

EARLY YEARS TO PRIMARY TRANSITIONS

FOR NE ESSEX FAMILIES
HOWEVER MOST INFORMATION
IS RELEVANT COUNTYWIDE



**Families
InFocus** Essex

In Partnership With



Essex Child and Family
Wellbeing Service



WELCOME!

Families InFocus Essex is an independent charity, working with families who have a child (or children), or a young person, with any special educational need or disability (SEND) up to the age of 25.

We provide advice and support to families with SEND children on how to navigate education, including how to apply for an Education Health Care Plans and appeals to the SEND tribunal, as well as providing support with disability benefits, and social care issues and signposting to other supports.

We also run weekend activity clubs in Colchester and Chelmsford for SEND children and their siblings, and we have just started a peer-to-peer family support service for families with young people over 18 with SEND.

In North East Essex we have been given funding to provide workshops such as this.
This workshop has children with Neurodiverse conditions in mind.

- **Families InFocus Essex**
- www.familiesinfocusessex.org.uk
- **01245 353575**
- helpline@fifessex.org.uk





STARTING SCHOOL IS A BIG DEAL!

For any child and their family, starting school is a huge milestone.

For those who have additional needs there are extra challenges.

But with preparation, knowledge and the right support families can feel empowered.

Throughout this workshop there are lots of resources you can use to build your child's and your own confidence prior to and when they have begun at school.



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WHAT IS SEND?

A child or young person has a Special Educational Need if they have a Disability (or learning difficulty) that creates a barrier to learning, and which requires special educational provision to be put into place by their school or educational setting.

Many factors can make it difficult for a child to learn; this could be the ability to interact with others, academic progress, behaviour, a physical disability, learning difficulties, sensory needs or the ability to understand, concentrate and focus.

All these can impact on learning, but all can be supported to enable a child to thrive.



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THE AIM OF THIS WORKSHOP

In this session we will be sharing information to empower you to confidently understand...

What you can expect from settings

What support is available

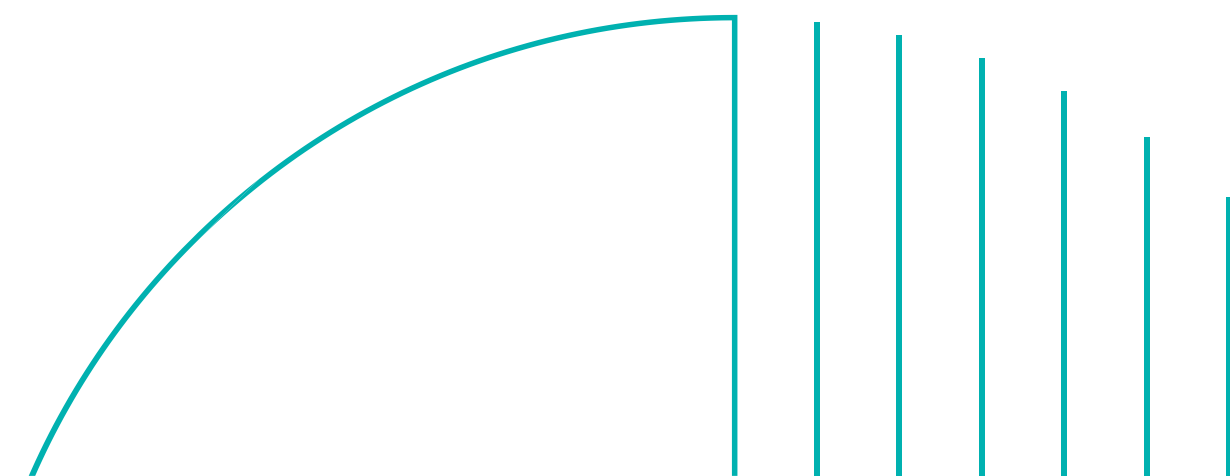
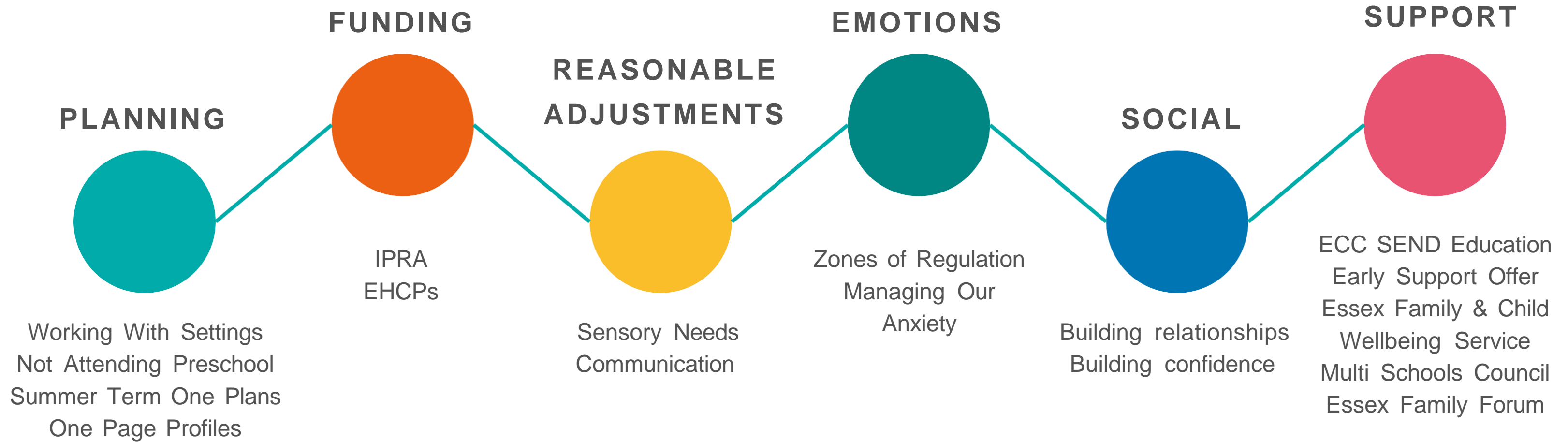
What you can do for yourself



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CONTENTS





SETTINGS

Working together with your child's nursery, preschool or childminder to plan for transition is the key.



- It's never too soon to start thinking and talking about the transition to school - but try not to worry.
- If your child has been attending a nursery, preschool or childminder there will have been an emphasis throughout this time on supporting their development by following the **Early Years Foundation Stage curriculum (EYFS)**.
- The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well, are healthy and safe and have the knowledge and skills they need to start school.
- Every nursery, school and setting has a designated **Special Educational Needs Coordinator (SENCO)**
- The SENCO is responsible for identifying and making sure children with additional needs receive the extra the help they need.
- They will coordinate the additional supports for your child, liaise closely with you and lead the planning for transition to school.





SETTINGS

Working together with your child's nursery, preschool or childminder to plan for transition is the key.

- For children who have been **identified as having additional needs**, supports will have been put in place so they are not disadvantaged.
- The supports needed should be **discussed by the preschool and parents together at every stage** (we'll come back to this.)
- These **supports and their effectiveness should be clearly recorded** so what is working can be shared with the new school (we'll come back to this too.)
- **EYFS Practice Guidance, 2008** says "Transitions should be seen as a **process not an event**, and should be planned for and discussed with children and parents. Settings should communicate information which will secure continuity of experience for the child between settings."





SETTINGS

Working together with your child's new school to plan for transition is essential.

- As transition is a process, the key to its success lies in the **preparation and planning beforehand and the settling in, or follow up, afterwards.**
- **Planning and preparation for transition should include;**
 - establishing relationships
 - sharing information
 - visits
 - creating continuity
 - preparation in the new setting
 - training and support
 - settling in and follow up
- **The preschool SENCO and receiving school SENCO should liaise closely in advance of the child attending school.**
- The period of planning and preparation is also likely to involve the allocated key person and, for some children, the involvement a wider range of professionals.





SETTINGS

Working together with your child's new school to plan for transition is essential.

- **Preparation in the setting:**
The information gathered during the period of preparation and planning can give the setting a good picture of what they will need to do to prepare the setting for the child. This may range from physical changes to the layout or location of particular activities, particular equipment, changes in policies and practices or daily routines.

- **Training and support:**
Preparation within the new setting includes careful consideration of staff skills and whether training may be needed, for example: in the use of particular sign or symbol systems of communication; or in particular procedures for supporting a child's health needs.



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NOT ATTENDING PRESCHOOL

When your child has not been receiving preschool education but will be starting school.

