



KENT CONTINUUM OF NEED AND PROVISION CASE STUDIES: TRANSITION AND TRANSFER



By Schools, For Schools

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Mainstream Case Studies

More Park Catholic Primary School- Strategies to support transition at Year R and Year 6

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Brief description/ overview

Pupils were well supported when joining in Foundation Stage and leaving in Year 6. We developed an awareness that our pupils identified as casual admissions were attaining less well than peers who joined at foundation Stage.

An overview of what we did

Welcome meeting/ home visits for all casual admissions similarly to those offered to parents of pupils joining the Foundation Stage. We initially arranged these as soon as pupils joined the school but then decided to push the meetings back a few weeks to enable the children to settle and for the honeymoon period to be over. This would then allow us to address any teething issues that may have occurred.

Impact

Improved outcomes for pupils who were casual admissions, staff got to know our new entrants quicker and we were able to identify needs more efficiently and facilitate support. Parents and children also have a greater input into what support might be most appropriate.

Jubilee Primary School- Supporting pupils with EBSA

Contact

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Brief description/ overview

We have put in place the following levels of support for transitions to support those that struggle with change, be that change of routine, environment or staff. This has also been put in place to support those with EBSA tendencies to help them to build quick connections with staff during transitional times to help to prevent EBSA.

An overview of what we did:

All children (universal)	<ul style="list-style-type: none"> ● Transition day with new teaching staff in Term 6. ● Social story given to take home over the summer. ● Transition meeting between old and new teacher to pass on relevant information. ● Transition circle times in Term 6.
Children with additional needs (targeted)	<ul style="list-style-type: none"> ● Longer transition meeting between teachers to discuss individual needs and personalised plans. ● If possible, additional time with the new teacher in a small group. ● Informal visits to the new classroom, cloakroom and toilets in a small group during Term 6. ● During the September INSET day, children are invited to a tour with their parents to see their new classroom, where their peg is, where the toilets are etc. but also to have some time with their new teacher and TA. ● Weekly check ins from the SENCo in Term 1.
Children with a high level of need (specialist)	<ul style="list-style-type: none"> ● Transition meeting between previous and new teachers and SENCo and any other relevant professionals to discuss individual needs and personalised plans. ● If possible, additional time with the new teacher in a small group or 1:1. ● Informal visits to the new classroom, cloakroom and toilets 1:1. ● Stay and play sessions during September INSET day. ● Daily check-ins from the SENCo in Term 1.

Impact

We have done this for two years now and have noticed a significant impact on both the children's and the parents' anxiety. We have much less EBSA during the first term than we have had previously. We have far less children crying and struggling to separate from their care givers. Staff have a much better understanding of the needs of their children and put in the support from day 1.

Tunbridge Wells Girls Grammar School- Year 7 and Year 12 transitions

Contact

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Brief description/ overview

Effective transition for pupils in Year 7 and Year 12

An overview of what we did

For pupils with SEND joining the school in Year 7 and Year 12, we provided face-to-face and in depth meetings with parents/pupils in term 6 prior to transition (based around 'This is Me' model).

Absolute focus on pupil strengths and discussion of prior provision (what has and hasn't worked) and provision moving forward.

'Setting the Tone' – Reassuring parents of school ethos about inclusion.

Pupils with SEND were invited in on the first INSET day to alleviate anxieties built up over the long summer break and re-familiarise themselves with the school site and key staff.

Establishment of effective trusting and working relationships between all stakeholders (parents, carers, pupils, staff).

Impact

Knowing each individual pupil before they cross the threshold of school has enabled us to make sure that provision is in place from day 1.

Pupils and parents feel connected with the school community.

Pupils with most significant needs have been able to manage the transition to secondary with very few problems.

We have been able to reassure parents about inclusion in school, setting the tone and demonstrating that each child is valued and supported.

EBSA and PA rates significantly improved; pupils who have struggled to attend at Primary have managed to improve attendance and are fully integrated.

Chiddingstone CoE Primary School- Supporting effective transition between Year R and Year 1: a whole-school Case Study

Contact

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Brief description/ overview

A cohort of children transitioning from Reception to Year One, with a significant level of need in SEMH and also C&I.

Incidents of negative behaviour were significant and levels of compliance were low amongst these children. Attendance was becoming an issue as children struggled to separate from caregivers each morning.

Speech and language issues were broad and varied and required further assessment and also support and guidance.

Best Endeavours were used across all areas of need and specialist services where appropriate. Collaborative support from other schools formed an aspect of peer support.

Targeted support was used where required, such as to deliver speech and language support and to develop social interactions.

