lightbulb Advice:** Social skills don't mean changing who you are, they're tools to help you connect with others while still being yourself.



## 4.5 Mental health and coping strategies

Transitioning into adulthood, university, work, or apprenticeships can feel exciting, but it can also bring stress, uncertainty, and big changes. Looking after your mental health is just as important as planning your future.

Moving from school or college into adulthood brings lots of new experiences — and sometimes extra stress. Having coping strategies can make these changes feel more manageable. Coping strategies are simple tools or actions that help you stay calm, boost your energy, or connect with others when things feel difficult. Everyone’s strategies will look different, so it’s important to find what works best for you. This menu gives you ideas to try, and you can add your own. Using coping strategies regularly can support your mental health, build resilience, and help you feel more in control during times of change.

### Calming Strategies

- Deep breathing
- Listening to music
- Using a fidget tool
- Taking a quiet break

### Energising Strategies

- Going for a walk
- Stretching or light exercise
- Cold water on your face
- Dancing or moving to music

### Social Strategies

- Talking to a friend
- Asking a parent or carer for help
- Checking in with a tutor/mentor
- Joining a group activity

## Finding support when you need it:

Everyone has moments when things feel difficult, whether it’s stress, worry, or low mood. It’s important to know that you don’t have to cope on your own. This chart gives you quick ideas for what you can try in the moment, as well as places and people you can turn to for extra support. Remember: reaching out early is a sign of strength, and small steps can make a big difference.

When I feel...	I can try...	I can reach out to...
Anxious / worried	Breathing exercises, grounding, writing things	Text <b>Shout</b> (85258), talk to a trusted adult, GP
Low or sad	Listen to music, go for a walk, write in a journal	<b>Childline</b> (0800 1111), <b>Samaritans</b> (116 123), GP
Angry / overwhelmed	Take a break, use sensory tools, squeeze a stress ball	A parent/carer, mentor, school/college support
Stressed about study or work	Make a plan, break tasks into small steps	College/university wellbeing team, tutor, apprenticeship
Tired or burnt out	Rest, set boundaries, use relaxation apps	GP, wellbeing service, ask for adjustments at

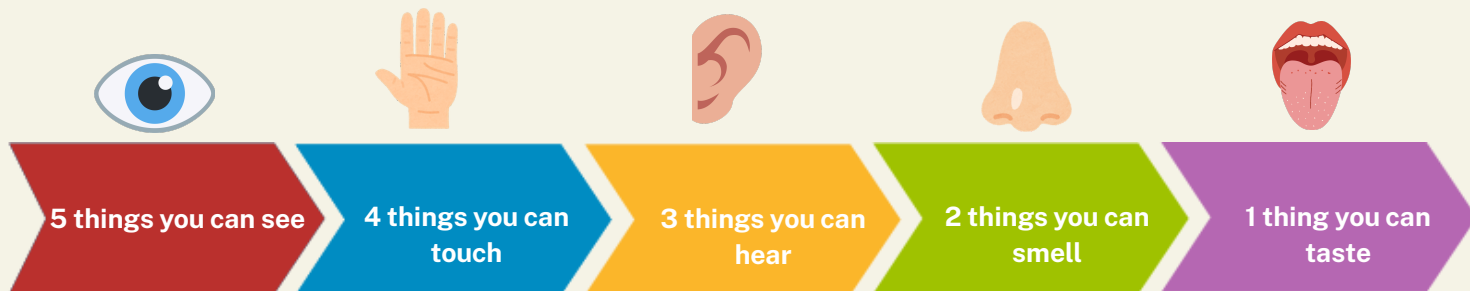


## Grounding techniques:

Grounding techniques are simple, practical strategies that help bring your mind and body back to the present moment. They are especially useful if you feel anxious, overwhelmed, or distracted. By focusing on your senses, breathing, or movement, grounding can calm big feelings, reduce stress, and make it easier to cope with challenges during your transition.

### The 5-4-3-2-1 Grounding Technique

This is a quick and easy way to calm your mind by using your senses. When you feel anxious or overwhelmed, the 5-4-3-2-1 technique helps you focus on what's around you right now, instead of worrying thoughts.



#### Breathing Techniques

**Box breathing:** breathe in for 4, hold for 4, out for 4, hold for 4.



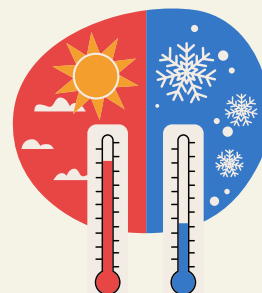
#### Movement

**Stretch, walk, jump, or shake out your hands to release tension.**



#### Temperature Change

**Hold something cold (like a bottle of water) or splash your face with cool water.**



### Finding the Right Support

Transitioning after post-16 can feel overwhelming, but you don't have to do it alone. There are services in Bexley that offer mental health support, guidance, and safe spaces for young people, parents, and carers. The table below highlights some key organisations, what they offer, and how to reach them.

Service	Who it's for	What they offer	How to access
<b>Kooth</b>	Young people aged 10-25	Free, safe, and anonymous online	Visit: <a href="https://www.kooth.com">kooth.com</a> - no referral needed
<b>Mind in Bexley - Talking Therapies</b>	Adults 18+	NHS talking therapies (counselling, CBT,	Self-refer online: <a href="https://www.mindinbexley.org.uk">mindinbexley.org.uk</a> or
<b>Bexley Crisis Café</b>	Anyone 16+ in Bexley	Informal, face-to-face support during the	Open <b>6 pm-10 pm daily</b> (incl. weekends &
<b>Oxleas Crisis Line</b>	All ages	24/7 crisis helpline offering immediate	Call via Oxleas NHS Foundation Trust
<b>Bexley Moorings Project</b>	Autistic young people, carers, and those at risk	Tailored 1:1 and group support, mentoring, and	Info & referral: <a href="https://www.bexley.gov.uk">bexley.gov.uk</a>
<b>Counselling Matters Bexley</b>	Anyone in Bexley	Helpline and access to affordable counselling	Call <b>0800 047 26000</b> , open daily <b>9 am-9 pm</b>

# Notes for Chapter 4:

For writing ideas

For drawing ideas

# 05

## Planning your transition





## 5.1 Setting goals

Setting goals means deciding what you want to achieve and planning steps to get there. For post-16 students, especially during the transition from college or sixth form to further education, apprenticeships, or work, setting goals is important because it helps you stay focused, motivated, and organised. Clear goals make it easier to manage your time, track your progress, and make decisions that support your future plans.

