

PRIMARY TO SECONDARY 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 on how to navigate education, including how to apply for 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 do this one to one, via workshops, presentations and factsheets.

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 SECONDARY SCHOOL IS A BIG DEAL!

For any young person and their family, moving up to 'big' 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 young person's and your own confidence prior to and when they move up 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 young person 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

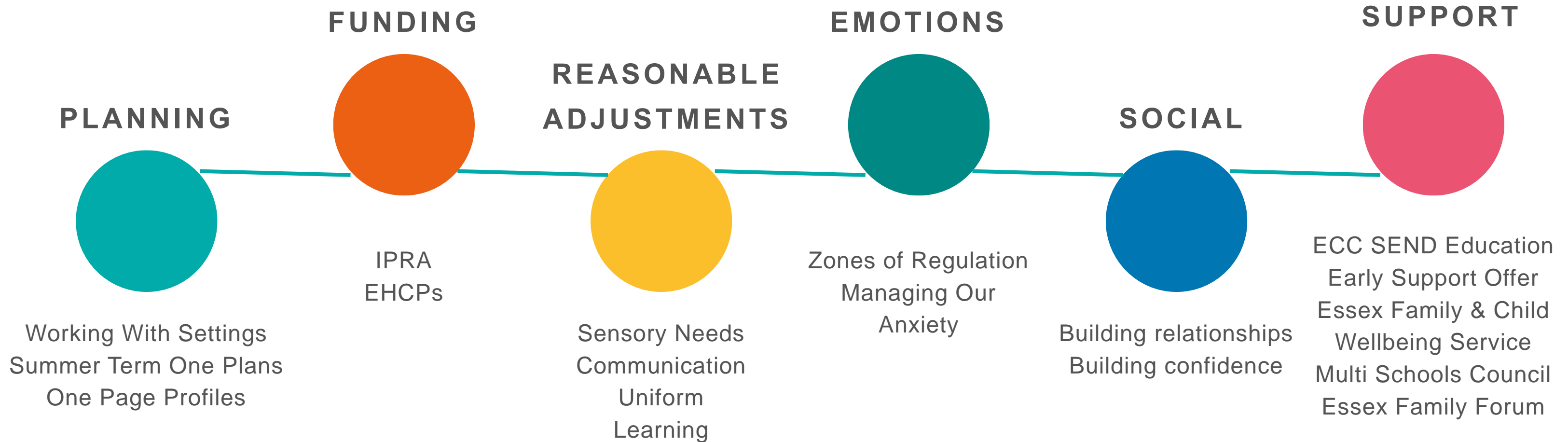
What you can do yourself



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CONTENTS





SETTINGS

Working together with your young person's primary and secondary school to plan for transition is the key.

- It's never too early to start thinking and talking about the transition to secondary school - many young people say this needs to happen at early in year 6 if not sooner.
- All primary schools should prepare their learners for this transition.
- There are lots of supports available should you need them.
- There are lots of strategies you can use at home to help your young person too.
- Working collaboratively with your primary and new secondary school will help.
- Every school and setting has a designated **Special Educational Needs Coordinator (SENCO)**
- The SENCO is responsible for identifying and making sure young people with additional needs receive the extra the help they need.
- They will coordinate the additional supports for your young person, liaise closely with you and lead the planning for transition to secondary school.



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SETTINGS

Working together with your young person's primary and secondary school to plan for transition is the key.

- For young people who have been **identified as having additional needs**, supports should have been put in place so they are not disadvantaged.
- The supports needed should be **discussed by the primary school, parents and young person 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.)
- **Transitions should be seen as a process not an event**, and should be planned for and discussed with young people and parents. Settings should communicate information which will secure continuity of experience for the child between settings.



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SETTINGS

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



- If 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 setting
 - training and support
 - settling in and follow up
- **The primary school SENCO and secondary school SENCO should liaise closely in advance of the child attending school.**
- For some children, the planning will include involvement of 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 new setting a good picture of what they may need to do to prepare the new setting for the young person. This may range from physical changes to the layout or location of particular activities, 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 systems of communication; or in procedures for supporting a child's health needs in the new setting.



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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' moving school worries and which are due to the young person's specific additional needs.
- **What do you think would help overcome these challenges?** You know your young person best, have an 'ask'. Get your young person's perspective, ask them what they are worried about and what they think could help overcome these.
- **What are you young person's views?** If they struggle to share their worries get creative. This could be spoken, written, drawings, cartoon strips, watching films/TV about school.
- **Discuss** this with your primary 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.