An overview of what we did

Working with families

Working closely with families, the school networked to ensure that open and trusting relationships were built. The school ELSA role was pivotal to this in the way that she supported children and kept communication open and positive. Workshops to support child wellbeing and EBSA were delivered to enable parents to support their children to transition to school calmly each morning. Positive and restorative behaviour approaches were used, with rewards and incentives for engagement and achievement. Pastoral support plans were used with two children and their families. Personal plans were written for some of the children and longer-term aspirations and support planned jointly with families. Where possible, pupil voice was also captured.

Pastoral

Positive approaches were underpinned by each child receiving support from the wellbeing team, in designated areas at the same time each week. The children felt valued and heard and responded positively. Small group sessions were also delivered when possible. Each child had an adult to check in with each day.

The school has been awarded the Kent Schools Award in Resilience and Emotional Wellbeing.

Within provision mapping, and also personal plan, meetings, staff teams mapped support and used the cycle of APDR to plan next steps.

Assessment

Assessment was managed to ensure that it was fit for purpose: different approaches were used to capture robust data on each child using portage checklists where needed and across all areas of development. Termly provision mapping and termly personal plan review meetings gave staff and parents the opportunity to measure and assess progress and to plan next steps together, whilst reviewing existing outcomes. Adaptations are used extensively to ensure that each child was able to access assessments suitable for their level of ability and need. Adaptations remained creative, such as enabling a child to pace and stand in order to access.

Teaching and Learning

Teaching remained adaptive and reflective, in order to ensure that children remained engaged and made progress. The environment was changed considerably to enable this to happen and the curriculum was adjusted where possible. A cloakroom was removed to enable more space for individual work stations and for a continuous provision resource to be available for the whole class. Seating was planned appropriately and highly skilled support staff deployed within the classroom to support children and to develop peers. Teaching staff were also supported with mainstream core standards refresher training, wellbeing and EBSA training.

The Physical and Sensory Environment

Additional resources and furniture were purchased to ensure that continuous provision was available and that the sensory environment suited the needs of the children. The children's therapies team visited school twice to support us to deliver a visually and sensory calming classroom.

Resources

In consultation with the children's therapy services, the physical environment of the classroom and the outdoor space was redesigned to meet the needs of the cohort. Additional equipment was moved and a number of workstation areas created.

IT stations were set up to enable children to access some of the programs used in schools to support them.

Staff skills and Training

Highly skilled support staff were deployed within the classroom to support children and to develop new staff. Teaching staff were also supported with mainstream core standards refresher training, wellbeing and EBSA training. Supervision was offered to ensure that the wellbeing of all staff was met.

Transitions

Before the cohort moved from Reception to year 1, structure was put into place to support them. They were given time with their new teacher, support staff and also classroom and also provided with welcome booklets for the new term. A set of school acts of worship supported all children as they moved towards their transitions. Check-ins with known adults continued to ensure continuity. For some children, transition objects were given at the end of the year, to bring back and share in their new classrooms.

Impact

Data tracking of attendance and lateness all demonstrated a higher level of engagement.

Data tracking of behaviour incidents showed a significant decrease not only in the number of incidents but also the nature of the incidents. Behaviours became much less physical and incidents were generally minor.

Attainment data showed that the majority of children were on track to achieve their end of year one targets. All children had made progress and some were assessed using portage scales.

Parents attended meetings throughout, demonstrating a high level of parental engagement. This was particularly effective for the use of pastoral support plans and personal plans to target support and involve families.

PRU Case Studies

Enterprise Learning Alliance- Supporting Key Stage 4 learners for transition

Contact

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Brief description/ overview

The cohort consisted of Key Stage 4 learners (Years 10–11) who had been referred to the PRU due to persistent behavioural challenges, social, emotional and mental health (SEMH) needs, and disengagement from mainstream education. Many pupils had experienced trauma, adverse childhood experiences (ACEs), and disrupted schooling. The group had low attendance rates, poor self-esteem, and limited aspirations for post-16 education or employment.

The whole-school need focused on re-engaging these learners with education, improving emotional regulation, and preparing them for successful transitions into further education, training, or employment.

The ELA closely aligns aspirational destination pathways through its school development plan and curriculum.

An overview of what we did

To address these needs, the PRU implemented a multi-layered approach:

Careers Passports: All pupils on entering the school have a careers passport completed. This outlines interests and possible career pathways.

Example Careers passport below:

Enterprise Learning Alliance - Intervention Notes - ELA Careers Passport

Date	Note
13 May 2025	I have sent virtual work experience information home.
12 May 2025	X did not attend her interview on the 6th May despite reminding.
02 May 2025	I have text mum interview details due to the bank holiday.