- When a **Section 23 Notification** (from Health to Education) has been made for a child not attending a preschool setting they are allocated to an SEND Engagement Facilitator (EF) to consider what support the parent may need.
- This could include -
 - Finding a setting.
 - Signposting.
 - Other SEND support
- Depending on the conversation and level of need transition support may be identified.
- Parents are able to contact the school that has been allocated to discuss their transition.
- Parents can access other supports available listed in this presentation.



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PLANNING

Identifying the concerns and working together to find solutions.

- **What are your particular concerns?** Note these down, prioritise them and consider which are 'regular' starting school worries and which are due to the child's specific additional needs.
- **What do you think would help overcome these challenges?** You know your child best, have an 'ask'. (We'll come back to this.)
- **What are your child's views?** If they are able to share their worries, try to capture them without adding to them. This could be spoken, drawing, role play with toys, reading stories.
- **Discuss** with your nursery SENCO, ask to draw in the new school SENCO and identify what supports are needed.



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PREPARATION

Identify what supports need to be in place ahead of the new term.

- **One Page Profile** create with your child if possible. The aim being a short and easy to read profile to be used as a guide by those who don't yet know your child.
- **EHCP review** - if you have an EHCP this should be reviewed prior to a 'phase transfer' (nursery to school etc.)
- **Summer term One Planning** should focus on transition preparation. Assessing the transition supports required, planning the supports so they are SMART (we'll come back to this.)
- **What can you do yourself?** Outside of the nursery and school settings there are lots of things you can do as a family (we'll come back to this too.)



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ONE PAGE PROFILES

A one page document summarising the key aspects for an individual child.

- **A One Page Profile** provides information about an individual's needs and wishes, likes and dislikes, challenges and support needs on one page.
- **Ideally do this with your child** - to help them understand that they will get lots of support with the things they find hard and that adults will know the important things.

search online for free templates
<https://sheffkids.co.uk/resources/>
<https://www.twinkl.co.uk/>

- **This helps people to quickly understand** what is important to that individual so that the right sort of support can be provided consistently.
- **Make it personal to them**
Choose their favourite colours, use their voice, what matters to them, what they're proud of, what helps and what makes things tough.





ONE PAGE PROFILES

A one page document summarising the key aspects for an individual child.



Name _____ **Class** _____

What others like & admire about me
My lovely smile and giggle, I'm really good at hugs, I make lovely cakes

What is important to me
My sister, my Nana, my pet rabbit, my toy rabbit from home

What I'm working on
Sharing with others, using the toilet, joining a new school, meeting new people

What helps me
Singing to me, talking calmly, distraction from bad situations and sometimes my own/quiet space, the swing, a cold drink

What doesn't work
Being rushed, Loud noises, changing routines, if I get dirty, I hate tickles

Name _____ **Class** _____

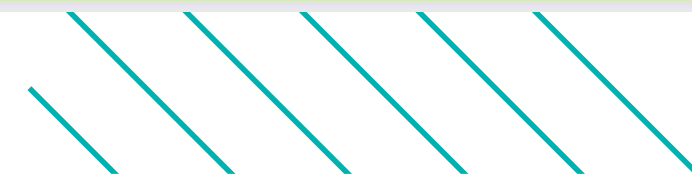
What others like & admire about me
I'm kind, helpful, funny, smart and thoughtful

What is important to me
My family, my fish and cat, friends, ice cream, being active, playing games, you tube

What I'm working on
My listening skills, my behaviour, my emotions, talking back to people, to be calmer

What helps me
Patience, lots of praise, including me, positivity, talking calmly, distraction from bad situations and sometimes my own/quiet space

What doesn't work
Being rushed, yelling and shouting, not listening to me, too many people surrounding me or distracting me





ONE PLANS

What is a One Plan?

A graduated approach

- **Assess**
- **Plan**
- **Do**
- **Review**

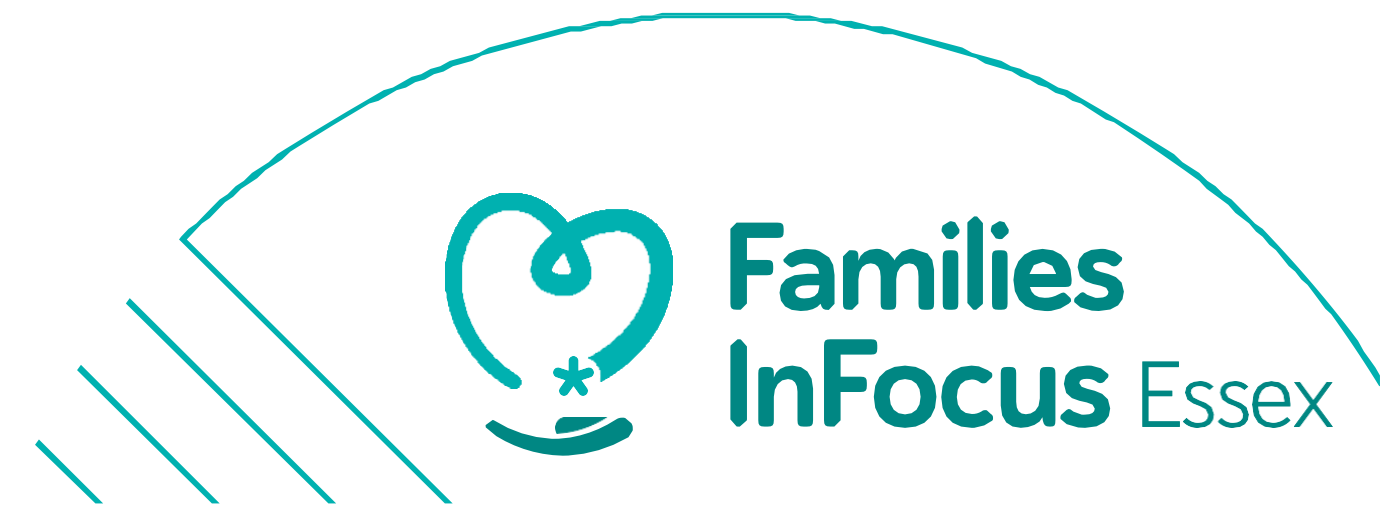
- Every school is required to identify and address the SEN of the pupils that they support. **SEN support** is the process that schools use to assess the needs of children and to provide suitable support to match their needs.

- This is undertaken through the graduated approach of Assess, Plan, Do, Review as outlined in the **SEND Code of Practice 2015**.

- One Plans should be **created in partnership with parents**.

- Essex County Council provides a template for One Plans however settings can create their own framework so they don't all look the same.

- **Check out our website for further information regarding One Planning**
www.fifessex.org.uk





ONE PLANS

Identify what supports need to be in place ahead of the new term.

As soon as the receiving school is confirmed, best practice is to share a child's One Plan with them.

- **Summer term One Planning** should focus on transition preparation. Assessing the transition supports required, planning the supports so they are **SMART**.
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time-bound
- **A good One Plan will detail:**
 - The parent/carer **aspirations and priorities** for their child
 - Information about **who is involved** in supporting the child, including family, friends and professionals
 - Details about **needs** and how these have presented in the pre-school setting – not just a list of diagnoses
 - Information about the **provisions** the setting has made to meet the needs and review of how successful this has been
 - This will inform the school about the provision the child is likely to need with them so that this is **in place before they start**. It will also ensure there are very few surprises.





EHCP REVIEW

If your child has an Education Health and Care Plan.

- An EHCP must be reviewed every six months when a child is under five years old.
- The child's new setting will be formally consulted to ensure they can meet the needs and deliver the content of the Plan.
- For advice and information on seeking an Education Health and Care Plan Needs Assessment please contact Families InFocus Essex
- An EHCP review should take place in the Autumn term before a phase transfer (nursery to primary school etc.) in order to identify the appropriate setting and ensure the Plan accurately describes the needs and required provisions.
- Parental Preference for the type of new setting should explored.





FUNDING

There are different levels of funding available to settings to support learners who have additional needs.

- **Every setting receives a set amount of funding for every child.**
- **IPRA - Individual Pupil Resourcing Agreement** can be accessed for up to two terms to support medical needs or transitions (see next slide.)
- **SEN register** - for each child who has identified additional needs, the setting receives extra funding. This is not ringfenced to the individual.
- **EHCP** - has a level of funding attached which is determined by the level of need and cost of the supports which are required. This is referred to as 'Banding'. This funding is specific to only the named child.





IPRA FUNDING

IPRA funding is for children who it has been clearly identified are likely to experience significant barriers to learning but do not have an EHCP in place.

