

Transition 2021

An Exploration of Best Practice

Session Two

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@HIASInclusion

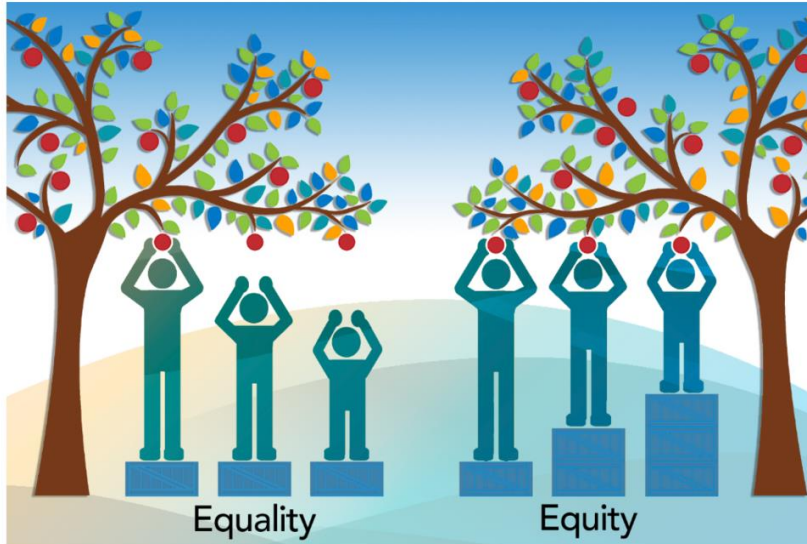


Session Two

Transition for Vulnerable Children and their Families

- What we mean by vulnerable
- Questions to evaluate current practice
- Handover of information between schools
- Support for parents – eg form filling..





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



What does the word VULNERABLE mean to you?

- SEND
- EHCP
- FSM
- LAC and post-LAC
- BAME
- GRT
- Is it all children in these groups?
- Are there children not in these groups who are also vulnerable?



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.



Advice from LA specialist services

Early Intervention

Information sharing,
including use of TPAs and
passports

Multi-agency meetings

Building relationships
ahead of time

Use the services
available to ensure
everyone has the
information and resources
they need prior to the
transition

Use current successful
strategies (at least
initially)

Pre-visits

Training

Ensure parents'
information is parent
friendly



Supporting our vulnerable children – key questions (1-4)

- 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 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?



Supporting our vulnerable children – key questions (5-8)

- 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...)?



Supporting our vulnerable children – key questions (9-12)