02 May 2025	I have rescheduled X public services interview due to her DofE assessment. I have posted details to mum again.
28 Apr 2025	Posted interview details to mum.
19 Mar 2025	Completed a Future Skills Questionnaire on Compass+
12 Mar 2025	I have set up X's Kent Choices profile. I have applied for the following and accepted interviews on X's behalf. Public Services 1/5/25, Health and Social care 6/5/25 Travel and Tourism 25/6/25 I have posted them to X also.
25 Feb 2025	X has completed a CV with Southwood
12 Feb 2025	X had a really positive experience at the National Apprenticeship show at Sandown Race course. Where there were over 150 stands promoting business all over the country and University. Well done!
11 Feb 2025	Spoke with X about the careers event that is happening at Sandown races - hopefully X will be attending.
04 Feb 2025	X has been told by Hayes in Deal have spoken with her and has said if she gains her 4 math for her to give them a call as they will have an apprenticeship lined up for her.
28 Jan 2025	X has received confirmation regarding her appointments.
28 Jan 2025	X's Kent Choices has not been used - Email to follow up
28 Jan 2025	TA has completed applications for X. Email from B - Hi Just to let you know X has applied for an apprenticeship at Hayes in Deal Set up an government account. We have set up an college account And applied for three courses at canterbury. These are Public Services Applicant Day 11th March 09.00 till 16.00 Health and Social Applicant Day 01st July 09.30 till 13.30 Travel and Tourism Applicant Day 08th May 09.00 till 16.00
16 Jan 2025	Reluctantly X participated in a presentation with EKC. X started the conversation by saying that she was lazy, she doesn't want to do anything, sits in her room looking at the wall doing nothing. X stated that she wasn't worried about her future. Whilst X became distracted by the Lego parts on the table, X went on to say that she thinks she needs to look at courses or an apprenticeship. She was unsure as to what she would like to do but she realizes that June/July is coming pretty soon.
27 Nov 2024	X has told me that she does not want to talk to me about pathways.

14 Nov 2024	X told me that she does not want to talk to me about applications but mum has said that she is going to take her to the college open day.
09 Oct 2024	Kent Choices and key options letter sent home.
27 Sep 2024	I have sent home letters regarding X's Kent choices log in details and college open days.
27 Sep 2024	I have had several conversation with X about her future which has varied across the time. is very positive about her future and has told me that she would like to go to college but is unsure what to study. I have discussed with X hat it needs to be a course that she is interested in as why would you sign up to something if you actually don't want to do. X knows that I am here to support her make the applications.

Curriculum: Each pupil received a tailored curriculum with differentiated tasks, vocational options, and scaffolded support to meet their academic level and interests.

Parental Engagement: Regular communication with families, including home visits and multi-agency meetings, helped build a consistent support network. The careers lead was available at academic review days to offer support and guidance. The careers lead also offers 1:1 online careers clinics throughout the year.

Enrichment and Life Skills: Activities such as cooking, outdoor learning, and work experience placements were used to build confidence and transferable skills.

Therapeutic Interventions: Weekly sessions with a school counsellor and access to a mental health and well-being lead were provided.

In addition, all pupils had access to a range of interventions:

Inside classroom	Outside classroom	Off site
<ul style="list-style-type: none"> ● Relationship building ● Lesson adaptation ● Differentiation ● Directed 1-1 support of TA ● 1-1 teacher support 	<ul style="list-style-type: none"> ● Soft starts ● Reading ● Time out ● Walk and talk ● Gardening ● 1-1 working with TA ● Vigorous movement (running/jumping) ● Conversation with HOC 	<ul style="list-style-type: none"> ● Walk to park ● Libraries ● Local café ● Home visits ● Professionals sessions (C22/EH/SS) ● Learning mentors

<ul style="list-style-type: none"> ● Pre-teach ● Task board ● SEN needs register ● Lap top ● Reading pens ● Overlays ● Wellbeing check-ins ● Teacher 1-1 conversations ● TA 1-1 conversations ● BL / HOC group conversation ● Appropriate use of humour ● Whole class brain break/timeout ● Fidget toy ● Peer support ● Reading support ● Scribing ● Q & A ● Leg stretch activities ● Movement break 	<ul style="list-style-type: none"> ● Time out with HOC ● Thrive ● Drawing and talking ● Mental health lead ● CHATS councillor ● Norman ● SENCO ● FLO ● Teacher subject specific interventions ● Help me tasks (making displays/organising/carrying things) ● 1-1 conversation with teacher ● 1-1 conversation with TA ● 1-1 conversation with BL ● Twilight session ● Parental phone calls (to speak to pupil) ● Parental phone calls (staff) ● Parental meeting 	<ul style="list-style-type: none"> ● Ed-Class ● Work sent home ● Class charts ● Art exchange ● Norman walks ● FLO ● Attendance officer
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Impact

