

Summer 2021
Transition Support
Pack Two

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Supported by National WfER Funding

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3. Transition for Vulnerable Children and Their Families

**Treating children equitably is what is required,
not treating children equally.**

Some vulnerable children and their families find transitions, especially from one setting to another, particularly difficult and worrying. It is vitally important to understand their anxieties and ensure that we adapt our transition arrangements to meet their needs – treating children and their families equitably, not equally, doing what is needed for each individual child and their family. As a one-size fits all approach will not work, we have to analyse our own transition arrangements and look at them through the eyes of our most vulnerable. These vulnerable children can include SEN, EHCP, LACs, GRT, and larger proportions of these children can be excluded at transition times than other children.

Schools and PBS have both reported an increased number of children who are struggling at new settings who have had no prior involvement with PBS, or not specific information from partner schools. I know it sometimes feels like there is an overload of information, but if there are any questions at all in a teacher's mind about a child's ability to cope in a new setting – please pass it on; there is no such thing as too much knowledge.

This prompt list of questions may be a useful starting point in prioritising successful transition for our most vulnerable children and young people:

- How do we recognise our vulnerable children and families?
- How do we know we are aware of all our vulnerable families?
- What systems do we have in place to ensure, if circumstances change, we identify new vulnerable families?
- Do we use partner schools and other agencies to initiate and support building relationships between us and our vulnerable families? Does this process start early enough? If not, how can we facilitate this?
- How do we enhance transition provision for vulnerable children?
- Do we ask the individual child their views on their strengths and what support they need? Do we revisit this conversation regularly as we build stronger relationships with the child?

- How long does transition last for vulnerable children? Do we put enhanced support in for long enough to ensure they are settled and successful? What does enhanced transition look like in the Autumn term and beyond?
- How successful are your current approaches to enhanced provision? How do you know? How do you evaluate them (attendance, attainment, progress, exclusions...)?
- Has every vulnerable child got the right key adult to support them and a safe place in school for when they need it?
- What more/different information could you get from your partner school to ensure you are best placed to support vulnerable children? Do TPAs include all the information you need and are they used effectively?
- Do we have the processes and skills to support the child's SEMH needs effectively?
- What more could you do to further support successful transition? What is stopping you?

One of the Hampshire Seven Inclusion Principles states children are entitled to:

Equity of access and onward life chances; those who need something more or something different in order to realise ambitions and optimise life chances do receive something more or different.

Ensuring this principle applies to transition arrangements will support all children to move successfully from one phase of education to another.

Partner Organisations

Partner organisations within Hampshire offer support for transition. We have consulted with EMTAS, PBS, Virtual School, Educational Psychology, and STAs when developing this document. All are keen to be an active part of transition for children and families they work with and underline the importance of **early transition intervention, building and growing relationships from an early stage, pre-visits, multi-agencies working together and the use of TPAs and/or Passports.**

If a school has a pupil with PD, VI, HI or C&I difficulties, please contact the Specialist Teacher Advisor Service for discipline specific guidance regarding transition. Please see the STA's website for further details-

<https://www.hants.gov.uk/stas>