Setting goals means deciding what you want to achieve and planning steps to get there. There are many ways to work towards your goals, and this table (on page 34) is just one method to help you organise your ideas, track your progress, and stay motivated. Use it to think about what you want, why it matters, and the steps you need to take to achieve it.

Goals can be short-term, like completing an assignment, or long-term, like preparing for a career. Use this table to think about what you want, why it matters, and the steps you need to take to achieve it.



**Top Tip: Break big goals into smaller, manageable steps and celebrate each step you complete, this makes progress easier to see and keeps you motivated.**

# Setting Goals Table

Goal	Why It's Important	Steps to Achieve It	Deadline / Target Date	Progress / Notes

Examples of post-16 transition goals:

Education: Complete assignments, improve subjects, apply for courses or apprenticeships.

Career: Gain work experience, research careers, build a CV.

Independent Living: Budget money, plan routines, travel independently.

Personal Development: Improve time management, build confidence, make new friends.



## 5.2 Step-by-step checklists for applications and preparations

Use this checklist to plan and prepare for work, apprenticeships or university. Tick each box as you complete it and keep copies of important documents in one place.

### Start early / Research (as soon as you can)

- Write down your strengths, interests and support needs.
- Start writing your personal statements/CV (page 47) for university/work and check the deadlines.
- List the options you want to explore (jobs, apprenticeships, courses).
- Check entry requirements and deadlines for each option.
- Visit or do virtual tours of workplaces, colleges or campuses if possible.
- Talk to a careers advisor, teacher, or mentor about routes that fit you.

### Notes:

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### 3 months before (apply & practise)

- Submit applications and note confirmation numbers or emails.
- Practice interviews / assessment tasks, role-play with someone you trust.
- Apply for accommodation (if relevant) and shortlist suitable options.
- Apply for funding (student finance, apprenticeships pay info, bursaries) — start the forms.
- Check if you need a DBS/right-to-work check and start the process.
- Request adjustments: contact disability/neurodiversity support at the university/employer and ask about reasonable adjustments.
- Prepare a support passport or one-page summary of your needs to share (sensory tips, communication style, useful adjustments).

### Notes:

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### 1 month before (confirm & organise practicals)

- Confirm offers and accept the place/job/apprenticeship.
- Finalise accommodation and read the contract.
- Organise travel (routes, timetables, practice the journey).
- Set up a bank account if needed, or check banking for students/young workers.
- Make a simple budget for first term/month (rent, food, travel, bills).
- Make copies of important documents (ID, passport, exam certificates).
- Confirm support arrangements (mentor, disability contact, workplace adjustments).

### Notes:

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**2 weeks before (pack & prepare)**

Pack essentials and a small “first-day kit” (snacks, headphones, sensory items, medication).

Print and organise documents you’ll need for enrolment or first day.

Rehearse travel to campus/workplace at the same time you’ll need to be there.

Save important phone numbers in your phone and on paper (support services, emergency contact).

Plan a quiet place or calming strategy for when you need breaks.

**Notes:**

**1 week / First day**

Check arrival times and locations (where to go on first day).

Arrive early so you can familiarise yourself with the space.

Introduce yourself to support staff (disability services, HR, mentor).

Keep a small schedule for your first week (classes, shifts, meetings).

Note where quiet spaces and toilets are, and identify sensory triggers.

Set one small goal for week one (e.g., meet your tutor, find the library).

**Notes:**

**How adults can help (parents, carers, staff)**

Help check deadlines and forms.

Practice interviews and travel routes together.

Support budgeting and paperwork (but encourage independence where possible).

Attend meetings with consent and act as an ally in arranging adjustments.

**Lightbulb tip:** Put all dates and next actions in one calendar (paper or phone). Small, regular checks (10 mins a day) keep stress down and progress steady.



# Notes for Chapter 5:

For writing ideas

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For drawing ideas

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# 06

## Support from parent, carers and staff





## 6.1

# How adults can help during the transition

### Practical Support



- **Help with organisation:** Break big tasks (applications, packing, budgeting) into smaller steps.
- **Check deadlines:** Remind them of key dates (UCAS, job applications, funding forms).
- **Practice skills:** Role-play interviews, first-day introductions, or new routines.
- **Support travel:** Practice routes together to work, university, or placements.

### Emotional Support



- **Listen without judgement:** Give space for worries and reassure that it's normal to feel anxious.
- **Celebrate strengths:** Remind them of what they do well, not just challenges.
- **Encourage independence:** Let them try new things at their own pace, but be available as backup.
- **Model calm coping:** Show healthy ways to manage stress (deep breathing, planning, problem-solving).

### Social Support



- **Encourage connections:** Support them in joining clubs and societies at universities, or peer groups that fit their interests.
- **Be a safe base:** Remind them they can come back to you if things feel overwhelming.
- **Promote balance:** Encourage breaks, hobbies, and time with supportive people.

## 6.2 Encouraging independence while providing guidance

Parents/guardians and staff play a key role in supporting you through transition, but it's important to balance helping with empowering. So, how can your parents/guardians support you?

- **Step back, not away:** Your parent can let you try things yourself, like filling in forms, emailing support staff, or planning travel. They'll be nearby to help only if you get stuck.
- **Coach, don't do:** Instead of doing things for you, they can talk through options with you and let you make the decisions. For example: "What do you think would work best...emailing your tutor or speaking in person?"
- **Encourage self-advocacy:** They can help you practise explaining your needs and build your confidence in asking for adjustments. You might role-play situations or use sentence starters they give you.

- **Model independence skills:** Your parent can show you how they stay organised, make checklists, or ask for help, so you can see strategies in action.
- **Be an ally in the background:** They can attend meetings if invited, but let you speak first. They'll step in only if you need extra support or reassurance.
- **Know when to guide:** They can give advice on your rights (like reasonable adjustments), deadlines, and available resources, but the final choice is always yours.