Destinations

Year 11 2025 planned destinations

January 2025

College	8 students	25.8%
Apprenticeship/Training	1 student	3.2%
Employment/other	0 students	0%

NEET	0 students	0%
Pending interview/confirmation	6 students	19.3%
No applications made	16 students	51.6%

February 2025

College	4 students	12.1%
Apprenticeship/Training	3 students	9.0%
Employment/other	7 students	21.2%
NEET	2 students	6.0%
Pending interview/confirmation	15 students	45.4%
No applications made	2 students	6.0%

April 2025

College	4 students	12.1%
Apprenticeship/Training	3 students	9.0%
Employment/other	7 students	21.2%
NEET No offer	2 students	6.0%
Pending interview/confirmation	15 students	45.4%

May 2025

College	14 students	42.4%
Apprenticeship/Training	7 students	21.2%
Employment/other	1 student	3.0%
NEET No offer	4 students	12.1%
Pending interview/confirmation	7 students	21.2%

June 2025

College	14 students	42.4%
Apprenticeship/Training	6 students	18.1%

Employment/other	1 student	3.0%
NEET No offer	2 students	6.0%
Pending interview/confirmation	10 students	30.0%

July 2025

College	27 students	81.8%
Apprenticeship/Training	6 students	18.1%
Employment/other	-	-
NEET No offer	-	-
Pending interview/confirmation	-	-

September 2025

College	27 students	81.8%
Apprenticeship/Training	6 students	18.1%
Employment/other	-	-
NEET No offer	-	-
Pending interview/confirmation	-	-

The ELA diligently worked with all pupils to ensure that 0% of pupils were NEET at the time of leaving school. The ELA will continue to work with this cohort to support them to maintain their destinations.

- Students have participated in several workshops at EKC to decide which course suits them best and to spend time in the college environment.
- Students have received destination guidance across the year.
- Students have participated in workshops within the centres from EKC, Canterbury university, alternative provisions.
- Students participated in a unique opportunity where they attended a huge Careers Fare at Sandown racecourse which was a first for the ELA students.
- Students who are undecided in which pathway they would like to go down have been provided with training within the construction sector which have continued further training opportunities.
- Parents and students have been accompanied to interviews and open days at the colleges.

- Parents and students have been accompanied to alternative provisions for visits.
- Home visits have been made to persistent non - attenders to promote and support positive destination with success.
- The students have participated in a wide range of presentations from professionals across all occupations for example World medal Champion sportsman, Integrative Counsellor for Children and Young People, International Pharmaceutical Representative, to name a few.
- Students were also visited by Canterbury University to promote positive destinations even when they have left us later on to further their education.

Enterprise Learning Alliance- Examples of practice

Contact

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Brief description/ overview

Individual pupil case study:

Year 7 male pupil identified as Pupil Premium (PP), Disadvantaged, eligible for Free School Meals (FSM), and with Special Educational Needs (SEN). He is experiencing a challenging home environment and has demonstrated aggressive behaviour, including multiple physical assaults on peers both in mainstream settings and within the centre.

An overview of what we did

The pupil experienced an initial period of adjustment, during which relationship-building was a key focus. Progress was non-linear, and due to the changing cohort, he occasionally directed verbal and physical aggression toward new peers.

He received the universal provision offered to all pupils, which included relationship-focused support, small group interventions, and flexible access to time-out and enrichment activities.

Additional targeted interventions addressed communication and behaviour. He developed trusted relationships with key staff members—including the Head of Centre, form tutor, intervention worker, and behaviour lead—who supported him in identifying behavioural triggers and building a toolkit of strategies. These included Thrive profiling, Zones of Regulation, counselling, and restorative practices.

Recognising the need for further support, the Head of Centre initiated a multi-agency approach involving Early Help and police engagement to reinforce boundaries around acceptable behaviour. External sports clubs were also introduced to provide safe community engagement, given his vulnerability outside school.

Due to his complex needs and limited trust in adults, a structured, transparent, and time-bound reintegration plan was essential and collaborated between the centre and mainstream school. Staff used consistent language and approaches to support his goal of returning to mainstream education.

Impact

Initial Impact:

The pupil began to feel safe within the school environment and started engaging in meaningful conversations with adults. Within the first few months, there was a noticeable reduction in the number of physical assaults. Most significantly, he began to take responsibility for his actions.

Long-Term Impact:

He has successfully sustained his reintegration into mainstream education for six months, demonstrating improved self-regulation and consistency in behaviour.