- Create a **One Page Profile** with your young person. The aim being a short and easy to read profile to be used as a guide by those who don't yet know your young person. These are often used in Early Years settings but are helpful for any age group.
- If you have an **EHCP** this will be reviewed in the autumn term prior to a 'phase transfer'. Amend the plan to reflect a different phase of education and the secondary school identified well in advance, invite the new school SENCO.
- **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 school 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 young person.

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

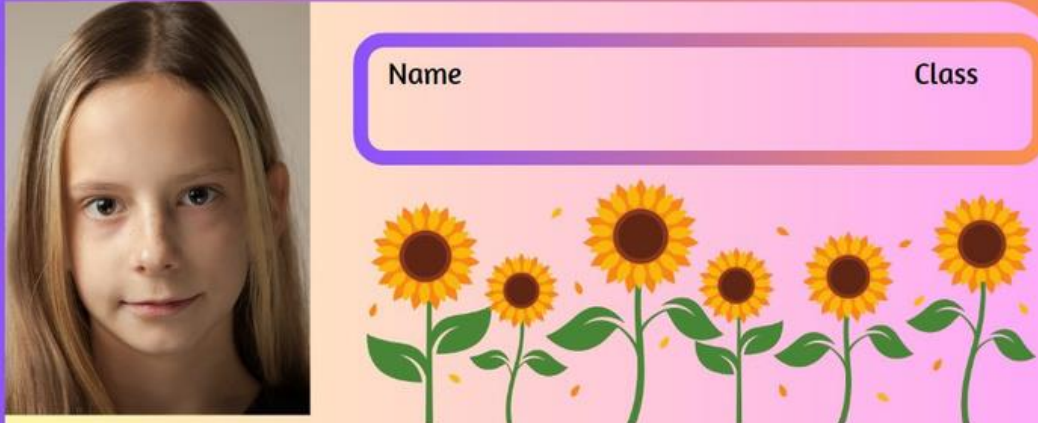
- **A One Page Profile** provides information about an individual's needs and wishes, likes and dislikes, challenges and support needs on one page.
- **Ideally create this with your young person** - to help them feel a sense of empowerment and trust that they can ask for help and receive it from a wide range of teaching staff.
- **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.
- **This helps people to quickly understand** what is important to that individual so that the right sort of support can be provided consistently.
- **Encourage your young person to keep a laminated copy in their school bag** to remind staff if needed.





ONE PAGE PROFILES

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



Name _____ Class _____

What others like & admire about me
I'm very caring of animals, the environment and nature. I'm a good swimmer.

What is important to me
My little sister, my Nana, my pet rabbit, being vegan, recycling, people understanding my tics.

What I'm working on
Sharing with others, meeting new people, my confidence, my shyness, speaking up

What helps me
Talking calmly, my own/quiet space, a cold drink, fiddle toys, ear defenders, a wobble cushion, not having to wear a tie, a hall pass.

What doesn't work
Being rushed, loud noises, changing routines without warning, making a joke when I'm upset, loud corridors, criticising my stims and tics



Name _____ Class _____

What others like & admire about me
I'm brilliant at basketball, I'm funny, I'm caring, I'm good at singing, my Mum says I'm great at hugs

What is important to me
My family, my fish and cat, being active, playing games, you tube, Xbox, being listened to, people being fair

What I'm working on
My listening skills, understanding my emotions, talking back to people, to be calmer, writing skills, making friends

What helps me
Movement breaks, visual timetable, distraction from bad situations, give me praise when I do well, avoid sarcasm, time to calm down.

What doesn't work
Being rushed, yelling and shouting, not listening to me, too many people surrounding me, having to keep still when I'm stressed





ONE PLANS

What is a One Plan?