**Lightbulb advice:** Your independence grows when people trust you and let you take the lead. Gentle support, helping only when needed, lets you build the skills you'll use for life.



## 6.3

# Supporting emotional and social wellbeing

Transitioning to adulthood can feel exciting but also challenging. It's okay to need support, you don't have to do it all alone. Here's how the people around you can help:

### Parents and Carers:

Your parents or carers can listen when things feel tough, help you spot signs of stress, and encourage healthy routines like good sleep, meals, and breaks. Let them know if you'd prefer to talk things through or have some space.

### College or Staff Support:

College staff, tutors, or counsellors are there to help you manage workload, set goals, and make adjustments if needed. Asking for help early shows confidence, not weakness.

### Workplace Support:

In work or apprenticeships, managers and HR teams can support your wellbeing. You can ask for reasonable adjustments, like flexible hours or extra check-ins. Sharing what helps you most allows others to support you better.



## 6.4 Signposting for parents, carers and staff

Organisation	What They Offer	Website / Contact
<b>YoungMinds Parents Helpline</b>	Free, confidential advice for parents worried about a young person's mental health, stress, or transition to adulthood. Offers practical tips and guidance.	<a href="http://www.youngminds.org.uk/parent">www.youngminds.org.uk/parent</a> 0808 802 5544 (Mon-Fri, 9:30am-4pm)
<b>Parentkind</b>	A UK charity supporting parents to engage in their child's education and wellbeing. Provides free articles, webinars, and resources on independence and transition.	<a href="http://www.parentkind.org.uk">www.parentkind.org.uk</a>
<b>National Careers Service – Parents and Carers Support</b>	Free information and advice to help parents guide their child through options after 16, including university, apprenticeships, and work.	<a href="http://www.nationalcareers.service.gov.uk/parental-guidance">www.nationalcareers.service.gov.uk/parental-guidance</a>

# Notes for Chapter 6:

For writing ideas

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For drawing ideas

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# 07

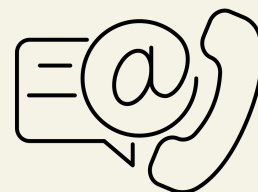
## Practical Resources



## 7.1 Useful contacts and support services.

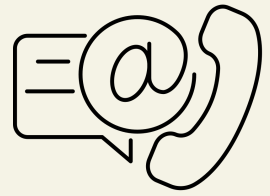
Starting university, an apprenticeship, or a job is a big step and it's normal to need a bit of help along the way. There are lots of free, confidential services in the UK that offer advice, mental health support, and practical guidance as you make this transition. The tables below show where you can find trusted support for each pathway whether you're heading to university, starting an apprenticeship, or moving into work.

### Useful contacts: Transition to University



Starting university can be exciting but also a bit overwhelming. It's completely normal to feel nervous about meeting new people, living more independently, or managing your studies. The services below offer free, confidential advice and support to help you look after your wellbeing and settle into university life.

Service	What They Offer	Website / Contact
<b>Student Minds</b>	UK's student mental health charity offering advice, blogs, and support for university life and wellbeing.	<a href="http://www.studentminds.org.uk">www.studentminds.org.uk</a>
<b>The Mix</b>	Free, confidential support for under-25s about mental health, relationships, money, and student life.	<a href="http://www.themix.org.uk">www.themix.org.uk</a> 0808 808 4994
<b>Nightline</b>	Confidential listening service run by students, for students. Available at many universities across the UK.	<a href="http://www.nightline.ac.uk">www.nightline.ac.uk</a>
<b>UCAS Support</b>	Guidance on student finance, moving to university, and wellbeing resources for new students.	<a href="http://www.ucas.com">www.ucas.com</a>



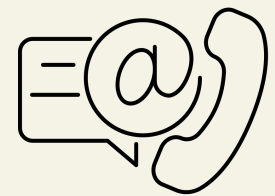
# Useful contacts: Starting an Apprenticeship

Beginning an apprenticeship is a great way to learn new skills while earning, but it can also bring new challenges, like balancing work, study, and life. The services below offer free, confidential advice to help you manage stress, build confidence, and get the most out of your training experience.

Service	What They Offer	Website / Contact
<b>Apprenticeships.gov.uk</b>	Official government site with information on finding, applying for, and succeeding in apprenticeships.	<a href="http://www.apprenticeships.gov.uk">www.apprenticeships.gov.uk</a>
<b>YoungMinds</b>	Advice and resources for young people managing stress, anxiety, or new responsibilities during training.	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>
<b>The Prince's Trust</b>	Free support, mentoring, and programmes for young people starting work, training, or apprenticeships.	<a href="http://www.princes-trust.org.uk">www.princes-trust.org.uk</a>
<b>National Careers Service</b>	Free advice and career guidance to help you plan your next steps and build confidence in the workplace.	<a href="http://www.nationalcareers.service.gov.uk">www.nationalcareers.service.gov.uk</a>



# Useful contacts: Transitioning to the workplace



Starting a new job is an exciting step toward independence, but it can also feel like a big change. Getting used to new routines, responsibilities, and workplaces takes time. The services below offer free, confidential support to help you manage your wellbeing, understand your rights, and thrive as you begin your career.

Service	What They Offer	Website / Contact
<b>Mind – Workplace Wellbeing</b>	Advice on managing mental health at work and knowing your rights.	<a href="http://www.mind.org.uk/work">www.mind.org.uk/work</a>
<b>ACAS (Advisory, Conciliation and Arbitration Service)</b>	Free advice on employment rights, workplace concerns, and resolving issues fairly.	<a href="http://www.acas.org.uk">www.acas.org.uk</a>
<b>The Mix</b>	Support for young adults navigating new work environments, stress, and life changes.	<a href="http://www.themix.org.uk">www.themix.org.uk</a> 0808 808 4994
<b>Citizens Advice</b>	Free, confidential advice on work, pay, housing, and wellbeing for young people entering employment.	<a href="http://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a>



## 7.2 Templates: CV and Cover Letter and personal statements.

A CV (Curriculum Vitae) is a document that shows your skills, education, work experience, and achievements. It helps employers understand what you can do and why you'd be a good fit for a job, apprenticeship, or university placement. A cover letter goes with your CV and explains why you're interested in the role and what makes you the right person for it. Together, they make your first impression on an employer, showing your strengths, enthusiasm, and professionalism.