Brief description/ overview

Individual pupil case study:

Pupil was Year 11, PLAC adopted and had a diagnosis of Dyslexia, two previous mainstream school placements and demonstrated SEMH needs. Pupil was demonstrating increasing levels of physically and verbally aggressive behaviours within the school setting, self-regulation skills were weak along with emotional literacy, frequency of demonstrated behaviours was increasing proving a significant barrier to accessing any subject specific learning opportunities and social opportunities successfully, at risk of receiving suspensions and further reinforcing negative perceptions of school and disengagement in education. Intensive Empower intervention placement sought.

An overview of what we did

1:1 Senior Mental Health Lead sessions: Building a relationship was key as a starting point, Pupil was initially very guarded when they were referred to The ELA, they had already experienced two different mainstream schools. Targeted intervention within the larger school setting was begun: Pupil was provided with time and space with the Senior Mental Health Lead weekly, initially pupil would use music to convey feelings, sessions then focused on emotional literacy skills, emotion labelling and linking the physiological symptoms to the emotion – a positive relationship was built however, a reliance on this relationship for co regulation at times of stress meant a specialist approach was needed in order to develop those independent regulation skills. Two suspensions were issued in close succession for physically aggressive incidents with no impact.

Empower programme: The Empower programme is pupil centred and focused on supporting pupils who have become disengaged with learning or need crisis

intervention support. Pupils access fully personalised intervention which is formulated with a solution focused approach. The curriculum is entirely adapted to enable a continuum of provision to meet the needs of the pupil, and enable the pupil to gain confidence and re-engagement back into the school community within the larger PRU Centre, and/ or back to the mainstream school setting.

The programme is 1:1 intensive intervention support where barriers to learning are identified and targeted work undertaken through engagement and therapeutic sessions, to address those barriers. The Empower pathway is tailored to the needs of pupils who are unable to access subject specific learning due to their social, emotional and mental health needs forming a significant barrier to engagement and success.

Pupil accessed a bespoke programme of intensive support for 6 weeks built around their needs and targeted the underlying difficulties which were then presenting as the anger discharges and aggressive behaviours.

Thrive: The Thrive Approach is a trauma-sensitive framework that supports the social and emotional development of children and young people to build resilience and improve wellbeing. Reparative 1:1 sessions built into Empower programme, initial assessment placed Pupil at Doing, their social, emotional and mental health skills were at 6 - 18 months stage, an action plan was developed which is built around the personalised needs of the pupil meeting them where they are and enabling gaps in development to be filled through specific activities and experiences. Thrive sessions remained part of the Pupils programme through the hybrid placement with the larger PRU Centre and for the next six months until the end of Year 11. The closing assessment placed the Pupil at Power and Identity – 3 – 7 years stage which was two whole strands of development.

Arts Education Exchange: We work closely with a local charity that provides creative education for young people, the Pupil had a significant interest in music and would use music to help convey their feelings to trusted adults. We built sessions at Arts Education Exchange into his bespoke Empower programme but also into his programme when he transitioned back to Westwood, this programme enabled frequent and real success for the pupil, building confidence and self esteem in their own ability – it built that concept for them that they were good at something and could achieve. The programme spanned over the whole academic year which also helped develop resilience and relationships with adults across different settings.

School recording system - Edukey logs: All intervention undertaken is logged on a distinct Empower plan on our Edukey system, this system is live and updated in real time, this allowed all intervention workers and Teaching staff working with the pupil to gain that holistic understanding and see what works and what the next steps are

for success for that pupil. Strategies and interventions are recorded and shared at a handover meeting at the end of the six weeks with the Head of Centre and Behaviour Lead, so all strategies and resources can be put in place and implemented for the pupils return and a transition plan put in place. Weekly pathway review meetings are held for all pupils on Empower placements as a QA process and to ensure progress, and to ensure suitability of placement remains relevant.

Hybrid Placement: A hybrid placement was used to support a successful transition back into the larger Westwood Centre, the pupil had a bespoke programme built around them where they accessed both intensive Empower sessions and the larger Westwood site. Empower sessions would provide preparation and de brief opportunities for the pupil to ensure safety and success within the larger environment. Working on development of emotional literacy, regulation strategies and increasing safety cues for that pupil.

1:1 drop-in session with trusted adults at Empower and Westwood: Targeted 1:1 sessions were timetabled in for Thrive and with the Senior Mental Health Lead at Westwood as ongoing interventions until the end of the academic year and as systems of support for the pupil. Drop-in sessions were also made available at the Empower site for targeted social and emotional support when needed by the pupil. We moved through the tiers of intervention with the pupil – specialist (Empower) – targeted (Hybrid Placement) – universal (Drop in sessions).

Positive destination support: Pupil had experienced few opportunities to experience being successful and lacked belief in his abilities. Through repetitive small wins and positive lived experiences, initially with a trusted adult, progressing to independent achievements, Pupil gained the confidence needed to verbalise his dreams of the army. Collaborative conversations between parental and school support, laid out the actionable steps to guide Pupil along the pathway of a successful army application.