- **IPRA - Individual Pupil Resourcing Agreement**
- The school the young person will be joining can apply for IPRA funding in order to support their transition (or to support medical needs at any time.)
- This can enable additional supports to be put in place.
- Transitional funding applications will only be offered for **up to two terms.**
- Essex County Council is keen to ensure that mainstream schools are able to provide appropriate support for children with additional needs. IPRA is the mechanism to provide timely additional resources to schools without having to carry out a statutory assessment. **The school would be expected to apply for an EHC needs assessment thereafter if required.**





REASONABLE ADJUSTMENTS

Changes which can make school more accessible to learners with disabilities and difficulties.



Under the [Equality Act 2010](#), schools have a legal duty to make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled pupils, and can participate in all aspects of school life. The Act considers autism/ADHD etc to be disabilities.

- **If a pupil's additional needs mean that they are struggling to navigate the world of school**, for example the classroom environment, the playground, doing tasks etc, a school must make reasonable adjustments to help them not just cope, but also enjoy school and reach their full potential.
- **Many reasonable adjustments are inexpensive** and just require creative changes in practice, rather than the provision of expensive pieces of equipment or additional staff.
- **Additional staffing** to provide support obviously has additional costs for the setting.



REASONABLE ADJUSTMENTS

Changes which can make school more accessible to learners with disabilities and difficulties.



- Schools have a duty to decide in advance the reasonable adjustments a child may need, **in time for the first day of the school year**. Children should not have to 'see how it goes'.
- A one-size fits-all approach is not appropriate, as **every pupil's needs will be different**. A helpful starting point is for parents to share their unique perspective and knowledge of their child.
- **Adjustments should be provided consistently and reviewed regularly**, and be part of their One Planning or EHCP to monitor whether they are appropriate and effective.
- **Parents and staff can complete a sensory or communication profile**
This can be a useful tool to identify the priorities for the child, and share this with class staff so these can be responded to and implemented consistently.

REASONABLE ADJUSTMENTS

Examples to support classroom planning, schedules and routines.

- Have a **daily routine** which is as consistent as possible.
- Give **advance warning** of routine changes.
- Build in **brain breaks** throughout the day.
- Establish **clear starting and ending** points for tasks.
- Use **visual schedules**, directions, class rules and expectations, site these where they can be properly seen.
- Use **visuals** for sensory support choices, timetables, activities etc.
- **Staggering the start/end of the school day** enabling the pupil to come into the school building earlier, or later, than other pupils to avoid the noise and commotion of the playground and the school bell.
- Give **advance warning**, verbal and visual reminders of predictable loud noises such as fire drills, announcements etc.





REASONABLE ADJUSTMENTS

Examples to support building co-regulation and self regulation skills.



- Create a **safe place** where a pupil can feel calm; for example a play tent, a screened off work-station, a quiet space, being in the company of a trusted member of staff.
- Provide a **quiet workspace** to use when needed.
- Allowing a pupil to **wear a slightly different uniform**. The duty to make reasonable adjustments also applies to school policies, including a school's uniform policy. This could include trousers, looser clothing, no collar, alternative footwear etc.
- Putting felt pads under chair legs to **reduce sound** of chairs being pushed back.
- Switching **hand dryers** off and providing paper towels instead. Or access to a particular toilet rather than shared facilities.
- Allowing the use of ear defenders, headphones or earplugs to **block out noises** or the use of sunglasses or blackout blinds if sensitive to light.
- Allowing the use of '**fiddle**' toys, chewable items etc.
- Ensuring classrooms are **uncluttered with minimal décor** and wall displays.

REASONABLE ADJUSTMENTS

Examples to support building co-regulation and self regulation skills.

- **Time out/stress alert card** which gives the pupil permission to leave the room without having to give a detailed explanation.
- Encouraging **physical activity** exercises or breaks, to help alleviate stress.
- Let the learner use **alternative seating**, wobble cushion, standing desk.
- Allowing the pupil to ‘**stim**’ (self-stimulatory behaviour - rocking, spinning, hand/finger flapping).
- Enable learners who struggle with **smells, food aversion** etc. to eat in quiet locations, with a buddy.
- Allowing a child to **sit close to/further away** from a door, window, radiator, fluorescent lights, air conditioners etc. If light, noise, temperature or smells provoke a stress response
- Work with the student to develop **non-verbal signals** to use when overwhelmed or in need of a break.
- Create a **behaviour plan** for handling sensory triggers. (See Zones of Regulation info.)
- Establish **social/activity clubs** for lunchtimes for those who struggle with social dynamics or busy playgrounds.





REASONABLE ADJUSTMENTS

Examples of reasonable adjustments to support following tasks and instructions.



- Allow **extra time** for tasks to accommodate fine motor skill fatigue or delayed development.
- **Break down tasks** by modelling/demonstrating so the child learns what is expected before trying.
- Keep **verbal instructions** short and clear.
- Reinforce verbal instructions with **visual supports**.
- Keep activities short with a clear start and ending which conclude with **identifiable success**.
- **Gain the child's attention** before giving instructions.
- Build in **physical aspects to learning** activities for those with proprioceptive difficulties.
- Allow the student to **listen to music** while working to keep focussed and regulated.
- **Reduce the need for writing**, for example using alternative IT equipment, a scribe, Dictaphone, speech-to-text software or a computer etc.
- **Reduce visual/auditory overload** by doing tasks in a space with fewer distractions.





REASONABLE ADJUSTMENTS

Sometimes children will require reasonable adjustments to be made if they have medical, health or physical needs which impact on them.

Medical/Health Needs

- Suspected Neurodiversity
- ADHD
- Anxiety
- Allergies
- Autism
- ARFID
- Asthma
- Cerebral Palsy
- Communication difficulties
- Down Syndrome
- Epilepsy
- Hearing impairment
- Hypermobility
- Learning difficulties
- Mental ill health
- Physical disabilities
- Sensory processing needs
- Tourettes
- Visual impairment

Which create difficulties such as...

- Accessing play equipment
- Cognition and understanding
- Communication
- Eating & drinking
- Following instructions
- Impulse control
- Interacting with others
- Keeping safe
- Mental Health
- Peer relationships
- Self esteem
- Taking turns
- Toileting
- Waiting



EMOTIONAL WELLBEING

The **ZONES OF REGULATION** program is a tool used widely in schools to support children to learn how to manage their feelings and emotions.

- The **Zones of Regulation** is framework and curriculum (Kuypers, 2011) that **develops awareness of feelings, energy and alertness levels** while exploring a variety of **tools and strategies** for co & self regulation, prosocial skills, self-care, and overall wellness.
- The simple, common language and visual structure of The Zones of Regulation **helps make the complex skill of regulation more concrete** for learners and those who support them.
- This resource provides an easy **way to think and talk about how we feel** on the inside and sort these feelings into four coloured Zones, all of which are expected in life.
- Once we understand our feelings and zones, we can **learn to use tools/strategies to manage our different Zones** in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others.



EMOTIONAL WELLBEING

ZONES OF REGULATION





- These techniques can be **tailored to the individual's level of understanding** and used at home, at school or anywhere.
- The tools can be adapted to **identify particular triggers** for the young person, and the things that can help **soothe to enable them to regulate**.
- The ethos is that there are **no 'bad' feelings**, that all emotions are natural, we all experience them, but we take time to learn to manage them.
- **Families can use the program at home** and add to a One Page Profile as a guide to how to recognise the child's regulation state as it fluctuates during the course of the day, what techniques to use when and encourage the young person to utilise them as independently as they are able.



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EMOTIONAL WELLBEING

ZONES OF REGULATION

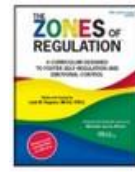
	<p>The Green Zone being the optimum emotional/sensory state in which a person is ready to engage, learn and enjoy.</p>
	<p>Blue Zone being lethargic, withdrawn, tired, under stimulated etc. They need to use the techniques that work for them to perk up.</p>
	<p>Amber Zone being excited, anxious, cross, frustrated, overstimulated etc. So they need to use the tools to help calm and soothe themselves.</p>
	<p>Red Zone is out of control, fight, flight, freeze. In this state talking is limited, the task of adults is simply to keep them safe and show unconditional positive regard.</p>





EMOTIONAL WELLBEING

ZONES OF REGULATION



To be used with *The Zones of Regulation™* curriculum
Reproducible E

The ZONES of Regulation™

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

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From *The Zones of Regulation™* by Leah M. Kuypers • Available at www.socialthinking.com





EMOTIONAL WELLBEING

ZONES OF REGULATION

The Road to Regulation

Red STOP → Zone TOOLS

Yellow SLOW DOWN → Zone TOOLS

Green GOOD TO GO → Zone TOOLS

Blue REST/ENERGIZE → Zone TOOLS

STEP 1
How do I feel?