### So, how do you write a CV?

#### Tips for Writing a CV

- Keep it clear and organised: Use headings like Education, Work Experience, Skills, and Interests.
- Be honest and concise: Only include true information and keep it to 1–2 pages.
- Highlight achievements: Focus on what you've done, not just where you've worked or studied.
- Tailor it: Adapt your CV for each job, apprenticeship, or course you apply for.
- Check for errors: Spelling or grammar mistakes can make a bad first impression.

#### Tips for Writing a Cover Letter:

- Start strong: Begin with a short introduction stating the role you're applying for.
- Show interest: Explain why you want the role or organisation.
- Highlight skills: Link your experience, skills, and achievements to what the employer is looking for.
- Keep it short: Aim for one page; clear and to the point.
- End politely: Thank them for reading and say you'd welcome the opportunity to discuss further.



# The Do's and Don'ts when writing a CV



- Full name (at the top, bold or slightly larger font)
- Professional title (optional, e.g. Teaching Assistant, Sales Assistant)
- Phone number
- Email address (use a professional one)
- Location (e.g. London, UK – no need for full address)
- Keep it concise: Aim for 1-2 pages maximum.
- Tailor your CV: Adapt it to each job – highlight the most relevant experience and skills.
- Use clear headings: e.g. Education, Experience, Skills, Training, References.
- Quantify achievements: Use examples and results (e.g. “Supported 15 children at a youth club workshop”).
- Use bullet points: Makes it easier to scan quickly.
- Check spelling and grammar: Proofread or ask someone to double-check.
- Use a clean, professional layout: Consistent fonts and spacing.
- Include relevant training and qualifications: Especially if they relate directly to the role.



- Date of birth
- Photo (unless requested or relevant for specific regions)
- Marital status, nationality, or other personal identifiers
- Use slang, informal language, or “I” statements too often.
- List every job you’ve ever had – focus on relevant experience.
- Use an unprofessional email address (e.g. partygirl92@gmail.com).
- Write long paragraphs: keep it concise and easy to read.
- Leave unexplained gaps: briefly note if you took time for study, travel, or other commitments.
- Forget to update: make sure dates and roles are current.
- 

**Top tip: Print your CV or view it as a PDF before sending i.e. formatting issues often show up differently on screen!**

# CV Template:

## Full Name

Location (e.g. London, UK)  
Phone:  
Email:  
LinkedIn (optional):

Ensure your name is in bold and slightly bigger font than the rest of your CV

Keep it short and focused, about 3–4 sentences is enough. Write in the first person (using “I”) but keep it professional.

## Personal Profile

(A short paragraph, 3–4 sentences summarising who you are, what you’re studying, and what kind of work or opportunity you’re looking for.)

Example:

I am a motivated and reliable student with a strong work ethic and a positive attitude. I enjoy learning new skills and take pride in completing tasks to a high standard. I work well both independently and as part of a team, and I’m keen to gain experience that will help me develop my confidence and future career.

## Education

[School/College Name], [Course or Subjects Studied] — [Dates]  
Include qualifications you’re working towards or have completed.  
Mention any subjects or projects that show useful skills (e.g. teamwork, communication, creativity).

List your most recent education first, usually your current or last school/college.

## Work Experience

[Job Title / Work Placement] – [Organisation] — [Dates]  
Describe what you did and what skills you used or developed.  
Example: “Supported customers and kept the shop floor tidy.”  
Example: “Worked with others to plan and run a school event.”

## Skills

(List 5–8 key skills as bullet points — short and specific.)

Teamwork  
Communication  
Problem Solving  
Organisation  
Time Management  
Creativity  
Customer Service  
IT Skills

List 5–8 key skills that show what you’re good at, both personal (soft) and practical (hard) skills.

Think about academic achievements or training and certificates you have achieved.

#### Achievements / Volunteering (optional)

[Role or Activity] – [Organisation/School] – [Dates]

Briefly describe what you achieved or contributed.

Example: “Volunteered at a local food bank and helped organise donations.”

---

#### Hobbies & Interests (optional)

Mention interests that show positive qualities (e.g. commitment, teamwork, leadership, creativity).

Example: “I enjoy football and have been part of my college team for two years.”

---

#### References

Available on request

(Or include 1–2 referees such as a teacher, tutor, or employer.)

Top tip: There are lots of great CV templates already available on Microsoft Word, just open Word, type “CV” or “resume” in the template search bar, and choose one that fits your style! You can find a non-annotated version of the CV template on page 87 (appendix).

### Links to further support

Once you’ve started thinking about your CV and future goals, you might find the following resource helpful for planning your transition and exploring inclusive support.

#### **National Development Team for Inclusion (NDTi):**

NDTi is a UK organisation that works to make sure young people with SEND are included, listened to and supported as they move into adulthood. Their website includes information and resources about transition, choice, voice and support for young people with SEND, families and professionals. <https://www.ndti.org.uk>

# The Do's and Don'ts when writing a Cover letter

A cover letter is a short, tailored letter that accompanies your CV when applying for a job. Its purpose is to introduce yourself, highlight your most relevant skills and experience, and explain why you're interested in the role and organisation. A good cover letter helps employers see your personality, motivation, and fit for the position. It is your chance to make a strong first impression and stand out from other applicants.



- Personalise each letter: Address it to the hiring manager (use their name if possible).
- Tailor it to the role: Show how your skills and experience match the specific job and organisation.
- Start strong: Open with who you are and why you're applying.
- Show enthusiasm: Employers like candidates who genuinely care about the role.
- Use examples: Briefly demonstrate your impact or achievements (e.g. "I supported pupils with anxiety using CBT-informed interventions...").
- Keep it concise: One side of A4 is ideal.
- End with confidence: Thank them and express interest in discussing your application further.
- Proofread carefully: Double-check spelling, grammar, and names.



