

A supported start. A meaningful next step.

EAS can support young people outside education, employment or training and others returning to learning. Start with their interests, strengths and support needs rather than defining people by a status.

Shared foundations. Different pathways. Continual growth.

Trust, ethics, privacy, security, inclusion and human judgement.

Reuse the core. Tailor the application. Retain your identity.

Build confidence safely

Use manageable activities and visible progress. Give learners time to ask questions, make mistakes and recognise what they can already do.

Work with trusted support

Connect delivery with existing keyworkers, educators or community teams. Clarify responsibilities instead of duplicating relationships.

Open realistic possibilities

Use suitable creative, community or workplace tasks to explore interests. Agree a personal next step without promising a placement or job.

PLAN THE DELIVERY

Agree small-group support, accessible materials, pacing, attendance flexibility and safeguarding before recruitment. Visits or external briefs depend on suitability, consent and confirmed partner capacity.

AGREE THE OFFER

Aim for no cost to the learner within a confirmed commissioned or sponsored offer. Agree eligibility, funded places, support, fees and referrals before enrolment; no particular grant or tariff is assumed.

TRUST IN PRACTICE

Do not place sensitive histories or safeguarding disclosures in ordinary portfolios. Use a named support route, age-appropriate arrangements and only the information needed for safe delivery.

CHOOSE THE PATHWAY

Introduce shared foundations through an appropriate supported route. Foundation and Bronze may provide progression where suitable, but readiness and personal goals determine the next step.

EVIDENCE AND RECOGNITION

Recognise participation and reviewed achievement distinctly. Record a learner-owned next-step plan and agree proportionate follow-up. Do not claim reduced unemployment or successful destinations without evidence.

Bring the learner needs, support team and intended next steps.

Discuss a supported cohort

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