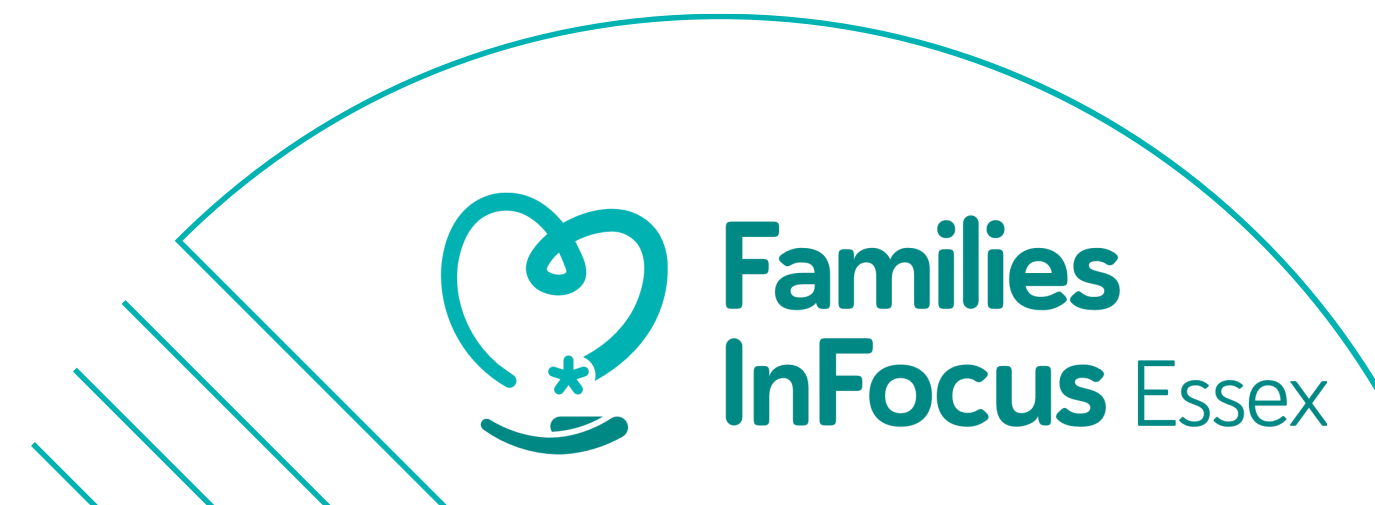
A graduated approach

- **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 young people and to provide suitable support to match their needs.
- Essex County Council provides a template for One Plans however settings can create their own framework so they don't all look the same and sometimes have other names like Learning Passport.

- 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 and young people and **focus on the four key areas of need**.
- **Communication & Interaction**
- **Cognition & Learning**
- **Social & Emotional**
- **Sensory & Physical**





ONE PLANS

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

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



- **Year 6 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 (**SMART**)
- **A good One Plan will detail:**
 - The parent/carer & young person's **aspirations and priorities based on their SEND areas of need, not just academic progress.**
 - Information about **who is involved** in supporting them, including family, friends and professionals
 - Details about **four areas of SEND needs** and how these have presented at school– not 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 new school about the provision the young person is going to need so that this is **in place before they start**. It will also ensure there are very few surprises.



EHCP REVIEW

If your young person has an Education Health and Care Plan (EHCP)

- An EHCP review should take place in the Autumn term in year 6 to ensure the Plan accurately describes the needs and provisions required to achieve the identified outcomes. These will likely be different in a secondary rather than primary setting.
- The parent's school preference and nearest mainstream school will be formally consulted to establish if they can meet the needs and deliver the content of the Plan.
- If the decision is not the preference of the parent and young person this can be challenged - via discussion, mediation or appeal to Tribunal.
- **For advice and information on all aspects of EHCPs please contact Families InFocus Essex**





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 young person.
- **SEN register** - for each young person who has identified additional needs, the setting receives extra funding. This is not ringfenced to the individual.
- **IPRA - Individual Pupil Resourcing Agreement** can be accessed for up to two terms to support medical needs or transitions (see next slide.)
- **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 young people 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 which create additional costs 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 young people 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 ongoing additional support is required.**



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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.



- The new school has a [duty to decide in advance](#) what reasonable adjustments a child may need, **in time for the first day of the school year**. Young people 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/carers to share their unique perspective and knowledge of their young person. And empower their young person to voice their views too.
- **Adjustments should be provided consistently with regular review**, and be part of their One Planning or EHCP to monitor whether they are appropriate.
- **Parents, young people and staff can complete a [sensory or communication profile](#)**. This can be a useful tool to identify the priorities for the young person, and communicate this with class staff so these can be responded to and implemented consistently.

REASONABLE ADJUSTMENTS

Examples to support classroom planning, schedules and routines.

- A **daily routine** which is as predictable as possible.
- **Advance warning** of routine changes.
- **Brain and/or sensory breaks** throughout the day.
- **Clear starting and ending points** for tasks.
- **Visual schedules**, directions, class rules and expectations, site these where they can be accessed.
- **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.
- **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.



