

Transition 2021

An Exploration of Best Practice

Session Three

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Session Three

- EBSA and Resilience
- Experiences from 2020: highlight what you already do, underline what you can add to your offer (look specifically at your age range, but do look at others too)
- Work with partner schools to ensure joined up thinking and coverage – how will you communicate what each school is doing? How will you decide together?
- What have you put in place to support your vulnerable children and their families?
- Go back to the principles – where are there still some gaps? How can you fill these.



EBSA – Emotionally Based School Avoidance

Key Messages

- Transition can exacerbate EBSA behaviours, especially in those children who have previously suffered from loss or separation
- Effective exchange of information is key – even regarding children who are now ‘fine’
- Communication between the new school and the child and parents/carers is key
- Worries need to be addressed in a practical and supportive manner (e.g. What if.. Cards)



Resilience and Well-being

Why?

- All of us need a strong sense of well-being and resilience
- We are better placed to cope with change

Who?

- Schools, parents, other agencies
- Children

When?

- Prior and post transition
- Develop as life-long learning

How?

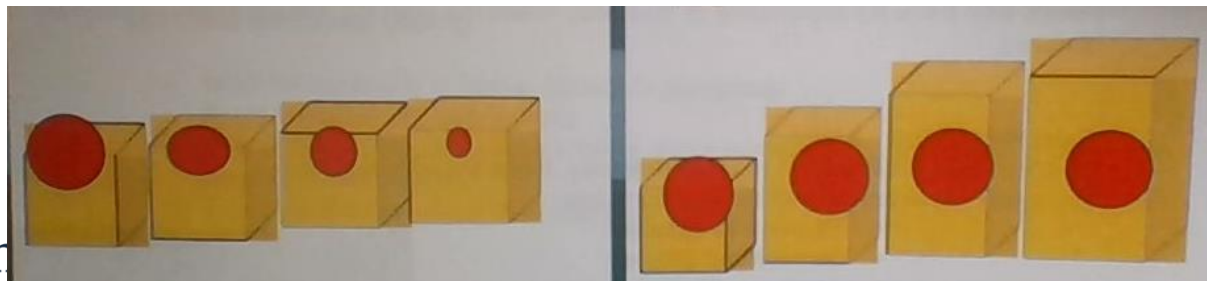
- Wide range of strategies
- Be explicit with children that you are teaching them to be resilient, and why.





Strategies

Buffer zone

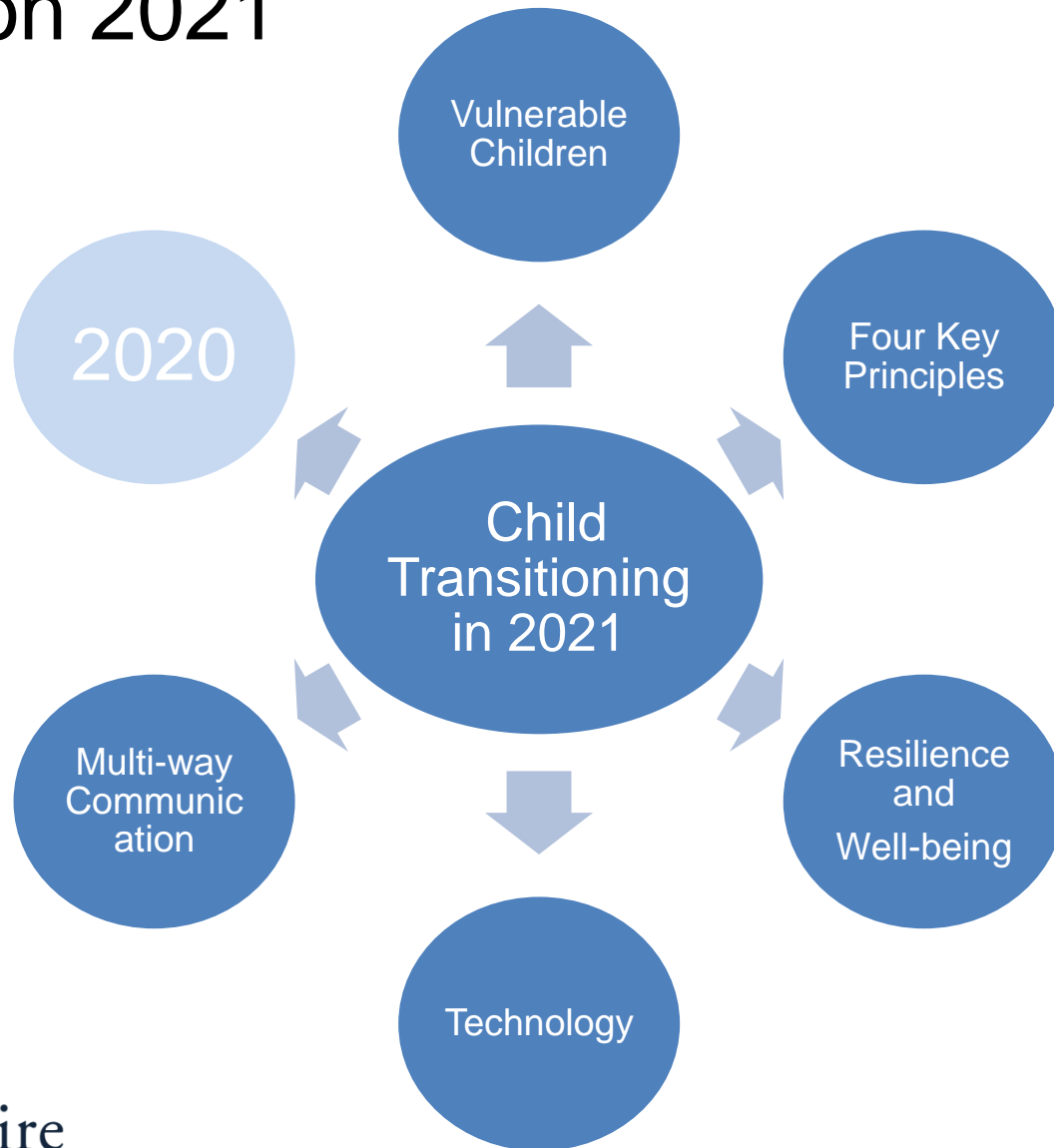


Tips for promoting Resilience

1. Encourage them to make connections with others
2. Help them to help others
3. Take a break, support them to learn how to relax and feel calm
4. Teach specific independent and self-care skills
5. Move towards goals – encourage them to aspire and have dreams
6. Nurture positive self-view, help them manage emotions, model positive coping strategies
7. Be hopeful and positive, portraying the belief that “things can get better”
8. Let young people make mistakes and build self-discovery
9. Encourage the acceptance of change being a part of living
10. Avoid eliminating all risk – it is not about reducing the adversity, but more about encouraging the coping strategies and protective environment to enable them to cope.
11. Teach problem-solving and self-reflection skills



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Final Task:



Work on your transition map for Easter 2021 – Easter 2022 (but make plans for some children to need on-going support beyond this date)



Maintain the option and need to be flexible with your overall plan, and for individual children



Ensure that when creating your transition map, you liaise with your partner schools – within and between phases



Evaluate and adapt as time goes on

Date	Communication with Parents	Communication with Children	Communication with Partner Schools	Vulnerable Children	Resilience and well-being



What next?

How will you make sure that you will see this through and do all that you have thought of ?

Prioritising the time now may feel like a big commitment, but what is the impact of not doing it?

Consider commissioning Helen or Jenny to support and Q&A the process.