- Use a generic letter for every job – it shows.
- Repeat your entire CV; pick out highlights instead.
- Start with "To whom it may concern" if you can find a name.
- Overuse buzzwords like "hardworking" or "passionate" without examples.
- Write in long, dense paragraphs; use clear structure and spacing.
- Sound apologetic or uncertain ("Although I don't have much experience...").
- Forget to include your contact details at the top.
- Submit without rereading: small typos can make a big difference.

**Top tip: Print your CV or view it as a PDF before sending. Formatting issues often show up differently on screen!**

# Cover Letter Template:

**Your Name**  
**Your Address**  
**City, Postcode**  
**Email Address**  
**Phone Number**  
**Date**

**Employer's Name**  
**Company Name**  
**Company Address**  
**City, Postcode**

**Dear (Employer's Name),**  
**I am writing to apply for the (Job Title/Position) at (Company Name). I am very interested in this role because [briefly explain why the job appeals to you, e.g., you enjoy working with people, learning new skills, or are passionate about the industry].**

**Although I am (your age or "still in school/college"), I have developed skills that make me a strong candidate for this position. For example:**  
**(Skill/experience 1, e.g., teamwork from school projects or volunteering)**  
**(Skill/experience 2, e.g., good communication, time management, or customer service experience)**  
**(Skill/experience 3, optional, e.g., IT skills, organisation, or problem-solving)**  
**I am reliable, motivated, and eager to learn. I would love the opportunity to contribute to your team and gain valuable experience in (industry or role).**

**Thank you for considering my application. I would be happy to attend an interview at your convenience and provide any additional information you may need.**

**Yours sincerely,**  
**(Your Name)**

# How do you write a personal statement?



**What is a personal statement?** A personal statement is a short essay you write when applying to university or other educational programs. It's your chance to show who you are, highlight your achievements, and explain why you are interested in the course or program. Writing a strong personal statement can help you stand out and give admissions tutors a sense of your skills, interests, and goals.

## 5 Important things to consider when writing your personal statement.



- 1. Plan and Brainstorm**  
Think about your achievements, skills, experiences, and goals. Decide what makes you a strong candidate for the course or program.
- 2. Write a Clear Introduction**  
Explain why you are interested in the course or program and what motivates you to apply.
- 3. Highlight Your Skills and Experiences**  
Use examples from school, work experience, volunteering, or hobbies to show your abilities and strengths.
- 4. Review and Edit**  
Check your spelling, grammar, and clarity. Ask a teacher or mentor to give feedback before finalizing your statement.
- 5. Conclude with Your Goals**  
End your statement by explaining what you hope to achieve in the future and how the course or program will help you get there.

# The Do's and Don'ts when writing a Personal statement

You can find an example personal statement on page 91.



- Be honest: show who you really are and what you are interested in.
- Give examples: use real experiences to show your skills and achievements.
- Stay positive: focus on strengths, achievements, and what you can offer.
- Tailor it: make sure your statement matches the course or program you're applying for.
- Proofread: check spelling, grammar, and clarity before submitting.
- Get feedback: ask a teacher, mentor, or friend to read it and give suggestions.



- Exaggerate: avoid making claims you can't back up.
- Use clichés: phrases like "I'm a hard worker" without examples don't stand out.
- Repeat your CV: expand on your experiences, don't just list them.
- Ramble: stick to the word limit and keep it clear and focused.
- Be negative: avoid blaming others or talking about failures without showing what you learned.
- Leave it to the last minute: give yourself plenty of time to plan, write, and edit.

**Top Tip: "Show, don't just tell! Use real examples from your experiences to highlight your skills and achievement, it helps your personal statement shine."**

# What to include in your personal statement

## Examples

### 1. Introduction – Why this course/program?

Start by explaining why you are interested in the course or program. Mention your motivation and what excites you about this area.

“I am passionate about [subject/field] because... I am particularly interested in [specific aspect or topic] and hope to develop my skills further through this course.”

### 2. Skills and Experiences – What makes you a strong candidate?

Describe your relevant skills, achievements, and experiences. Use examples from school, work experience, volunteering, or hobbies.

“Through my experience in [club/volunteering/job], I developed [your skill], which has helped me [achievement/outcome].”

### 3. Personal Qualities – Who you are

Highlight qualities that show you will succeed in the course or program. Think about teamwork, problem-solving, communication, resilience, or creativity.

“I am [your qualities], which has helped me [example of how you demonstrated it].”

### 4. Conclusion – Future goals

End by linking the course to your future plans. Explain how it will help you achieve your ambitions.

“I hope that completing this course will enable me to [your goal], and I am excited to contribute my skills and enthusiasm to [institution or program].”

# Notes for Chapter 7:

For writing ideas

A series of 15 horizontal lines for writing ideas. The lines are light blue and are spaced evenly across the page. The background of the page is a light beige color.

For drawing ideas

A large, blank white rectangular area for drawing ideas, occupying the bottom half of the page. The background of the page is a light beige color.



08

Tips from  
young people



## **8.1 Real experiences and advice from peers who have transitioned from post-16**

**We asked students to share their advice for Year 11 before they embark on their next steps. Here's the thoughts and tips from young people who've been there.**

"To only ask and take advice from people you know will support you for who you want to be and not who you could be."



"If you're struggling with something, ask your teachers or friends for help. There's no shame in getting support, it actually makes you stronger."

"Evaluate what you need from the next two years and consider which school can offer you those things, even if that means entering an unfamiliar environment."





"To not worry about it and that there is tons of help from the school and your teachers -everybody is there to help and support you through the transition as they are aware it may be difficult."

"Don't leave everything to the last minute! start little by little, and it won't feel as stressful when exams or deadlines come around."



"It's okay if you don't get everything right first time. Learn from mistakes, and celebrate small wins...they add up."





## How can young people support each other:

### 1. Be a good listener

Sometimes the best thing you can do is just listen without judging or trying to fix everything. Just being there matters.

### 2. Offer encouragement

A small 'you've got this' or celebrating someone's effort can really boost their confidence.