- A **safe or quiet place** where a pupil can feel calm; for example a screened off workstation, the library, pastoral area, being in the company of a trusted member of staff.
- 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, shorts, looser clothing, no collar, alternative footwear etc.
- A **hall pass** to avoid corridors when they are busy.
- 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 **wobble cushions, 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 item 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.
- Provide **alternative seating**, e.g. wobble cushion, standing desk.
- Allowing the pupil to ‘**stim**’ (self-stimulatory behaviour - rocking, spinning, hand/finger flapping) without comment.
- Enable learners who struggle with **smells, food aversion** etc. to eat in quiet locations, with a buddy.
- Allowing a young person 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.
- A **behaviour plan** for handling sensory triggers. (See Zones of Regulation info.)
- **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 young person 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 young person'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 young people will require reasonable adjustments to be made if they have medical, health or physical needs which impacts on them.

Medical/Health Needs

- Suspected Neurodiversity
- ADHD
- Anxiety
- Allergies
- Autism
- ARFID
- Asthma
- 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 equipment
- Attention & focus
- Cognition and understanding
- Communication
- Eating & drinking
- Exercising
- Following instructions
- Impulse control
- Interacting with others
- Keeping safe
- Mental Health
- Mobilising
- Peer relationships
- Personal hygiene
- Sensory & emotional regulation
- Self esteem
- Taking turns & waiting



EMOTIONAL WELLBEING

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

- The **Zones of Regulation** is a framework and curriculum (Kuypers, 2011) that **develops awareness of feelings, energy and alertness levels** while exploring a variety of **tools and strategies** for 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 age and 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 young person'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.



EMOTIONAL WELLBEING

ZONES OF REGULATION

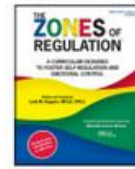
	<p>The Green Zone being the optimum emotional/sensory state in which a person is ready to engage, learn and enjoy.</p>
	<p>Blue Zone being lethargic, withdrawn, tired, under stimulated etc. They need to use the techniques that work for them to perk up.</p>
	<p>Amber Zone being excited, anxious, cross, 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

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

Welcome to Destination Regulation

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.

Red STOP → Zone TOOLS

Yellow SLOW DOWN → Zone TOOLS

Green GOOD TO GO → Zone TOOLS

Blue REST/ENERGIZE → Zone TOOLS

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 young person'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 or encouragement to help the young person 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 young person recognise their triggers, feelings, energy level, scale of the problem or arousal for themselves and choose the activity which will help them regulate more and more independently. **This is self-regulation.**



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EMOTIONAL WELLBEING

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

- Ask for help
- Breathing techniques
- Close eyes
- Cool off
- Count to to ten
- Deep pressure
- Do push-ups
- Do something heavy
- Do stretches
- Doodle
- Drink water
- Eat a snack
- Get outside
- Go for a walk
- Listen to music
- Meditation
- Quiet space
- Reflect and repair
- Relocate
- Remove shoes
- Run around
- Self care
- Smell something nice
- Squeeze something
- Take a brain break
- Take deep breaths
- Talk to an adult
- Talk to a peer
- Use ear defenders
- Use fidgets
- Use the loo
- Warm up
- Wash face/hands
- Write about it
- Yoga
- The tools that will support one young person 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.

