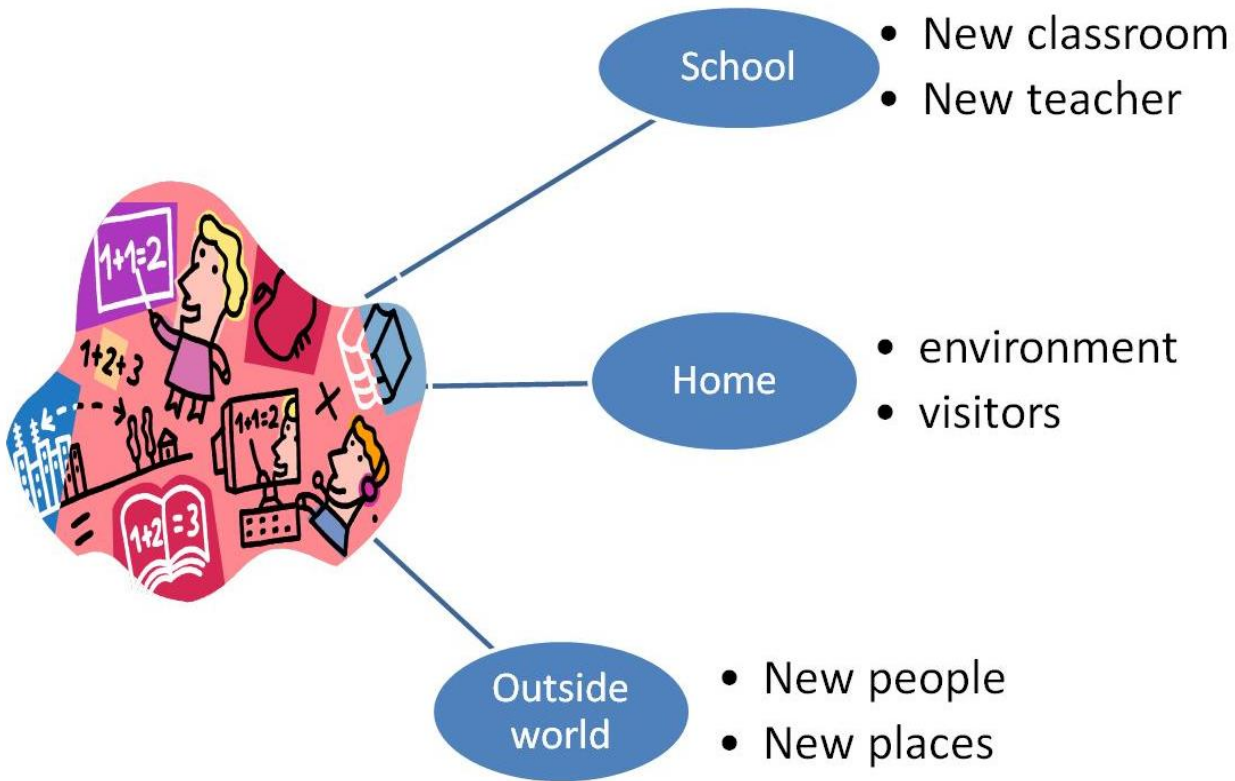


SEND coffee morning 24.05.2023



Aims:

- Why do we plan for transition?
- What strategies can be used?
- The plan for this year
- A chance to talk to other parents



Changes

Why do we prepare for transition?

Transition



Anxiety



Behaviours



Successful outcomes

What causes the anxiety?

'Fear of what I don't know'

'I might not know what to do.'

'They don't know me.'

'What if I get it wrong?'

'I don't know what will happen next?'

'I don't like noise.'

'I can't do the work.'