STEP 2
What Zone am I in?

STEP 3
Do I need a tool to regulate? Which one?

STEP 4
Use the tool.

Welcome to Destination Regulation

I CAN...
Have fun
Do my job
Focus
Be in control
Join in
Solve the problem

THE ZONES OF REGULATION

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EMOTIONAL WELLBEING

Getting started using The Zones of Regulation.

www.zonesofregulation.com



- Initially adults will be doing **the work** by pointing out what the child's behaviour/presentation is suggesting to them.
- The adult indicates that they think the child is likely to be in a particular colour/zone and explain why - "**you're yawning, you seem very tired, how about we... to perk up?**" or "**you're fidgeting, I think you're feeling fizzy, how about we... to relax?**"
- **The adult offers support** to help the child perk up, chill out or stay safe if they have lost control. This is called co-regulation.
- **Over time** the aim is to help the child recognise their feelings, energy level or arousal themselves and choose the activity which will help them regulate more and more independently.





EMOTIONAL WELLBEING

Parents, school staff and the child can gather 'tools' or techniques to support their regulation to a preferred zone.

- Ask for help
- Blow bubbles
- Clap hands
- Close eyes
- Cool off
- Count to to ten
- Dark den
- Do push-ups
- Do something heavy
- Do stretches
- Draw
- Drink water
- Eat a snack
- Go for a walk
- Have a hug
- Lie down
- Listen to music
- Massage
- Relocate
- Remove shoes
- Run around
- Sing a song
- Smell something nice
- Squeeze something
- Take a brain break
- Take deep breaths
- Talk to an adult
- Warm up
- Wash hands
- Use ear defenders
- Use fidgets
- Use the loo
- The tools that will support one child will be **different to another person.**
- Some days certain tools will work better than others so it's good to **have a range of choices for each zone.**
- It's helpful to **regularly review** whether the tools are still suitable.



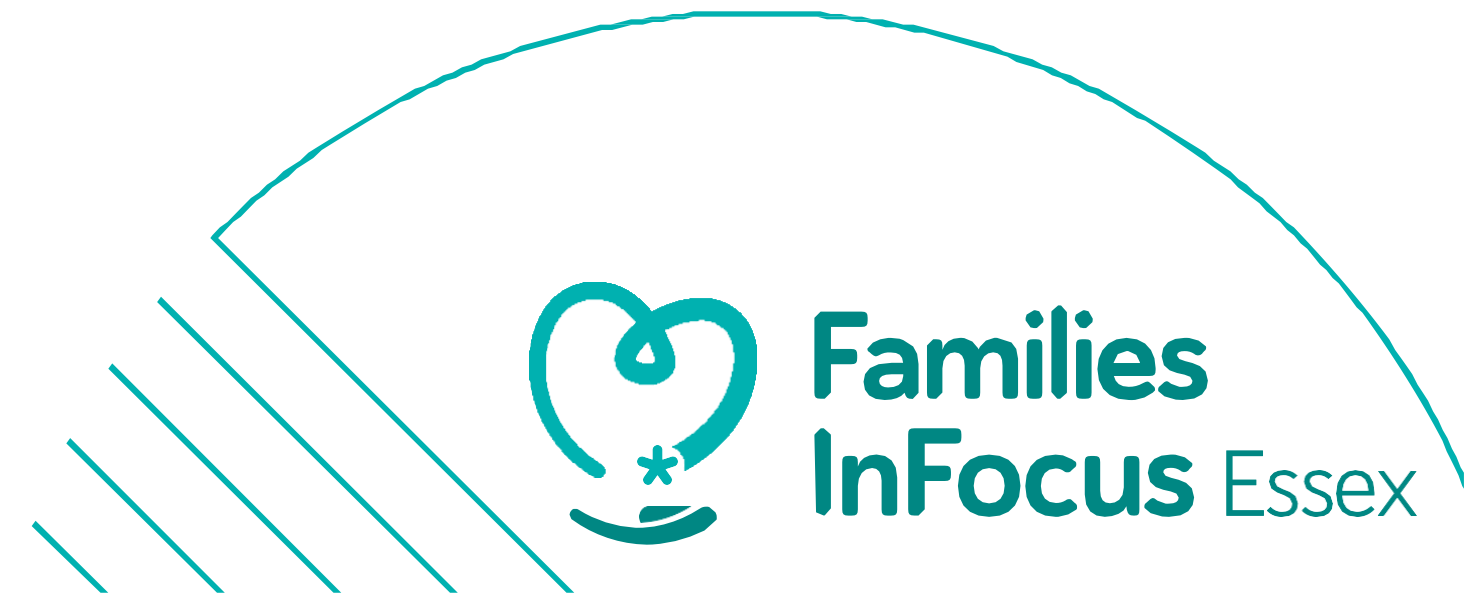
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EMOTIONAL WELLBEING

Getting started using The Zones of Regulation.

- The tools include **methods of identifying the scale of the problem**, from something annoying and niggly, to needing addressing or an absolute emergency.
- It enables the child and their adults to **plan for when predictable or unexpected difficulties arise** and have strategies in place to deal with them.
- Visual prompts can be tailored to the young person, these can be a simple or detailed as needed, **use images that are motivating and personalised.**





EMOTIONAL WELLBEING

Sometimes adults also need to remember how hard it can be for children to function when they aren't regulated.

Identifying the scale of problems is a very helpful tool.

	Zones of Regulation	How Big is My Problem	Stress continuum scale <small>(Based on NME- Neurosequential Model in Education)</small>	
5	Red zone mad/angry Mean Terrified yelling/hitting Out of control	Emergency You definitely need help from a grown up (fire, someone is hurt and needs to go to the hospital, a car accident, danger).	Mental State: Terrified Functional IQ: 60-70% Primary Brain Areas: Brain Stem Sense of Time: Loss of sense of time	
4		Gigantic Problem You can change with a lot of help (getting lost, hitting, kicking, or punching a friend, throwing or breaking things, bullying).	Mental State: Afraid Functional IQ: 70-80% Primary Brain Areas: Midbrain Sense of Time: Minutes/seconds	
3	Yellow zone Frustrated Worried silly/wiggly Excited Some loss of control	Big Problem You can change with some help (someone is mean to you or takes something that is yours, a minor accident, needing help calming down).	Mental state: Anxious Functional IQ: 80-90% Primary Brain Areas: Limbic system Sense of Time: Hours/minutes	
2	Blue zone Sad Sick Tired Bored Moving slowly	Medium Problem You can change with a little help (feeling sick, tired, or hungry, something bothering you, being afraid, needing help).	Mental State: Alert Functional IQ: 90-100% Primary Brain Areas: Cortex Sense of Time: Days/hours	
1	Green Zone Happy Calm Feeling okay Focused Ready to learn	Little Problem You can change with a little reminder (not being line leader, not winning a game, not taking turns, making a mess).	Mental State: Calm Functional IQ: 100-110% Primary Brain Areas: Neocortex Sense of Time: Extended future	
0		Glitch You can fix yourself (changing clothes, cleaning up toys, forgetting favorite toy or blankie).		



EMOTIONAL WELLBEING

ZONES OF REGULATION

- To purchase the Zones of Regulation books and resources can be expensive.
- Some items are **free to download**

www.zonesofregulation.com

- If your nursery or school already has these resources ask them to supply them to you to use at home too.
- There are also lots of **variations** on these resources created by others which can be downloaded for free or you can create your own.





EMOTIONAL WELLBEING

Zones of Regulation and similar resources to download.

www.zonesofregulation.com

www.twinkl.co.uk/resource/zones-of-regulation-teaching-activity-ideas-t-s-2548885

www.weareteachers.com/zones-of-regulation-activities

www.theottoolbox.com/zones-of-regulation-activities





SOCIAL NEEDS

Helping children adapt to school - ask your setting.

- **Zones of Regulation** is super helpful regarding **social interactions too**. Recognising the emotions of others, understanding how others make them feel, developing observations of how we influence others, learning how to help each other.
- Establish with school your and their **expectations of how you will communicate** and share information, especially at the start.
- School can provide a **visual info pack** containing photos of people and the environment.
- Schools can arrange **extra 'taster' sessions** to help children become more familiar with their new school setting.
- Schools can arrange to **visit your child at school and/or at home** to help build a connection.
- Get involved with the **school PTA** or equivalent, attend their summer term events if possible.



SOCIAL NEEDS

Helping children adapt to school - what can parents do?