### 3. Share what you know

Help each other with homework, revision tips, or exam strategies. Everyone learns differently, so your advice might really help someone.

### 4. Include others

Invite people to join activities or study groups. Feeling part of a group makes school less stressful.

### 5. Check in on friends

If you notice someone seems down or stressed, ask them how they're doing. Sometimes just knowing someone cares makes a big difference.

### 6. Be honest and kind

Give constructive advice in a kind way. Honesty helps people improve, but kindness makes it easier to accept.



# Notes for Chapter 8:

For writing ideas

A series of 15 horizontal lines for writing ideas. The lines are light blue and are spaced evenly across the page. The background of the page is a light beige color.

For drawing ideas

A large, blank white rectangular area for drawing ideas, occupying the bottom half of the page.



# 09

## Visual aids and check- lists

# Extra notes page:

For writing ideas

A series of 15 horizontal lines for writing ideas. The lines are arranged in a repeating pattern of a thick blue line, a thin red line, and a thick blue line. The background of the page is a light beige color.

For drawing ideas

A large, blank white rectangular area for drawing ideas, positioned below the writing lines. The background of the page is a light beige color.

# My coping plan:

This template is designed to help you explore and practice coping skills that can make dealing with stress, strong emotions, or challenges easier. You can use it to discover what works best for you, try out different strategies, and keep track of what helps you feel calmer and more in control.

**Warning signs that things are getting difficult** (i.e. Getting anxious, upset, or frustrated easily):

**3 ways to cope** (i.e listening to music, talking to someone):

**Things that have helped in the past** (i.e. Taking short breaks):

**Who can support me** (i.e. tutor, mentor, manager):

**Things to avoid** (i.e. Comparing myself to others):

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# Identifying strengths

Area	What I'm Good At	Examples	How This Helps Me
<b>Academic / Learning</b>		I can...	This helps me...
<b>Practical / Life Skills</b>		I can...	This helps me...
<b>Social / Communication</b>		I can...	This helps me...
<b>Creative / Arts</b>		I can...	This helps me...
<b>Personal Traits</b>		I can...	This helps me...
<b>Other Strengths</b>		I can...	This helps me...

# My personal Passport.

## 1. About Me

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Pronouns: \_\_\_\_\_

3 Things I enjoy / am interested in:

1.

2.

3.

## 2. My Strengths

- 3 things I am good at:

1.

2.

3.

- Examples (optional):

- How this helps me: (think about how these strengths can help you academically or at the work place).

### **3. My Challenges / Support Needs**

- 3 Things I find difficult i.e. time management, instructions and confidence.

1.

2.

3.

- Situations where I might need help i.e. travelling, meeting new people.

- What support helps me most i.e. reminders, extra time.

### **4. My Preferences**

- How I like to communicate i.e. speaking clearly and slowly.

- How I like to learn or work i.e. discussing ideas, trying things out.

- Things that make me feel comfortable / safe i.e. predictable routines.

**Turn to next page...**

## 5. Helpful strategies for others:

- 3 Things educators, mentors or colleagues can do to support me i.e. regular check-ins and celebrating success.

1.

2.

3.

## 6. Any other important information (optional):

**Top Tip: Be honest and specific! share what really helps you and what doesn't. The more detail you give, the easier it is for others to support you in the way that works best.**

# Time management and organisation

Day	Morning	Afternoon	Evening	Notes / Priorities
Example	Gym	Lectures	Study group	Laundry day
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				



