



# TRANSITION

**Christine Sketchley**  
**Educational Psychologist**

# Assumptions

- **Transition guarantee.**
- **Identified key staff.**
- **Information sharing.**
- **Y6 (and perhaps Y5) Open Evenings.**
- **Visits to Secondary Schools.**
- **Extended Transition.**



# This Project:

- **Extends the period of transition (Y5 to Y8).**
- **Builds relationships across settings.**
- **Assesses SEMH needs.**
- **Provides intervention.**
- **Partners parents.**



# Framework

- **Community.**
- **Collaboration.**
- **Co-operation.**
- **Capacity.**



# Community



- **Locates need within the social context.**
- **Considers poverty – financial & emotional.**
- **Appreciates generational factors and their impact on hope and aspiration.**
- **Considers the impact of relationships.**

# Collaboration

- Ensures collaboration between child, parent & school staff.
- Builds trust and mutual understanding.
- Hears the child's story – told by the parent and heard by the key adults who can continue the support.



# Cooperation



- **Builds on contributions from all.**
- **Creates a shared and agreed plan.**
- **Develops over time.**
- **Provides possibilities and flexibility.**
- **Subject to review.**

# Capacity

- **Extended by creating emotional availability and space to think together.**
- **Solution orientated outcomes explored.**
- **Narratives explore possibilities and hopes.**
- **Creates a whole which is greater than the sum of the parts.**





# Practicalities

- **Identified additional needs based on knowledge gained over time.**
- **Made time to listen and to build trust with parents.**
- **Introduced key receiving staff within the familiar primary school context.**
- **Brought children into the process once the adults' needs were met.**



# Liaison



- Brought together key staff from a number of schools to share good practice, started small then extended but kept things manageable.
- Researched what is working well and identified groups with unmet needs.
- Considered areas for potential development e.g. Summer schools.
- Developed Y5 to Y8 intervention strategies based on assessment.

# Strategies

- **Social scaffolding processes.**
- **Person Centred Planning resources**
- **PHSE Curriculum development.**