- Practice the morning routine so it's not a rush or unfamiliar in September.
- Let your child **choose their school bag** etc.
- Make a game of **labelling their belongings** with fun name stickers.
- **Practice the journey** to and from school to prepare for things which might cause anxiety on the route.
- **Practice getting changed into school uniform** and school shoes, wear often over the summer holiday so the fabrics/feel/smell familiar.
- If possible **talk through all the child's thoughts** about school with them, be positive but not dismissive about their worries.
- **Role play** school scenarios with toys.
- **Talk about your own school days**; show photos of you and family members, reminisce about the things you enjoyed.
- Many schools and play venues arrange **social events** for joiners to mix with each other.





SOCIAL NEEDS

Helping children adapt to school - what can parents do?

- **Practice eating skills.**
Decide if your child will have school lunches (all reception children are entitled to free school meals) or whether you will send a packed lunch, meal or food supplements.
- **Visit cafes** if you can, or play restaurant games at home, to get used to **choosing food** and eating in a busier environment.
- **Practice having picnics** if your child is going to have a packed lunch.
- **Practice toileting skills** as much as you can at home, but avoid it becoming a big pressure.
- Create a **toileting/hygiene plan** with your new school teacher if your child needs extra support with this.
- **Let your child choose** a bag for spare clothes, pants, pull-ups, nappies etc.



SOCIAL NEEDS

Helping children adapt to school - what can parents do?

- Use **Social Stories** to explain situations so they can understand what to expect at school. Stories (with your child as the main character), using photos and drawings.
- The greatest anxiety is a **fear of the unknown** so making things as relaxed and familiar as possible is the key
- Not all children with additional needs worry about having friends as much as their parents.
- Many children with additional needs will particularly struggle with **communication, social interactions and relationships** with others.
- Try not to overly worry about being 'school ready' in every area, these needs are likely to take lots of time and effort to develop and will be the main focus their reception year.



SOCIAL NEEDS

Helping children adapt to school - keep a balance.

- Although it's important to support children with the transition from nursery to school, it's also important **not to overdo it**.
- Too much focus on the subject of starting school may be **counter-productive** and result in children becoming either over-anxious or over-excited.
- **Plan your preparing for school activities carefully** and spread them out.
- Use positive language when talking about preparing for school, but **don't go over the top**.
- Remember that the aim is not only to allay fears but also to **build realistic expectations**.
- **Try and keep a check on your own emotions; it's a big deal for parents too! Especially if your child has additional needs and communication difficulties.**
- **Think about what support you need and reach out.**
- **Be kind to yourself!**
- **Plan some nice things for yourself at the start of term.**





NE ESSEX ONLY

SUPPORT FOR FAMILIES & CHILDREN

We are very fortunate in North East Essex that there are a wide range of supports available.

- We are going to share the main statutory services that are most relevant to this workshop;
- Essex County Council SEND Education Teams.
- Suffolk and North East Essex Integrated Care Board (NHS)
- Essex Child and Family Wellbeing Service.
- The Neurodevelopmental Pathway Coordination Team.
- Along with some community based supports;
- The Multi schools Council
- Families InFocus Essex
- The MAZE Group CIC
- Autism Anglia Advocacy Service
- Essex Family Forum
- **There are numerous other community based services, groups and charities which may be of help too.**



**Families
InFocus** Essex



Essex County Council

ESSEX COUNTY COUNCIL SEND INCLUSION & PSYCHOLOGY SERVICE

INCLUSION PARTNERS support preschools and schools in a number of ways to plan for transition to school.

- Every Essex school and pre-school setting has a link **Inclusion Partner (IP)** to support them to include and meet the needs of children placed with them. Each IP supports a geographic cluster of schools and settings.
- **Supporting One Planning** to ensure children's needs are understood and clearly communicated through the paperwork.
- From the previous Autumn term IPs meet with all settings regarding the cohort of children due to go to school next year, identifying which children may need additional support to be 'school ready' and signposting for this.
- **IPs can provide training** and will also signpost to other appropriate services, resourcing and support.



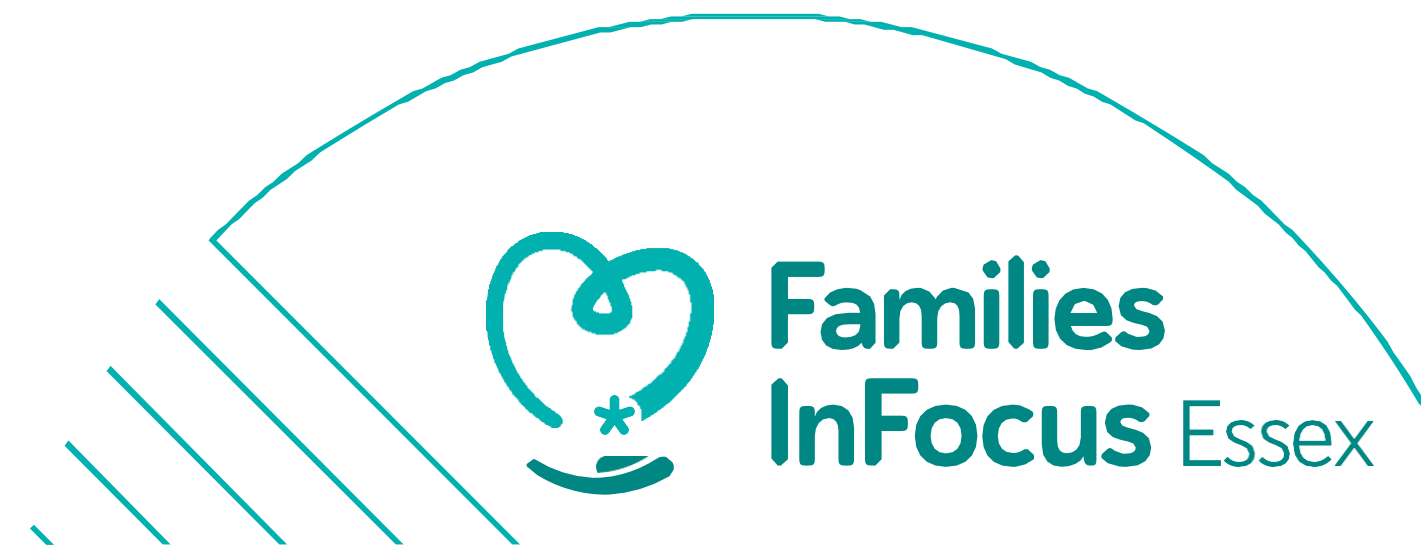


Essex County Council

ESSEX COUNTY COUNCIL SEND INCLUSION & PSYCHOLOGY SERVICE

INCLUSION PARTNERS support preschools and schools in a number of ways to plan for transition to school.

- **When school placements are confirmed**, IPs will gather information on where children are going from Essex systems and work with schools and settings to consider how to support a smooth transition.
- **IPs can support schools to apply for additional funding** to support the transition via an Individual Pupil Resource Agreement (IPRA)
- This may be around identifying common needs within a cohort and **ensuring school staff are trained** to support these needs or working more closely with individuals and the families to ensure expectations are shared clearly.



**Families
InFocus** Essex

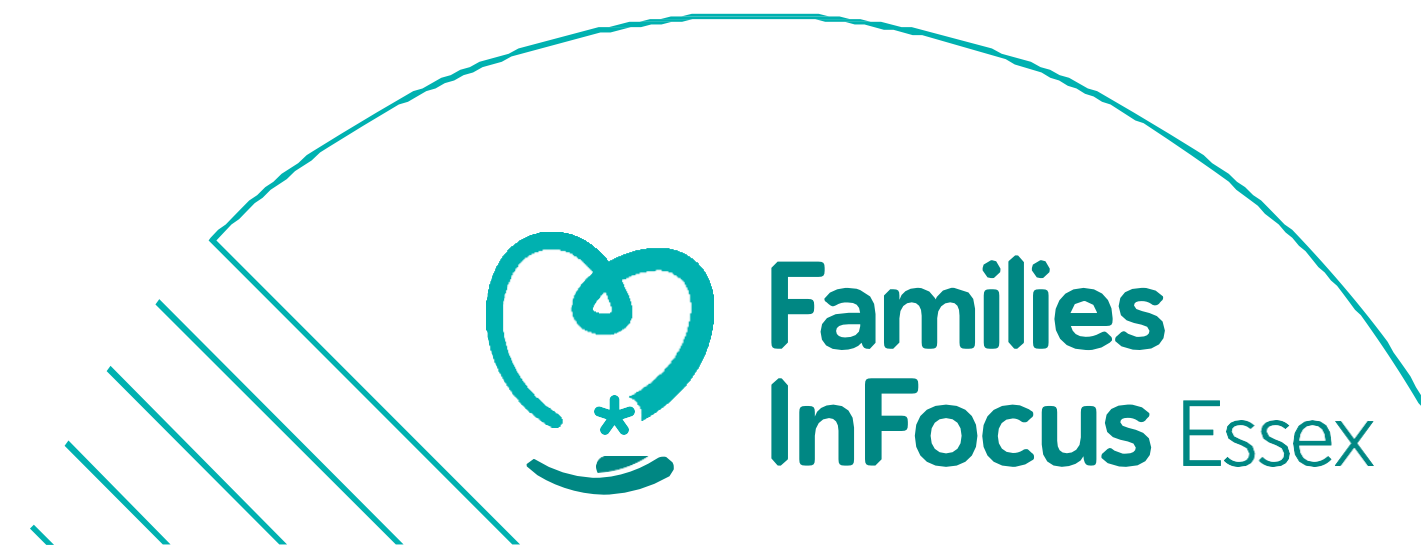


Essex County Council

ESSEX COUNTY COUNCIL SEND INCLUSION & PSYCHOLOGY SERVICE

INCLUSION PARTNERS support preschools and schools in a number of ways to plan for transition to school.