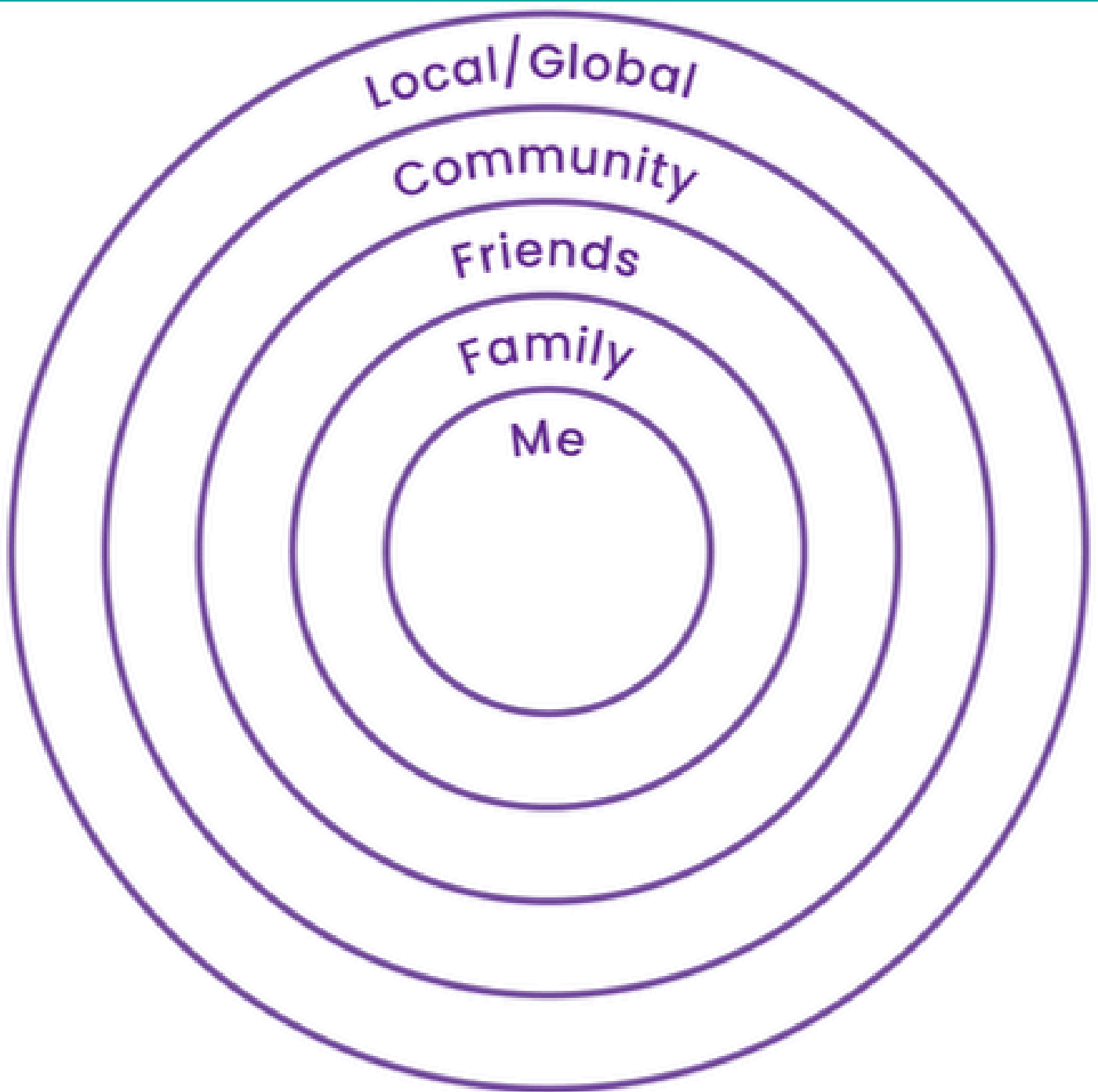
# Setting goals table

Goal	Why It's Important	Steps to Achieve It	Deadline / Target Date	Progress / Notes

# You can build a support network yourself!

The Circle of Support helps you see who is around you and how close they feel in your life. It's a way of showing your support network in a clear, visual way.

- In the middle circle, write the people you feel closest to, the ones you trust most, like family members, best friends, or a mentor.
- In the next circle, add people who are important but maybe not as close, such as friends, teachers, or support staff.
- In the outer circle, write down people who are part of your life but who you don't see as often, like neighbours, acquaintances, or professionals you only meet sometimes.



There's no "right" or "wrong" way to fill this in, it's your personal map of who supports you. It can help you notice who you can go to when you need help, advice, or just someone to listen.

# CV Template:

## Full Name

Location (e.g. London, UK)

Phone:

Email:

LinkedIn (optional):

---

## Personal Profile

(A short paragraph, 3–4 sentences summarising who you are, what you're studying, and what kind of work or opportunity you're looking for.)

Example:

I am a motivated and reliable student with a strong work ethic and a positive attitude. I enjoy learning new skills and take pride in completing tasks to a high standard. I work well both independently and as part of a team, and I'm keen to gain experience that will help me develop my confidence and future career.

---

## Education

[School/College Name], [Course or Subjects Studied] — [Dates]

Include qualifications you're working towards or have completed.

Mention any subjects or projects that show useful skills (e.g. teamwork, communication, creativity).

---

## Work Experience

[Job Title / Work Placement] – [Organisation] — [Dates]

Describe what you did and what skills you used or developed.

Example: "Supported customers and kept the shop floor tidy."

Example: "Worked with others to plan and run a school event."

---

## Skills

(List 5–8 key skills as bullet points — short and specific.)

Teamwork

Communication

Problem Solving

Organisation

Time Management

Creativity

Customer Service

IT Skills

### Achievements / Volunteering (optional)

[Role or Activity] – [Organisation/School] – [Dates]

Briefly describe what you achieved or contributed.

Example: “Volunteered at a local food bank and helped organise donations.”

---

### Hobbies & Interests (optional)

Mention interests that show positive qualities (e.g. commitment, teamwork, leadership, creativity).

Example: “I enjoy football and have been part of my college team for two years.”

---

### References

Available on request

(Or include 1–2 referees such as a teacher, tutor, or employer.)

# Cover Letter Template:

Your Name  
Your Address  
City, Postcode  
Email Address  
Phone Number  
Date

Employer's Name  
Company Name  
Company Address  
City, Postcode

Dear (Employer's Name),  
I am writing to apply for the (Job Title/Position) at (Company Name). I am very interested in this role because [briefly explain why the job appeals to you, e.g., you enjoy working with people, learning new skills, or are passionate about the industry].

Although I am (your age or "still in school/college"), I have developed skills that make me a strong candidate for this position. For example:  
(Skill/experience 1, e.g., teamwork from school projects or volunteering)  
(Skill/experience 2, e.g., good communication, time management, or customer service experience)  
(Skill/experience 3, optional, e.g., IT skills, organisation, or problem-solving)  
I am reliable, motivated, and eager to learn. I would love the opportunity to contribute to your team and gain valuable experience in (industry or role).

Thank you for considering my application. I would be happy to attend an interview at your convenience and provide any additional information you may need.

Yours sincerely,  
(Your Name)

## Example personal statement

From a young age, I have been interested in understanding why people think, feel, and behave the way they do. This early curiosity grew throughout my GCSEs and A-Level studies, where I found myself drawn to subjects that explored human behaviour, development, and the factors that influence wellbeing and learning. As I continued to study these topics in more depth, I realised how powerful education and psychological understanding can be for helping people overcome challenges and reach their potential. This motivated me to pursue higher education, where I can build on this foundation and work towards a career that makes a genuine difference.

My sixth-form experience has allowed me to develop both academically and personally. I have learned how to manage multiple deadlines, take responsibility for my learning, and stay organised even during busy periods. I've also developed strong analytical skills, particularly through written assignments where I evaluate theories, interpret research, and form balanced arguments. I enjoy the challenge of independent study, but I also value collaborative work, as it has taught me how to communicate clearly, listen to others' ideas, and contribute to shared goals. One example of this is when I completed a written assignment evaluating different psychological theories, alongside working with a small group to deliver a class presentation. This experience helped me develop independence while also becoming more confident working collaboratively.

Beyond the classroom, I have taken opportunities to build skills that I know will support me at university. This includes volunteering, mentoring younger students, and participating in enrichment activities offered by my school. Through these experiences, I have gained confidence, become more adaptable, and learned how to approach tasks with patience and empathy. Supporting others has shown me how important it is to be understanding, reliable, and approachable which are qualities that I aim to carry into my future studies and career.