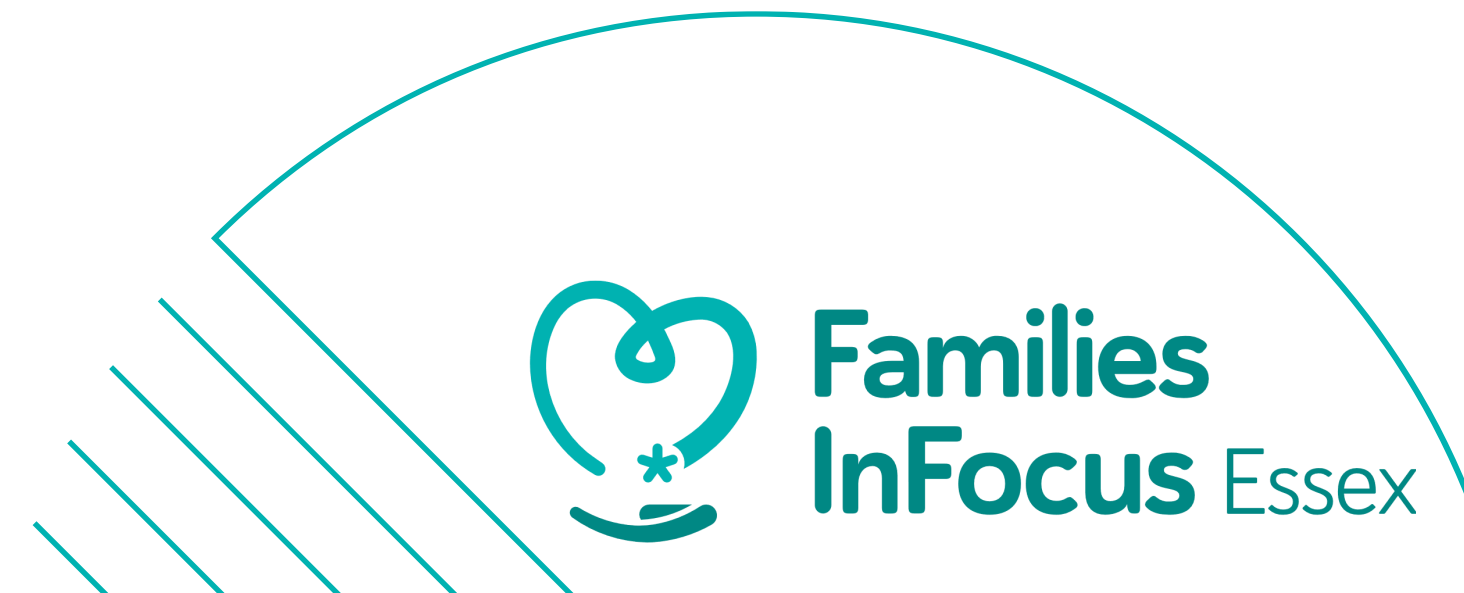




EMOTIONAL WELLBEING

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. Learning a sense of perspective is essential.
- It enables the young person and their adults to **plan for when predictable or unexpected difficulties arise** and have strategies in place to deal with them to minimise their impact proactively.
- Visual prompts can be tailored to the young person, these can be a simple or detailed as needed, **use images, comic strips, written word etc that are motivating and personalised.**



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EMOTIONAL WELLBEING

Sometimes adults also need to remember how hard it can be for young people 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 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 young people adapt to a new school - ask your new setting for support.



- **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.
- A **visual info pack** containing photos/names of the different teachers, staff and the environment.
- Schools can arrange **extra 'taster' sessions** to help young person become more familiar with their new school setting.
- Schools can arrange to **visit your young person 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.
- Ask if they have a **school buddy/mentor** programme.





SOCIAL NEEDS

Helping young people adapt to secondary school - what can families do themselves?

- Get them to **label their belongings and uniform** with cool name stickers.
- **Have spares** of key items such as school tie, stationary etc.
- **Wear-in school uniform and school shoes** over the summer holiday so the fabrics become familiar.
- **Help your young person organise equipment and belongings** so they know what they need on different days.
- **Get a school plan/map** so they can learn where classes are. Practice by finding things in a supermarket.
- **Practice following a timetable** for activities, chores and meals. Ask for their school timetable early.
- **Practice the morning routine** so it's not a rush or unfamiliar in September.
- **Prepare how they will travel to school**, walk, cycle, bus, with friends. (Apply for School Transport if they are eligible.)
- **Plan for bad weather** with a suitable coat or change of clothes.
- **Plan for delays** and what to do if they are late.



SOCIAL NEEDS

Helping children adapt to secondary school - what can families do to prepare?

- **Eating** - Decide if your child will have school lunches, a packed lunch, meal or food supplements.
- **Visit cafes** if you can to get used to **choosing food, paying** and eating in a busier environment.
- **Plan for and visit busy venues** to build up tolerance of large groups of people.
- **Practice toileting at set/break times** 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 young person needs extra support with this.
- **Develop an after school plan** to decompress and unwind.
- **Devise a plan for managing homework.**
- **Talk through all the child's thoughts** about school with them, be positive but not dismissive about their worries.
- **Talk about your own school days;** show photos of you and family members, reminisce about the things you enjoyed teachers you remember fondly.





SOCIAL NEEDS

Helping young people adapt to secondary school - what can families do themselves?

- Use **Social Stories** or **comic strips** to explain situations so they can understand what to expect at school and how to handle situations. Stories (with your young person as the main character), using photos and drawings. That they can re-read when they need to.
- The greatest anxiety is a **fear of the unknown** so making things as relaxed and familiar as possible is the key
- Not all young people with additional needs worry about having friends as much as their parents.
- Many young people with additional needs will particularly struggle with **communication, social interactions and relationships** with others, year 7 curriculum will focus on this for all new joiners.