- A transitional One Planning meeting should be organised between the parents/carers, setting and school before transition to establish shared priorities and to enable the pre-school and parent to share their expertise with the new school. IPs can support with this if necessary.
- Support around children for whom an EHC Needs Assessment might be appropriate.
- Following transition to school, IPs meet regularly with school SENCOs and can offer support with settling and meeting children's needs within school.
- **Requests for IPs have to be made by settings.**



**Families
InFocus** Essex



Essex County Council

ESSEX COUNTY COUNCIL SEND INCLUSION & PSYCHOLOGY SERVICE

Parents and young people with concerns about their child's needs can contact the EP helpline.

Monday: 1pm-5pm

01245 433293

- **Education Psychologists (EPs)**
- An EP provides advice to families and settings to support the learning, development and wellbeing of children.
- EPs have an essential role in assessing children when there is a EHC needs assessment so may be involved in transition due to this.
- All Essex schools have a link EP who works with them alongside the IP, so a school may seek their support with individual pupils or groups around transition.
- **Engagement Facilitators(EFs)**
- In some cases an EF may work with a child and family to support transition.
- All EF's work involves parents and requires parental consent.
- Requests for EFs come via IPs, EPs or SEND Operations.
- EFs may also do some group work with parents around transition via workshops or coffee mornings in schools or settings.
- **Requests for EPs and EFs have to be made by settings.**





Essex County Council

ESSEX COUNTY COUNCIL SPECIALIST TEACHING SERVICE

**Essex County Council
Specialist Sensory
Needs Team can
support transitions to
school.**

- **The Physical and Sensory Impairment Specialist Teaching Service (PSISTS)** is part of Essex County Council and is made up of three Specialist Teaching Teams who support children and young people with the following impairments:
 - Vision Impairment (VI)
 - Multisensory Impairment (MSI)
 - Hearing Impairment (HI)
 - Physical and Neurological Impairment (PNI)

- **They provide -**
 - Advice
 - Training for parents and settings
 - Access to equipment
 - Promoting independence
- **Requests for Specialist Teaching support has to be made by settings.**





Essex County Council

ESSEX COUNTY COUNCIL SEND OPERATIONS SERVICE

The SEND OPERATIONS TEAMS carry out all the statutory duties for children and young people with SEND.

- These duties are set out in the [SEND Code of Practice](#) and include:
 - [EHC Needs Assessments](#)
 - Preparing EHC Plans
 - School placements
 - EHCP [Annual reviews](#)
- If IPRA funding is awarded, this comes via SEND Operations.
- All schools and settings have a named SEND Operations Partner and Assistant.
- If a nursery child already has a child has an EHCP (or an EHC needs assessment in progress), SEND Operations have a role in sharing information with the receiving school.





HCRG CARE GROUP & BARNARDO'S ESSEX CHILD & FAMILY WELLBEING SERVICE



**Essex Child and Family
Wellbeing Service**

**An integrated service
focused on improving the
Health and Wellbeing
outcomes of Children and
Young people and their
Families.**

- **Healthvisiting**
- **Parenting Support**
- **School Nursing:** support for young people in schools and their families with health and wellbeing.
- **Family Health:** including support with substance misuse for parents, contraception advice, nutrition support, mental health (maternal & child.)
- **Resilience and Development:** including preparing families for their child to go to school.
- **Support for ages 5-19:** including help with dental care, immunisations, physical, emotional or developmental problems, information on specific health issues.
- **Support for young people with special educational needs and disabilities up to the age of 25.**





HCRG CARE GROUP & BARNARDO'S ESSEX CHILD & FAMILY WELLBEING SERVICE



Essex Child and Family
Wellbeing Service

School Age Service Includes;

- **Community drop-in sessions** at Family Hubs and Delivery sites for parents or young people to access.
- **Support at key transition points** including school entry.
- **Support around common childhood issues** such as bedwetting, diet, exercise, sleep, and emotional wellbeing.
- **Individualised health needs assessments** to identify health and wellbeing needs, providing targeted support and onward referral.
- **Advice and support** to children and their families using evidence-based practice.
- **Delivery of the National Child Measurement Programme** in Reception and Year 6.
- Delivery of the **Healthy Schools Programme**.
- Work alongside other organisations.
- **Access via self-referral, school drop-ins, teachers, GP, or other Healthcare colleagues**



**Families
InFocus** Essex



HCRG CARE GROUP & BARNARDO'S ESSEX CHILD & FAMILY WELLBEING SERVICE



**Essex Child and Family
Wellbeing Service**

Family Support Includes;

Access via self-referral, school drop-ins, teachers, GP, or other Healthcare colleagues.

- Bedtime and daytime wetting
- Behaviour support including boundary and routines
- Child development
- Connecting with people in the community
- Constipation and soiling
- Drugs and alcohol
- Emotional wellbeing
- Getting out and about
- Healthy lifestyles
- Home safety
- Oral health
- Relationships and sexual health
- Stopping smoking
- Sleep
- School readiness
- Toilet training
- Transition to school or senior School





HCRG CARE GROUP & BARNARDO'S ESSEX CHILD & FAMILY WELLBEING SERVICE



**Essex Child and Family
Wellbeing Service**

School Readiness Includes;

**A School Readiness
Questionnaire letter is
sent to every child prior to
starting school.**

- If further support is needed parents and children can attend **'I can do it' weekly sessions** of 30-60 minutes.
- Each week has a **different school readiness topic.**
- **Families can attend all or individual sessions** depending on their evaluation of their child's school readiness following the questionnaire.

- **Purpose;**
Support all children in their 3rd and 4th year of age, who are starting school the following September, to be school ready.
- To enable parents and carers to easily support and improve their child's school readiness in the home environment.

tel: 0300 247 0015

email: vcl.essexne-ccsadmin@nhs.net

website: <https://essexfamilywellbeing.co.uk>





HCRG CARE GROUP & BARNARDO'S ESSEX CHILD & FAMILY WELLBEING SERVICE



**Essex Child and Family
Wellbeing Service**

Affinity Programme

- Works in partnership with the POWER programme and is a **targeted early intervention** project within Essex, Southend and Thurrock.
- Supports children and young people age from 5-16 who are **at risk of exclusion from education** due to emotional dysregulation.

- The Affinity Programme with its team of practitioners and emotion coaches will work with both school and family to offer;
- **Direct therapeutic support** for the child and young person in both 1:1 and group workshops.
- **Parent/carer support** through direct coaching as well as group based support.
- **Training and support tools** to schools.