Parental support and collaboration: Building a positive and collaborative working relationship with parents was key to success. Parents had to be included in all planning and support stages of the intervention. This built a trusting relationship between school and the family and meant they engaged and supported the structures and routines of the school. Parents had a key point of contact throughout the intervention and reintegration/ transition process, they were pro active in keeping school informed and reinforcing the successes and expectations at home too.

Impact

Pupil made a successful transition back into the larger Westwood site, complete reduction to zero in any physically and verbally aggressive incidents following intervention. There were no incidents of rudeness towards adults following the

Empower intervention. Pupil did not receive any suspensions following the successful transition back to the larger school site the remainder of the academic year.

Pupil showed higher levels of engagement with academic and social based learning opportunities, progress was seen within English for the first time in lessons. Pupil gained a Level 2 qualification in Food and Cookery.

Previously the pupil had no aspirations for their future, following the Empower intervention and transition package back to Westwood the pupil now has a positive aspirational destination, they are currently undergoing the induction sessions to enter the army.

Improvement in Thrive assessment was seen with over two strands of developmental progress seen, SDQ score showed progress in conduct, hyperactivity, peer problems and pro social scores – and overall strength and difficulties score. Reduction in externalised behaviours consistent with SDQ progress.

The pupil built multiple positive relationships with adults in the school and with other professionals as a direct result of the intervention package they received at The ELA. This is also indicated with the progress of the pro social score of their SDQ assessment, but also verbalised by the Pupil, they went from having no trusted adults to naming 5 different people they felt they trusted and could speak to.

Brief description/ overview

Individual pupil case study- primary

A year 2 boy was referred to our primary provision having returned to school following a two day suspension for assaulting a member of staff and displaying unsafe behaviour in school.

Our intervention was put in place for this student as he had been on a part time timetable since the start of the year due to his behaviour seriously deteriorating and constantly refusing to follow instructions, destroying resources and making unsafe choices climbing the school perimeter fence and school play equipment to excess. Lashing out and hurting staff.

He was only accessing school for 1 hour per day if they could keep him in due to behaviour.

An overview of what we did

This pupil started with us for 2 days per week for 3 hours per day, we started our process of getting to know him and finding out his interest and triggers for our setting.

I completed a Thrive assessment for him and worked from the strategies I had put into place from his bespoke time table.

We offered a very low demand start with regular breaks and slowly built up to more structured sessions with less breaks, whilst still offering time and space for him to process as we worked on creating boundaries that worked for him to stay safe.

During his time with us we built up a good relationship through play, art and gardening. I sent his home school a weekly updated session logs as well as completing a picture journey book of all the activities we had done to show what had worked well for him.

Impact

During his time with us he started to slowly access school more and became more settled whilst there.

After a couple of terms he was accessing school for full days and dropped one with us, only coming to our setting one day per week and they kept this as a reward for his amazing effort and good behaviour in school.

Eventually we were told he would only be accessing us for another two weeks as he had accepted a placement at a specialist school. The impact we had on him was not only noticed by ourselves but also the home school and his parents. Our intervention stopped him from being permanently excluded from a mainstream setting to him accessing and enjoying education feeling safe and being nurtured.

SRP Case Studies

The Marsh Academy- Supporting pupils in the SRP at key points of transition

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Brief description/ overview

SRP Students – Year 6 into 7, Year 11 into Post-16 and in other years if transferring in.

An overview of what we did

- **For new Year 7s**

- SRP Lead Teacher attended Secondary Transfer SRP Panel
- Visits to observe student in current setting take place at this point
- On consultation, Parent/Carer and child invited to tour and meet with SRP Lead Teacher
- If SRP Placement is agreed, SRP will await named EHCP and then arrange to meet with SENCO at current placement
- Transition questionnaire sent to parent/carers, child and Year 6 teacher for completion.
- SRP Lead Teacher to attend Year 6 annual review at primary school (or it can be done here at The Marsh). This helps to create a provisional one-page profile/pupil passport for teachers.
- Students are invited on the 'Roving Reporter' tours
- Additional transition days/meetings/tours can be arranged as necessary.
- SRP staff support the students on our transition days along with any 1:1 support from their primary school where possible. CATS testing done in the SRP as it is calmer and quieter there.
- September transition – SRP students spend the first part of the morning in the SRP and are supported by staff to sessions. Only Year 7 are in on the first day. Day 2, Year 7 and post-16 only so another quieter day to get used to the school environment.
- Regular meetings and phone calls to parents to keep them in the loop throughout.
- In September we have our first meeting to look at provision planning and creating an updated clear one-page profile/pupil passport for

teachers to replace the provisional created from the EHCP/questionnaire.