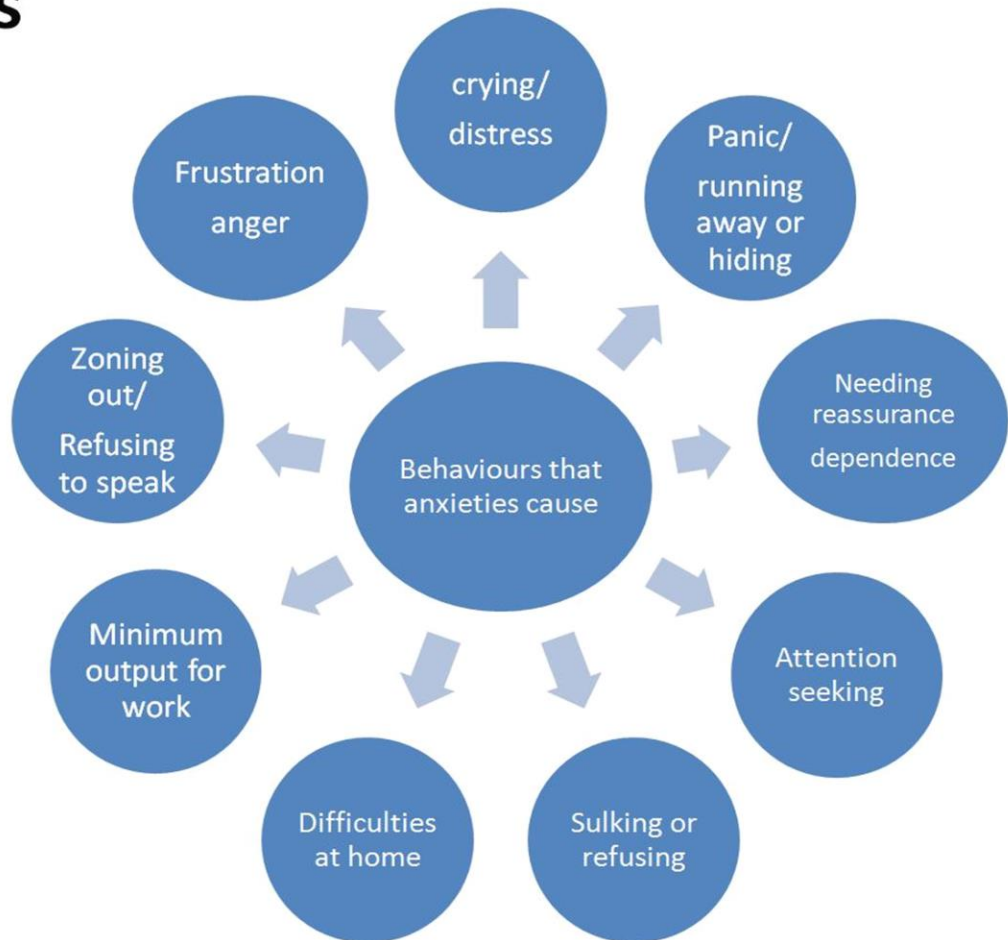
What behaviours can be demonstrated?

'sometimes I get so frustrated that I kick out'

'If I am worried about it I just run away or I can't move.'

'I get into arguments 'cos I just want it to be like this.'

'sometimes I cry because I feel scared.'



What can we do to support?