Referrals can be made directly to:
vcl.essex-affinityprogramme@nhs.net





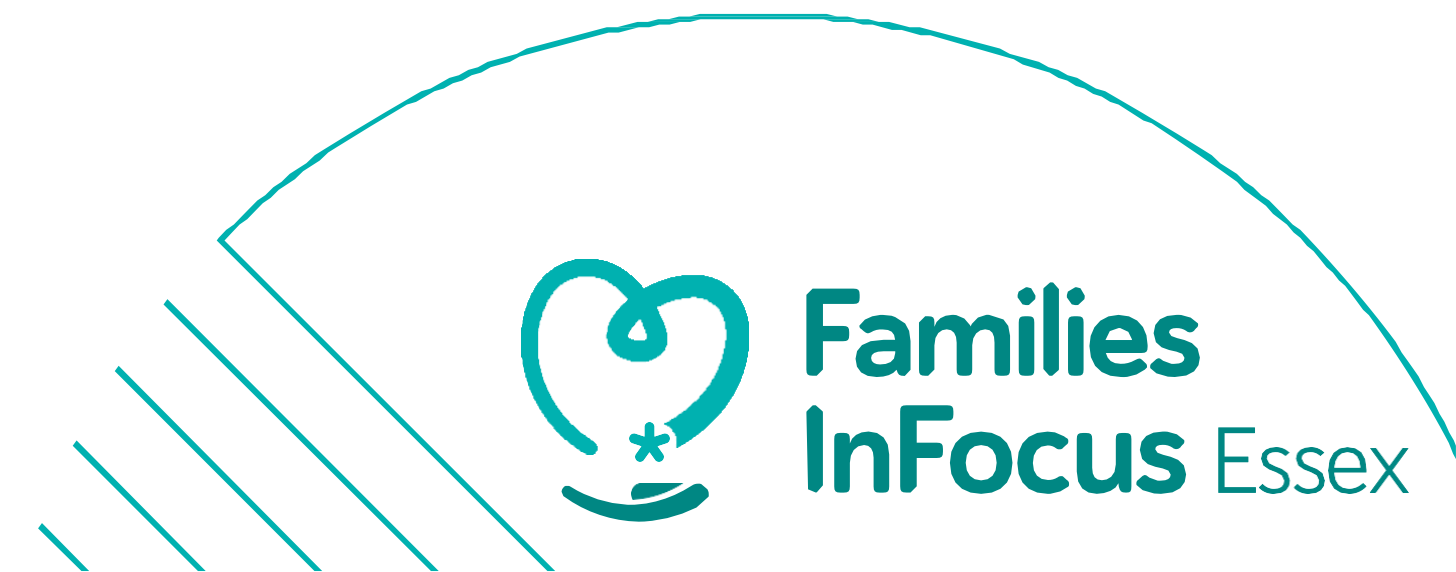
NHS

**Suffolk and
North East Essex**
Integrated Care Board

NE ESSEX NEURODEVELOPMENTAL EARLY SUPPORT OFFER **NE ESSEX ONLY**

**Suffolk and North East Essex
Integrated Health Board (NHS)
funds the Neurodevelopment
Early Support Offer in North
East Essex.**

- **The Early Support Offer** began in autumn 2021, funding has been awarded for 4 years.
- Funding was awarded to **five community based parent support services** to support families who have children and young people with neurodevelopmental conditions.
- Neurodevelopmental Pathway Coordinator Service
- Families InFocus Essex
- MAZE Group CIC
- Autism Anglia Advocacy Service
- Essex Family Forum





NHS

**Suffolk and
North East Essex
Integrated Care Board**

NE ESSEX NEURODEVELOPMENTAL EARLY SUPPORT OFFER **NE ESSEX ONLY**

Neurodevelopment Pathway Coordinator Service

**A single point of access
ensuring that families have
access to quality information
and resources.**

- **Neurodevelopmental Pathway Coordinators**
- **0300 247 0015**
- **email: vcl.essexne-neurocoord@nhs.net**
- **Monday to Friday from 9:00am to 5:00pm**

- **Individualised support** until the needs have been fully met at any point of your pathway journey.
- For children and young people up to the age of 25, within North East Essex who are living with a neurodevelopmental disorder.
- Have restricted or intense interests.
- Don't like or manage changes to routine.
- Delayed speech / language development.
- Difficulties concentrating: restless or hyperactive?
- Struggle to regulate emotions.
- Has trouble navigating social situations.



**Essex Child and Family
Wellbeing Service**



Suffolk and
North East Essex
Integrated Care Board

NE ESSEX NEURODEVELOPMENTAL EARLY SUPPORT OFFER

Essex Family Forum

Scan to
download or
request a copy

- Via the Early Support Offer Essex Family Forum were given funding to develop a **resource for families**, produced in collaboration with two local Essex charities, MyOTAS and SEND the Right Message.

- This resource is useful for families at any point of their journey, but especially at the beginning.





NHS

**Suffolk and
North East Essex**
Integrated Care Board

NE ESSEX NEURODEVELOPMENTAL EARLY SUPPORT OFFER

Families InFocus Essex

Families InFocus Essex

www.familiesinfocussessex.org.uk

01245 353575

helpline@fifessex.org.uk

- Two additional part time Family Support Adviser positions were created to support families with Neurodiverse conditions in NE Essex. We have FSAs countywide supporting all types of SEND.
- Support the whole family to achieve the best possible outcomes so that children and young people with SEND and their families thrive and feel stronger, empowered and confident.
- All aspects of SEND education advice
- Education Health Care Plans
- Appeals to the SEND tribunal
- Disability benefits
- School issues
- One Planning
- Mental health
- Signposting
- Social care issues
- Weekly Activity Clubs
- Workshops



**Families
InFocus** Essex



NHS

**Suffolk and
North East Essex**
Integrated Care Board

NE ESSEX NEURODEVELOPMENTAL EARLY SUPPORT OFFER **NE ESSEX ONLY**

Autism Anglia Advocacy Service

- Autism Anglia's North East Essex **Advocacy Service** offers independent, impartial and confidential advice and support to families, carers, autistic children, and young people, age 0 -25 years, in Colchester and Tendring.

- Education
- Diagnosis
- Welfare Rights
- Housing
- Health
- Social Care

Autism Anglia Advocacy Service
www.autism-anglia.org.uk/advocacy

01206 577678

email: advocacy@autism-anglia.org.uk





NHS

**Suffolk and
North East Essex
Integrated Care Board**

NE ESSEX NEURODEVELOPMENTAL EARLY SUPPORT OFFER

The MAZE Group Community Interest Company

- The Early Support Offer has enabled all MAZE services to be **free to NE Essex families** who have a neurodevelopmental condition, there are charges for families from other areas.
- 12 week **Parent Programme** both face to face and online
- Workshops and emotional support.
- Coffee Mornings in Colchester, Harwich and Mistley in collaboration with Families InFocus Essex and other visiting professionals.
- Online videos in collaboration with Families InFocus Essex.

- **The MAZE Group CIC**
- www.themazegroup.co.uk
- **07809900161**
- amanda.towns@themazegroup.co.uk





MULTI SCHOOLS COUNCIL



We may all be different but
we have the same smile

The Multi Schools Council (MSC) aims to improve understanding towards children and young people with SEND and mental health difficulties by giving children and young people a voice.

- MSC started in 2012 to help **break down perceptions towards children and young people with SEND and mental health difficulties** in schools and their wider communities.
- **Ambassadors meet each term**, children and young people from mainstream and special schools meet to learn more about each other and put their plans in place for making a difference.
- **MSC provides young people with an opportunities** to improve their confidence, develop their personal and social skills and promotes important values like democracy and tolerance.
- **Ambassadors have a great deal of influence** and are regularly involved in helping decision makers understand the needs of children and young people, making sure the voice and experience of young people is reflected in those decisions at local and national government.





MULTI SCHOOLS COUNCIL

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We may all be different but
we have the same smile

- **MSC provides training in Schools** - for both staff and learners on mental health, autism awareness, understanding ADHD, communication needs, anti-bullying and mental health.
- **The MSC ambassadors have also delivered sessions** including resilience, worked with schools to help assess their inclusion, SEND assemblies, deaf awareness, interviewing SEND support staff.
- **All the workshops and training are completely free** as they are supported by the Essex Youth Service & the Essex SEND strategy and innovation team, with funding coming from across education health and social care teams.
- **The MSC also holds events, writes books and has a social media presence** with children and young people at the heart of everything.