- **For Year 11 into Post-16**

- In early Year 10 students have a small group session in the SRP looking at options for Post-16 provision which includes local colleges, school sixth form, SEND-specific provisions, etc.
- This is also shared with parents and in the review meetings they are encouraged to start visits to create a short list. SRP Lead Teacher will join students and parents at college open evenings or meetings if required.
- SRP Lead Teacher supports students to make their applications on Kent Choices.
- SRP Lead Teacher will liaise directly with new provision once named to ensure a smooth handover and transition can take place.

Impact

- **Year 7 Students**

- High level of parent/carer satisfaction with the transition process
- Successful transition for the students, over the last few years we have had several students who had displayed high levels of disruptive and sometimes dangerous behaviours in primary school but who have settled in here with minimal evidence of these behaviours.

- **Post-16 Students**

- Last year's Year 11s are now successfully attending a local mainstream college (1) or an independent college (1).
- The previous year's students are studying in mainstream colleges (3) and with one attending our mainstream 6th Form.
- All of our students have moved onto successful placements.

Special School Case Studies

Snowfields Academy- Supporting children with EBSA through transition

Contact details

Dee Pickerill

Brief description/ overview

Many of our cohort present with Emotionally Based School Avoidance. This has usually developed before joining us, and has often become embedded behaviour which presents significant challenges both for the student themselves and their families. Sometimes these students join us as in year admissions when previous provision has just been too overwhelming for them.

An overview of what we did

- Personalised transition programmes developed in partnership with families and the students
- Where a student cannot initially manage a full time offer, a two week part- time timetable would be offered. This can then be reviewed and incrementally increased as appropriate. Any part-time timetables would be recorded on Kelsi in line with expectations
- Extensive resources are offered to support transitions such as visuals and social stories
- We offer extended transition visits for any student who may require this
- We visit and work closely with the previous provision, understanding what worked well and what may have gone wrong
- We will personalise visits, meeting and greeting students in the car park and sometimes building up a relationship in the car park before attempting to bring a student into the building. In some cases this has taken many weeks
- During this time offer additional safeguarding calls may be offered
- We will also offer virtual learning via google classrooms or other platforms such as Century
- Once in the school we can identify and offer safe spaces, such as working in the library or another suitable space

Impact

- In many cases attendance increases as a result of this offer. When we begin to build on some success we will incrementally increase attendance when the student is ready.
- Through a slow, steady and persistent approach focused on problem solving and the use of multi-disciplinary services we have had students build up to full attendance, excellent exam outcomes and transfer at 16 to mainstream settings in some cases.

St Anthony's- Supporting transition from Key Stage 4 to post-16

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Brief description/ overview

Transition from KS4 to post 16

- Moving from a familiar school setting to a college or training provider can be overwhelming. The physical layout, routines, and social dynamics are often very different.
- Students lose access to trusted teachers, teaching assistants, and pastoral staff.
- Post-16 institutions may not offer the same level or type of support as schools. The legal framework changes, and Education, Health and Care Plans (EHCPs) may not be implemented consistently.
- Some staff in post-16 settings may lack specific training in SEN, making it harder to provide tailored support.
- Students are expected to manage their own learning more independently, which can be difficult for those with cognitive, emotional, or communication challenges.
- Making new friends and adapting to a new social environment can be daunting, especially for students with autism or social communication difficulties.
- The stress of transition can exacerbate existing mental health issues or trigger new ones.
- Young people with SEN may not be fully involved in decisions about their future, leading to placements that don't suit their interests or needs.
- Transport to post-16 settings can be a major issue, especially if the institution is far from home or not easily accessible.

An overview of what we did

- Strong links with named individuals at the colleges were established.
- College representatives were invited to all annual reviews, where targets and provisions to support transition could be agreed.
- Weekly visits to colleges were organised throughout Y11. Students started to be left from Term 4 and started to attend some lessons.

- Detailed information sharing about individuals took place and continued after students had started at college. Elements of behaviour support could be discussed and issues were quickly resolved.
- Travel training was provided.
- The application process through Kent Choices was written into the English curriculum.
- Access to post 16 support was mapped into the curriculum.
- Students were taught how to approach and request their own work experience.
- Formal interview training was organised.

Impact

- Information sharing with college was detailed and pertinent
- EHCP targets were made relevant
- Students were given a greater sense of advocacy
- Behavioural issues were resolved before placements broke down.
- Attendance at college improved.
- Families felt fully supported in navigating the application process.
- Students learnt how to access bursaries and bus passes.
- Student confidence increased.