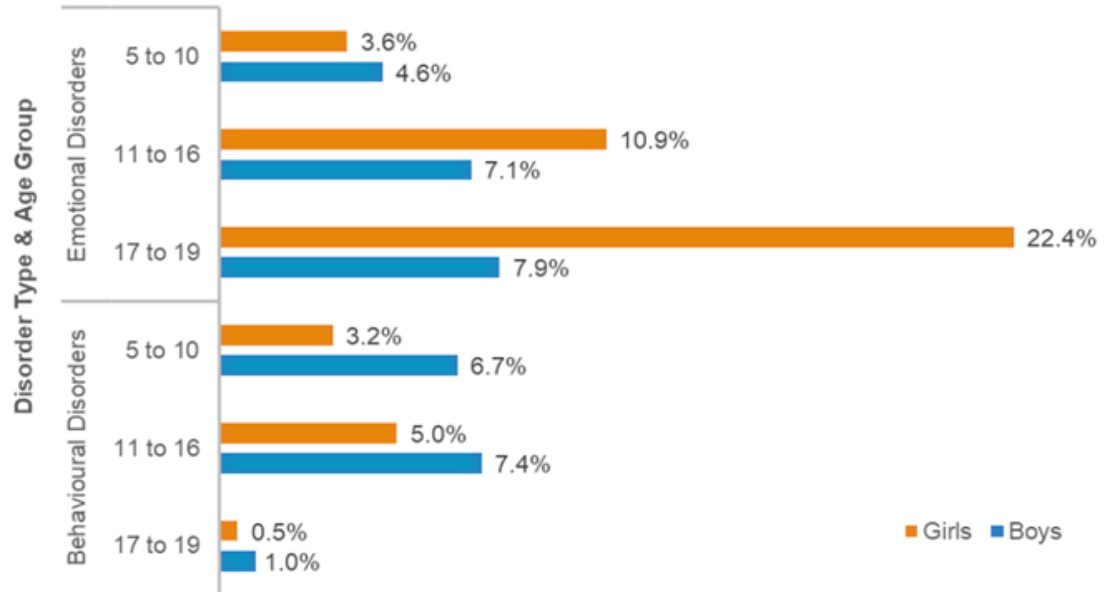
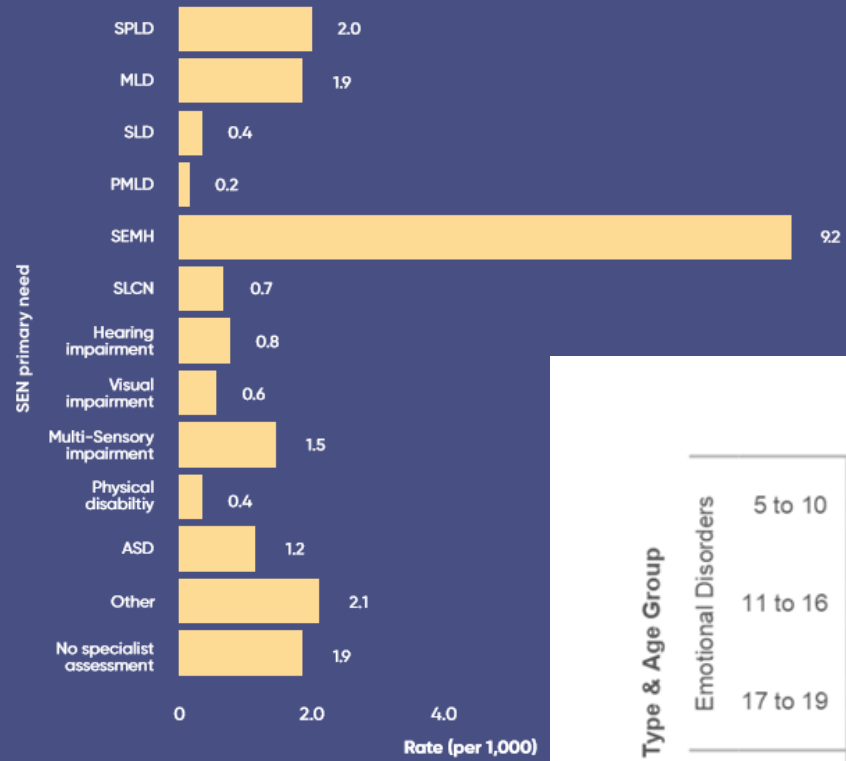
- Has every vulnerable child got the right key adult to support them and a safe place in school for when they need it?
- Do we have the processes and skills to support the child's SEMH needs effectively?
- What more/different information could you get from your partner school to ensure you are best placed to support vulnerable children?
- What more could you do to further support successful transition? What is stopping you?