www.multischoolscouncil.org.uk
mschoolscouncil@gmail.com

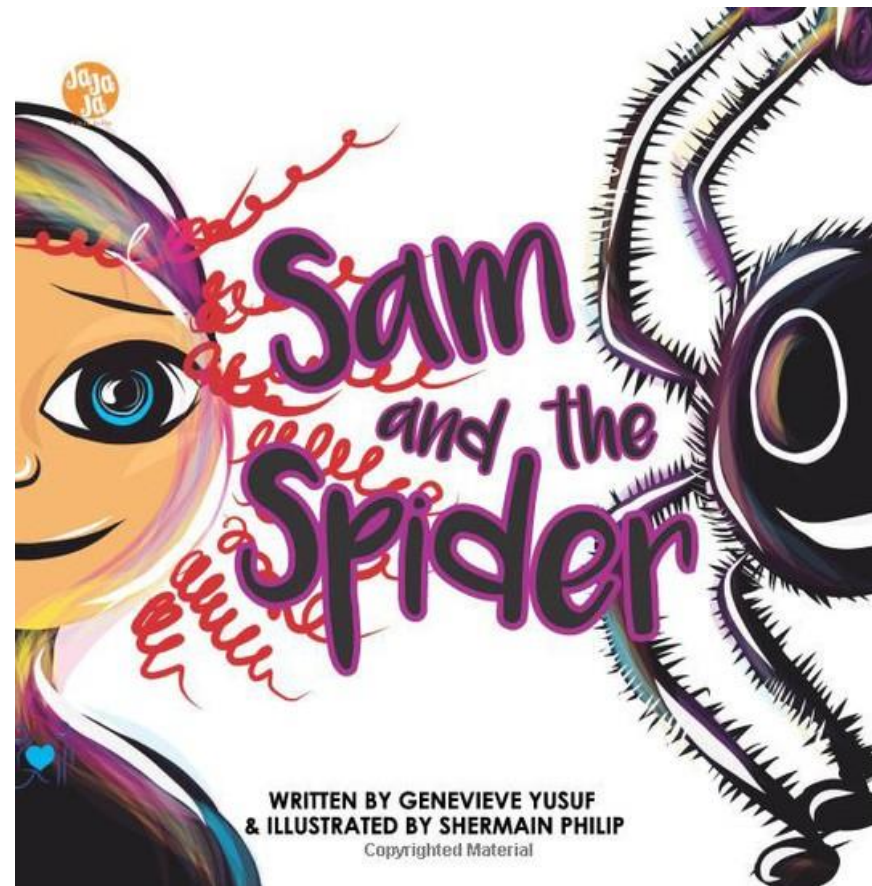


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mschoolscouncil@gmail.com



Families
InFocus Essex

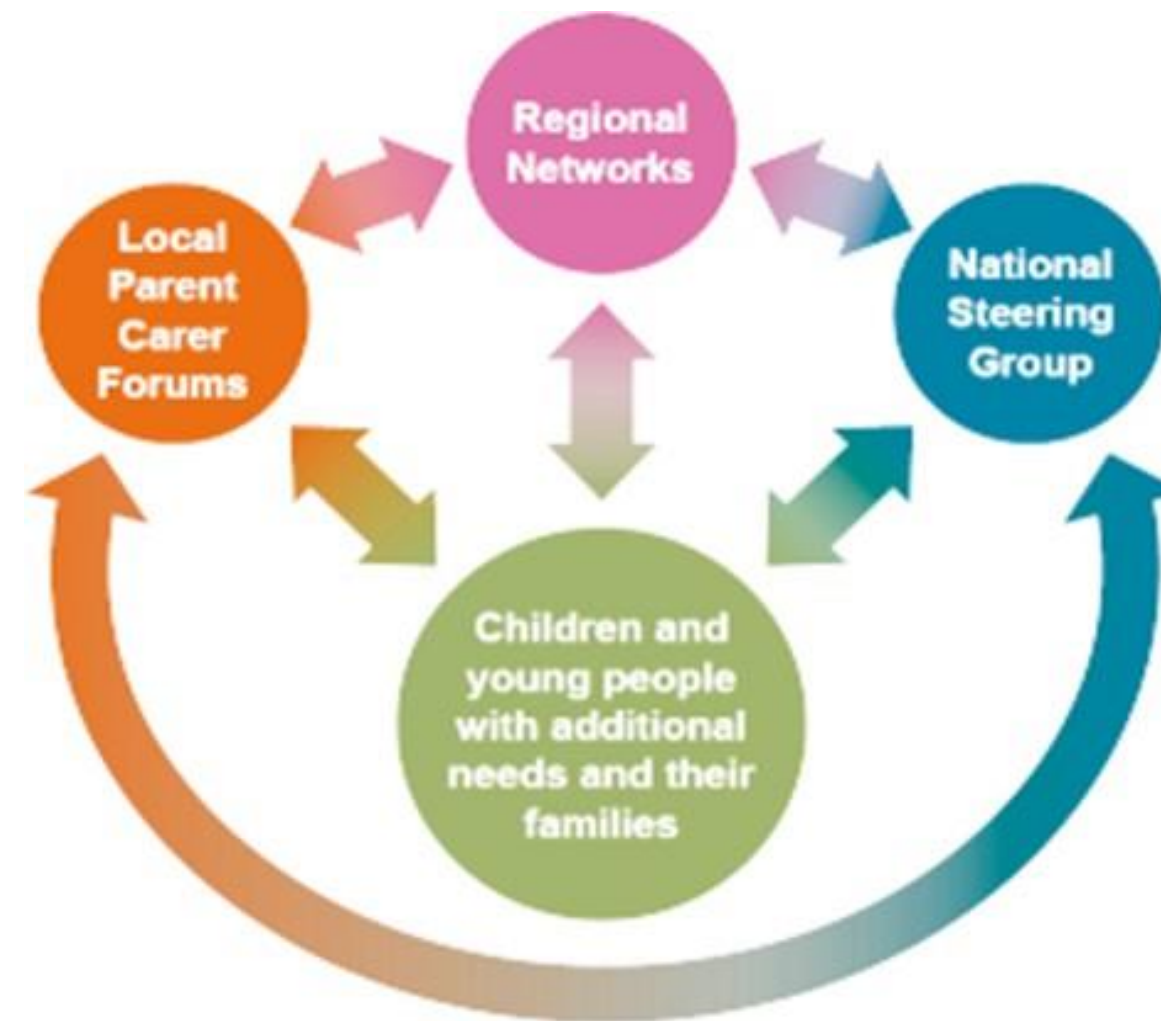


ESSEX FAMILY FORUM

Essex Family Forum (EFF) are the Parent/Carer forum for SEND families in Essex.

- Everyone working for the forum is a parent and/or carer of children and young people with additional needs and disabilities up to the age of 25.

- EFF is approved by the Department for Education to **lead parent participation in Essex** and receive grant funding which is administered by Contact (a national Disabled Children's charity.)



Essex Family Forum

www.essexfamilyforum.org

hello@essexfamilyforum.org





ESSEX FAMILY FORUM

Essex Family Forum are the Parent/Carer forum for SEND families in Essex



- The role of EFF is to **represent the views and lived experiences of SEND families** gathered through their Family Champion Network.
- **How to link with EFF -**
 - Family Champion Leads in each quadrant of Essex
 - Join the forum
 - Take part in online surveys
 - Website
 - Social Media
 - Virtual Graffiti Wall to leave comments about your lived experience
- **EFF reviews what parents are telling them and share their experiences** in meetings and through discussions with SEND services.
- **EFF aims to work in co-production with the Local Authority and NHS Integrated Care Boards, as well as other SEND services**, to ensure that services for SEND families are developed to improve outcomes for our children and young people.





ESSEX FAMILY FORUM

Essex Family Forum are the Parent/Carer forum for SEND families in Essex

- Their proudest achievement has been to to develop a **resource for families**, produced in collaboration with two local Essex charities, MyOTAS and SEND the Right Message
- This resource is useful for families at any point of their journey, but especially at the beginning



Scan to
download or
request a copy





ADDITIONAL RESOURCES

Range of videos

www.bbc.co.uk/bitesize/collections/starting-primary-school/1

School readiness and the Essex 'My Transition to School'

https://eycp.essex.gov.uk/media/2362/ds22_7521_startingschoolinessextransitionpassport2022.pdf

Talk Listen Cuddle

www.tlc-essex.info/getting-ready-for-school/

Council for Disabled Children – SEN and Disability in the early years : A Toolkit

www.councilfordisabledchildren.org.uk/sites/default/files/uploads/files/early-years-toolkit-merged.pdf

Autism Education Trust – Supporting learners with autism during transition

www.autismeducationtrust.org.uk/sites/default/files/2021-11/Supporting-learners-with-autism-during-transition.pdf

www.spurgeons.org/resources-for-parents/top-tips-for-school/



**Families
InFocus** Essex



ADDITIONAL RESOURCES

www.parentkind.org.uk/for-parents/understanding-education/education-journey/0-4-preschool/getting-ready-for-primary-school

www.twinkl.co.uk/blog/starting-school-hints-and-tips

www.ipsea.org.uk

www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations

Starting school toolkit PACEY

www.pacey.org.uk/partners/school-ready/

Being school ready - parents toolkit PACEY

www.pacey.org.uk/working-in-childcare/spotlight-on/being-school-ready/#parents



**Families
InFocus** Essex

THANK YOU FOR TAKING PART

If you have further questions & concerns or would like further support please let us know.

We would appreciate your feedback on the workshop so we can continually improve the support we offer to families.



In Partnership With



Essex Child and Family Wellbeing Service