SOCIAL NEEDS

Helping young people adapt to secondary school - keep a balance.

- Although it's important to support young people with the transition from primary to secondary school, it's also important **not to overdo it**.
- Too much focus on the subject of moving school may be **counter-productive** and result in young people becoming either over-anxious or over-excited.
- **Plan your preparing for school activities carefully** and spread them out.
- Use positive language when talking about moving 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 young person 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.**



**Families
InFocus** Essex



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 primary schools in a number of ways to plan for transition to secondary school.



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



Essex County Council

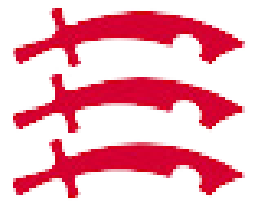
ESSEX COUNTY COUNCIL SEND INCLUSION & PSYCHOLOGY SERVICE

**INCLUSION PARTNERS
support primary and
secondary schools in a
number of ways to plan for
transition.**

- **When school placements are confirmed**, IPs will gather information on where young people 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 primary and secondary schools in a number of ways to plan for transition.

- A transitional One Planning meeting should be organised between the parents/carers and young person and schools before transition to establish shared priorities and to enable the primary school and parent to share their expertise with the new school. IPs can support with this if necessary.
- Identifying those for whom an EHC Needs Assessment might be appropriate.
- Following transition to secondary 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 needs can contact the EP helpline.

Monday: 1pm-5pm

01245 433293

- **Education Psychologists (EPs)**
- An EP provides advice to families, young people and settings to support the learning, development and wellbeing of children.
- EPs have an essential role in assessing young people 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 young person 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
school transitions.**

- **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 primary school learner has an EHCP (or an EHC needs assessment in progress), SEND Operations have a role in sharing information with the new school.





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



**Essex Child and Family
Wellbeing Service**

tel: 0300 247 0015

email: vcl.essexne-ccsadmin@nhs.net

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

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

- **Health Visiting**
- **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 or young person moving 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.**





**Essex Child and Family
Wellbeing Service**

HCRG CARE GROUP & BARNARDO'S ESSEX CHILD & 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 secondary school entry.
- **Support around common childhood issues** such as emotional wellbeing, boundaries, diet, exercise and sleep.
- **Individualised health needs assessments** to identify health and wellbeing needs, providing targeted support and onward referral.
- **Advice and support** to young people 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



**Essex Child and Family
Wellbeing Service**

HCRG CARE GROUP & BARNARDO'S ESSEX CHILD & 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**

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.

Referrals can be made directly to:
[vcl.essex-
affinityprogramme@nhs.net](mailto:vcl.essex-affinityprogramme@nhs.net)

- 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.