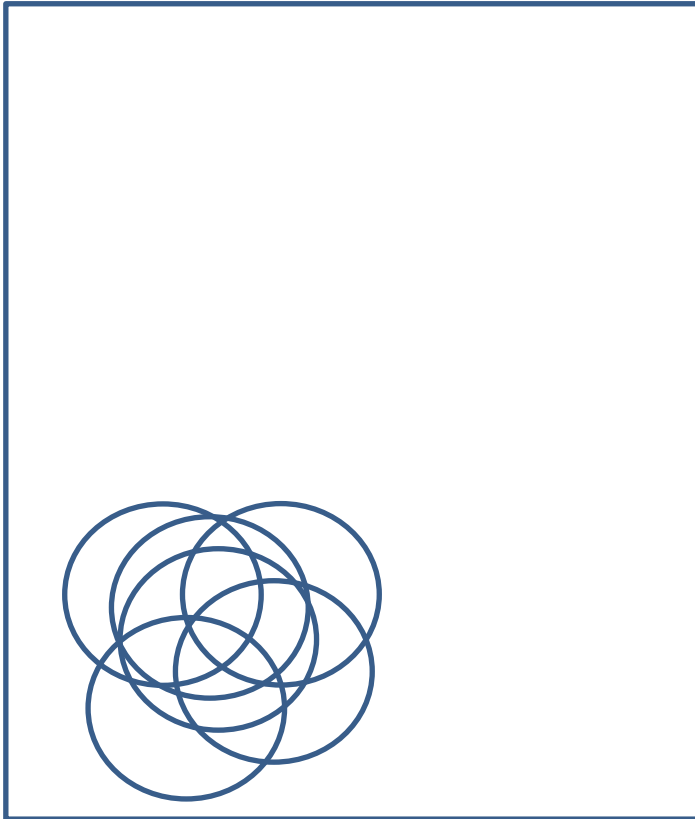
Exclusions

Pupils with SEMH have a higher rate of permanent exclusions

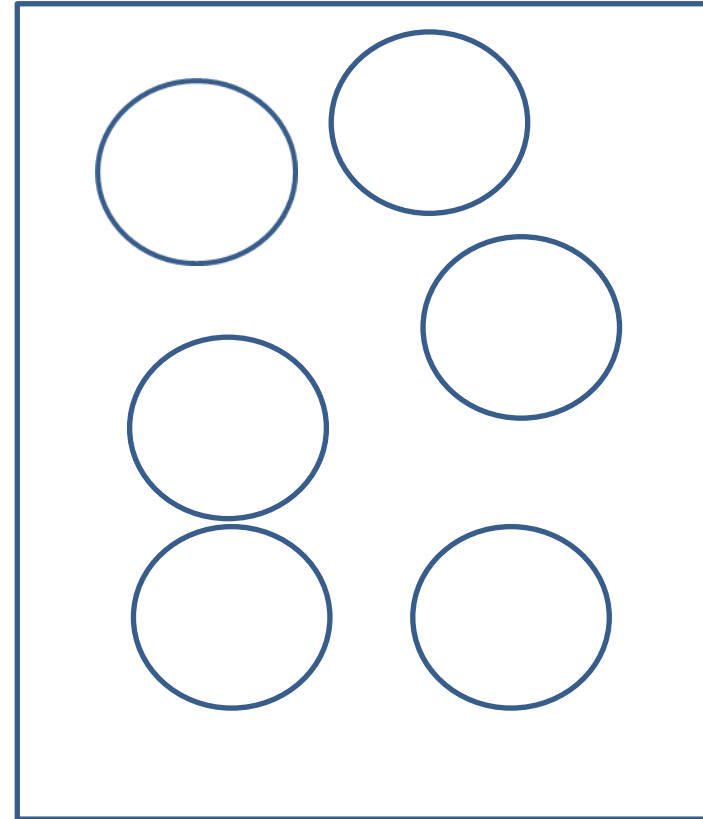
Reasons for permanent exclusions by SEN primary need (2018/19)



Matthew Syed – Rebel Ideas



An Unintelligent Team
- A Team of Clones



An Intelligent Team
– A Team of Rebels



Gap Task

Considering your own previous experience, the four key principles we looked at in the last session, and today's discussions, devise a plan of how to enhance your current offering that will make a significant difference to transition for your vulnerable pupils.

Who will you consult to inform your work? Vulnerable students? Parents/Carers? Partner Schools? A range of staff?



Name: School:

PERSONAL CHANGE ACTION PLAN

CURRENT POSITION

PREFERRED POSITION (desired future state)



ACTION STEPS (in order of priority)

1.

Potential barriers/blocks

2.

Potential barriers/blocks

3.

Potential barriers/blocks