I am particularly motivated by the idea of applying academic knowledge to real-world situations. I enjoy exploring how research can improve people's lives and how theory connects to everyday experiences. Whether through discussions in class, independent reading, or practical tasks, I have developed a genuine interest in using what I learn to help others. This has strengthened my ambition to progress into a field where I can continue developing these skills and work towards a meaningful role helping individuals or communities.

University is the natural next step for me. I am ready to embrace the independence, responsibility, and challenge it brings. I look forward to being part of a diverse academic community, contributing to discussions, and gaining new perspectives from both peers and tutors. I am motivated, hardworking, and eager to grow academically, personally, and professionally. I hope to use the next few years to build the knowledge and experience I need to pursue a career where I can make a positive and lasting impact.

I am excited about the opportunities ahead and confident that university will help me develop the skills, understanding, and resilience needed for the future I aspire to.

# 10

## Appendix



# 10.1 Glossary of terms.

Term	Definition
<b>Apprenticeship</b>	A programme where you work for an employer while learning skills for a particular job, often including formal training.
<b>Career</b>	The series of jobs or work experiences a person has in their life, often related to their skills and interests.
<b>Coping plan</b>	A coping plan is a simple guide that helps a young person know what to do when they feel stressed, upset, or overwhelmed, including which strategies help them calm down and who they can go to for support.
<b>CV (Curriculum Vitae)</b>	A document that outlines your education, skills, work experience, and achievements, used when applying for jobs or apprenticeships.
<b>Cover Letter</b>	A letter sent with your CV to introduce yourself, explain why you are applying, and highlight relevant skills or experiences.
<b>Further Education</b>	Any study undertaken after completing compulsory school (e.g., college courses, vocational training, apprenticeships).
<b>Internship</b>	A temporary work placement, often for students, to gain practical experience in a particular field.
<b>Job</b>	Paid work performed for an employer.
<b>Line manager</b>	The person at work who directly oversees your tasks, supports your development, and is responsible for your performance.

Term	Definition
<b>Mental health</b>	Your emotional, psychological, and social wellbeing. It affects how you think, feel, and behave, and it's important to take care of it just like your physical health.
<b>Networking</b>	Building relationships with people who can offer advice, support, or opportunities in your career.
<b>Personal statement</b>	A short essay written for university or college applications, explaining your interests, achievements, and goals.
<b>Post-16</b>	Any education, training, or pathways that young people enter after the age of 16.
<b>Personal passport</b>	A personal passport is a document that shares a young person's strengths, needs, and helpful support strategies so adults can understand how to best support them in school or other settings.
<b>Skills</b>	Abilities or expertise developed through learning or experience, such as communication, teamwork, or problem-solving.
<b>Support system</b>	A group of people you can rely on for advice, help, or encouragement, such as family, friends, teachers, or mentors.
<b>Training</b>	Learning new skills or improving existing ones, either in education or at work.
<b>University</b>	An institution for higher education where students can earn degrees after secondary education.

<b>Term</b>	<b>Definition</b>
<b>Volunteering</b>	Unpaid work done to help others or gain experience, often used to develop skills or support a cause.
<b>Work Experience</b>	Short-term placements in a workplace to gain practical experience and understand a job or industry.
<b>Work Place</b>	The location or environment where people perform their jobs.
<b>Young person</b>	Someone in their teens or early twenties who is still in education, training, or just starting out in work.

# 10.2 Links to further reading.

## Resources for transition to university:

- **Disabled Students' Allowance (DSA) – UK Government:** <https://www.gov.uk/disabled-students-allowance-dsa>
- **What to Expect as a Fresher / Welcome Week – UCAS:** <https://www.ucas.com/money-and-student-life/student-life/starting-university-or-college/what-expect-freshers-or-welcome-week>
- **Autistic Fatigue – A Guide for Autistic Adults:** <https://www.autism.org.uk/adults/life/autistic-fatigue>
- **Starting College or University – UCAS Guide:** <https://www.ucas.com/student-life/starting-college-or-university>
- **Essentials for University Students – UCAS:** <https://www.ucas.com/student-life/money-and-student-life/essentials>
- **Adjustments for Disabled Students and Apprentices – Disability Rights UK:** <https://www.disabilityrightsuk.org/how-we-can-help/education/adjustments-disabled-students-and-apprentices>
- **Leaving School – UK Government:** <https://www.gov.uk/leaving-school>
- **Reasonable Adjustments in College and University – Scope UK:** <https://www.scope.org.uk/advice-and-support/education/reasonable-adjustments/>

## Resources for transition to work:

- **Access to Work – UK Government:** <https://www.gov.uk/access-to-work>
- **Transition to Employment Toolkit – Ambitious About Autism (PDF):** <https://www.ambitiousaboutautism.org.uk/sites/default/files/employ-autism/documents/transition-to-employment-toolkit-ambitious-about-autism.pdf>
- **Autistic Fatigue – A Guide for Autistic Adults:** <https://www.autism.org.uk/adults/life/autistic-fatigue>
- **Leaving School – UK Government:** <https://www.gov.uk/leaving-school>
- **[www.re-instate.co.uk](http://www.re-instate.co.uk)**
- **<https://connectedbexley.co.uk>**

## Resources for transition to an apprenticeship:

- **Support for Apprentices with Learning Difficulties and Disabilities – UK Government:** <https://www.gov.uk/government/publications/support-for-apprentices-with-a-learning-difficulty-or-disability/support-for-apprentices-with-learning-difficulties-and-disabilities>
- **Learning Support Funding for Apprentices – UK Government:** <https://www.gov.uk/government/publications/support-for-apprentices-with-a-learning-difficulty-or-disability/support-for-apprentices-with-learning-difficulties-and-disabilities#what-you-can-use-learning-support-funding-for>
- **Autistic Fatigue – A Guide for Autistic Adults:** <https://www.autism.org.uk/adults/life/autistic-fatigue>
- **Leaving School – UK Government:** <https://www.gov.uk/leaving-school>



**Your Next Steps After 16** is a practical guide for young people exploring the exciting choices ahead. Whether you're thinking about university, apprenticeships, or entering the world of work, this booklet provides information, tips, and strategies to help you make confident decisions. Packed with guidance on planning and preparing, it's designed to support you every step of the way as you take charge of your future.