Try to create the best learning environment for each child

Try to change only the things that have to change

Try to prepare each child to avoid triggers before they are apparent

Try to provide security and routine for each child

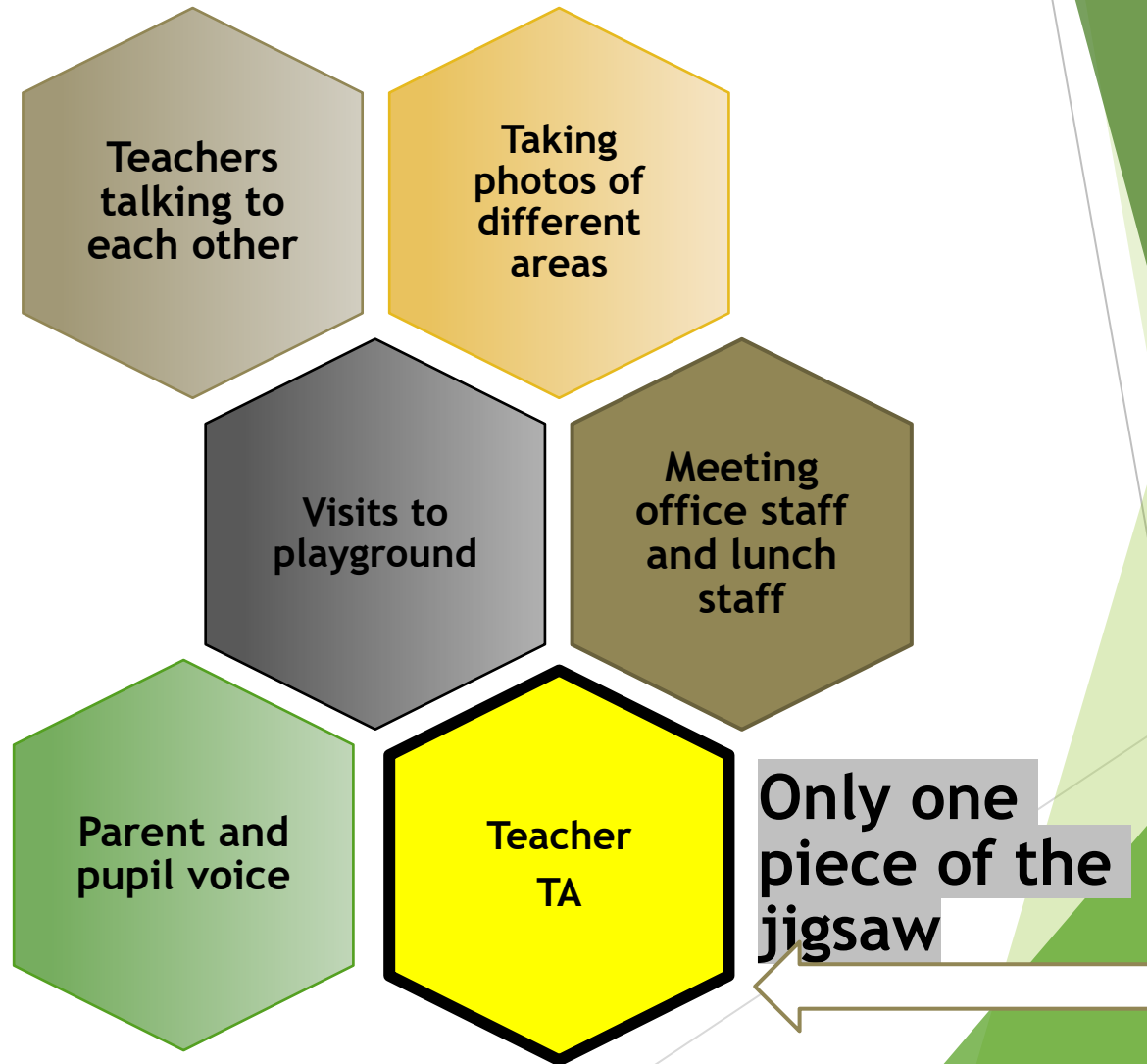
Know our children - awareness and knowledge is key

Talk to our children - ask them what they think

Parent/school partnership - employing the same strategies, resources and routines

Prepare our children with visual prompts, discussions, timetables and routines.

Different aspects of Transition



Teacher to teacher SEND Handover

Data and
teacher
assessments

Reports and
individual
targets on SSPs
shared

Routines and
resources that
work are shared
with staff

Behaviour
management
and routines

All About Me
profile shared -
likes and
dislikes

What works for
the child

What will transition look like at Stokenchurch Primary School?