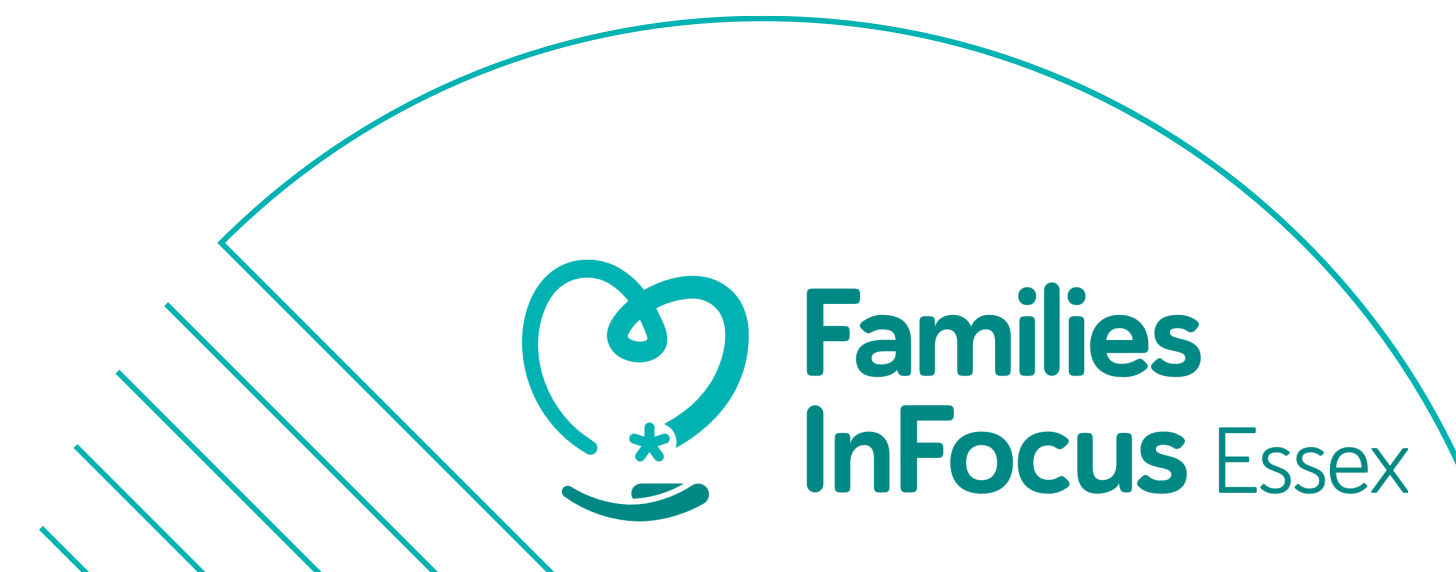
NHS

**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





**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**



NE ESSEX NEURODEVELOPMENTAL EARLY SUPPORT OFFER



Suffolk and
North East Essex
Integrated Care Board

Essex Family Forum

- 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 during identification and assessment.

Scan to
download or
request a copy





NHS

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

NE ESSEX NEURODEVELOPMENTAL EARLY SUPPORT OFFER

Families InFocus Essex

Families InFocus Essex

www.familiesinfocusessex.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 online and in person



**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





We may all be different but
we have the same smile

MULTI SCHOOLS COUNCIL

The Multi Schools Council (MSC) aims to improve understanding towards children 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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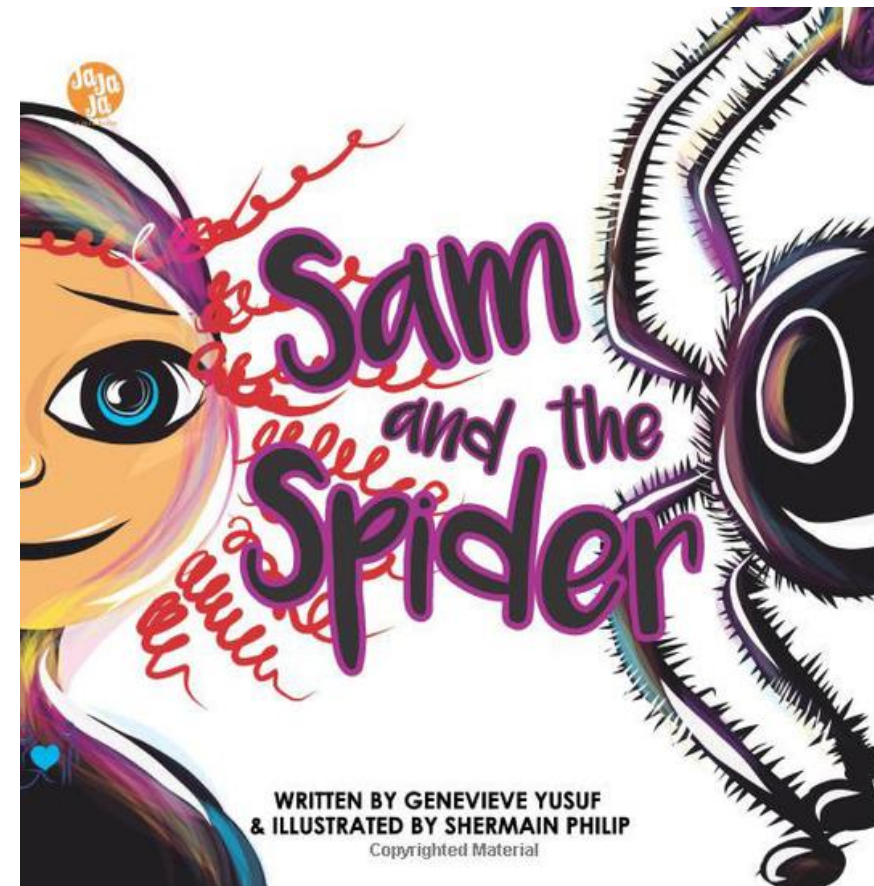
- **MSC provides training in Schools** - for both staff and learners on mental health, autism awareness, understanding ADHD, communication needs, anti-bullying and mental health.
- **The MSC ambassadors have also delivered sessions** including resilience, worked with schools to help assess their inclusion, 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