May/June

- Parent and pupil voice (All about Me document sent home)
- Staff use detailed transfer cards to create class lists based on children's needs
- SEN coffee morning focus on transition
- Transfer meetings completed with secondary schools

June/July

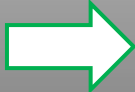
- Children who may benefit from additional visits to the next year group are identified by class teachers and SENCOs
- Visits to year groups organised between class teachers for familiarisation with the new area/classrooms
- Designated time given for staff to carry out SEN transfer conversations
- Staff prepare and deliver transition activities for whole class
- Staff prepare and deliver additional transition activities for individuals e.g. photobooks
- Bucks Transition day for Secondary school pupils – Wednesday 5th July
- Whole school transition morning



August/September

- Summer schools for some secondary schools – additional days may be offered
- Children in all year groups are closely monitored in September
- Parent meetings held in year groups to meet staff and understand expectations



Intake  *EYFS*

- Visits to Nursery settings
- Home visits
- Visits to school setting

Foundation Stage  *Year1*

- Visits to new class
- Visits to playground and other areas
- Mixing with current Year 1's- classroom swaps/ buddying
- Transition workshop for parents - TBC

All year groups in the School

- Opportunities for teachers to visit other classes
- Transition morning to visit new class
- Additional trips to visit new area/class
- Class photo book if necessary for individuals

Year 6  *Year 7*

- Visits to Secondary schools
- Additional visits
- Transition sessions with ELSA/LSAs/Class teachers
- Photos and maps from school
- Individual transition meetings

Other resources/useful links

▶ <https://www.youngminds.org.uk/professional/resources/supporting-school-transitions/>

▶ <https://www.bbc.co.uk/teach/transitioning-to-secondary-school/zkc9pg8>

▶ <https://www.annafreud.org/media/13817/supporting-children-through-secondary-transition-final.pdf>

Information and a webinar for parents about how to support children with change

► https://youtu.be/nK1E_XgAWww

Choose health
Know what affects your child, what makes them grumpy, hyper, disconnected...
 Do they need snacks throughout the day?
 Do they need lots of sleep?
 Do they need to get out and about and do exercise?
 Do they need time alone?
 Trust that you know your child and give them the basics that they need to cope with difficult days

Work together
Share ideas about how to
 • create action plans
 • have a problem-solving approach
 • enjoy achievements
 • be forward-looking
 • show them that we can all get things wrong

Move on up
Encourage independence
 • help them to move positively from child identity towards teen identity
 • increase their responsibilities
 • be positive whenever they act maturely
 Be aware of your child's changing needs. Sometimes it might feel like one step forwards, two steps back.

Be calm
Try to stay calm whilst your child is feeling distressed. Your child may show:
 • highs and lows
 • melodrama
 • anger
 • blame
 • self-centredness

Communicate
The small things you do make all the difference:
 Keep talking, texting, listening, hearing, hugging, sympathising, smiling, reassuring, checking, sharing, suggesting, encouraging, respecting

Get learning
Be involved, find out more and talk about:
 • social media
 • internet benefits and dangers
 • new music
 • language and slang
 • current affairs
 • what it's like to be young in the current world

Be wise
As they discover new things, try to
 • be interested
 • be non-judgemental
 • listen to their point of view
 • choose your words carefully
 • give boundaries
 • see it from all sides
 • act on warning bells

Be the anchor
In times of change you are:
 • constant
 • family
 • familiar
 • routine
 • in-jokers
 • liminating
 • comforting
 • home

Have fun
Provide lots of light relief:
 • be silly
 • be embarrassing
 • play games
 • laugh together
 • do stuff together
 • make jokes
 • make things
 • be outside

Look after yourself
Support yourself, to best support your child:
 • lean on friends
 • offload on other family
 • first 'me time'
 • see the GP
 • relax, exercise
 • sleep well, eat well
 • remember tomorrow is a new day

YM Parents Helpline
 0808 802 5544
 youngminds.org.uk
 Mon-Fri 9.30am-4pm

Ten Ways for parents to help children cope with change

Find Your Feet

EVERY
CHILD IS
UNIQUE



It is important to remember every child is different but we will do our best to support all during their transitions