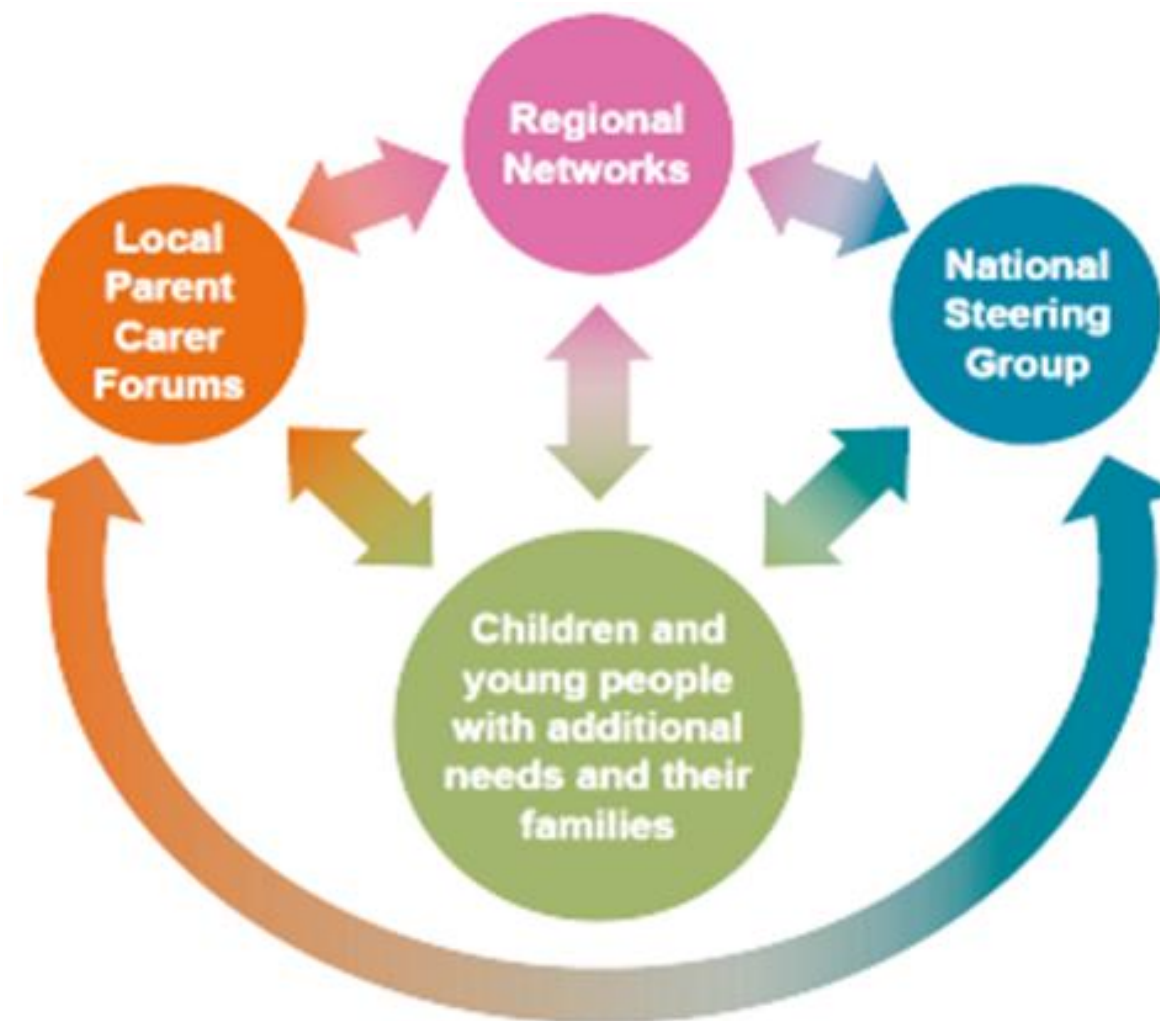


ESSEX FAMILY FORUM

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 during identification and assessment.



Scan to download or request a copy





ADDITIONAL RESOURCES

<https://www.twinkl.co.uk/resource/roi3-c-002-transition-to-secondary-school-pupil-activity-sheets>

www.ndcs.org.uk/information-and-support/education-and-learning/secondary-years/preparing-for-the-move-to-secondary-school/

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

www.theschoolrun.com/parents-guide-secondary-school-transition-sen-children

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

Range of videos:

<https://www.bbc.co.uk/bitesize/tags/zh4wy9q/starting-secondary-school/1>

www.ipsea.org.uk



**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