The Wyvern School- Supporting Year R transition in a PSCN setting

Contact details

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Brief description/ overview

New Year R cohort of mixed profiles within a PSCN setting.

An overview of what we did

This year, our transition process was carefully designed to prioritise strong relationships, calm and purposeful experiences, and a focus on the prime areas of learning.

In Terms 5 and 6, staff visited each child within their nursery setting, enabling us to observe the children in an environment where they were settled and confident. These visits also allowed valuable discussions with key persons to gather detailed knowledge of each child's strengths, needs, and preferences. Alongside this, we held a parent information evening where families were provided with key information about the school, as well as **sensory bags and communication boards** to support children at home in preparing for transition.

In Term 6, we ran two transition events which, unlike previous years, were held **one class at a time**. This reduced overstimulation and created a calmer, more relaxed environment where staff could begin to build meaningful relationships with both families and children.

At the start of the new school year, staff carried out **home visits** for every child. These were invaluable opportunities to develop relationships further with families and gain important insight into children's routines, preferences, and needs in the home environment.

Transition into school was managed with a **gradual build-up of hours**, ensuring children had time to settle, while also moving more swiftly to a full-time offer by the end of the first week. Parent sessions in the first three days received extremely positive feedback, offering a combination of talks on SALT, safeguarding, and behaviour.

The curriculum itself has been **stripped back to focus on the prime areas of learning** – communication and interaction, personal and self-care skills, and co-

regulation. Staff have prioritised building relationships and embedding these fundamental skills of development, ensuring that every moment of the school day provides opportunities for purposeful learning. As a result, classroom environments are now calmer, more attuned, and fully adapted to children's developmental stages, creating an atmosphere of love, nurture, and fun.

This year we used Video Enhanced Reflective Practice (VERP) for each practitioner within Year R to reflect on the quality of the interactions with each student. Each practitioner completed two reflections during the transition period.

Impact

The transition process for our Reception cohort this year has had a clear and positive impact on both children and families. Parents have provided highly positive feedback following the information sessions and talks, reporting that they felt informed, supported, and reassured as their children began school.

Children have settled into school **much sooner and more smoothly** compared to last year. The decision to adapt transition events, hold home visits, and provide resources such as sensory bags and communication boards has resulted in stronger relationships being built early, with trust between families and staff clearly growing.

Our **VERP training** has further highlighted the quality of interactions taking place, with learning through play being purposeful, responsive, and developmentally appropriate for each child. Staff have quickly developed a deeper understanding of each child's needs, including wellbeing and behaviour, enabling them to support integration into school life with greater intention and sensitivity.

Importantly, all children have successfully transitioned to **full-time attendance by the end of the first week**, coping well with their new environment, routines, and simple transitions. Observations and learning walks confirm that children are already engaging positively, moving confidently from caregivers, and benefiting from the consistent focus on communication, co-regulation, and personal independence skills.

Overall, the impact of this year's approach has been significant: children are happier and more settled, families are confident and reassured, and staff are equipped to provide high-quality, individualised support right from the beginning of each child's school journey.

A summary of effective strategies evidenced in the Kent Case Studies for Transition and Transfer

1. Build Strong Family Partnerships

- Engage parents/carers early, especially prior to key transitions (e.g., Reception to Year 1, Year 6 to Year 7, Post-16 entry).
- Maintain regular communication through meetings, phone calls, home visits, and digital updates.
- Include parents in planning and decision-making, co-creating personal transition plans.
- Offer workshops and guidance to support families in helping pupils manage change and develop independence.

2. Prioritise Pupil Voice and Individualisation

- Actively listen to pupils, capturing their concerns, aspirations, and preferences.
- Focus on strengths, interests, and prior experiences alongside identified needs.
- Provide safe spaces, familiar adults, and consistent check-ins to reduce anxiety.
- Use flexible, personalised approaches, including phased transitions or additional 1:1 support where required.

3. Ensure Thoughtful Transition Planning

- Hold pre-transition meetings with pupils, parents, and previous staff to share information and create one-page profiles or pupil passports.
- Arrange visits, orientation days, or small group introductions to familiarise pupils with new routines and environments.
- Plan individualised support for pupils with SEND, SEMH needs, or a history of EBSA, including targeted interventions and pastoral support.

4. Adapt Teaching, Learning, and Environments

- Adjust curriculum and teaching approaches to meet pupils' individual needs and developmental stage.

- Deploy skilled support staff to provide scaffolding, differentiation, and additional supervision.
- Modify physical and sensory environments to support engagement, emotional regulation, and accessibility.

5. Embed Pastoral and Emotional Support

- Provide structured check-ins, small group or 1:1 sessions, and mentoring to support wellbeing.
- Use restorative practices, Thrive approaches, and social-emotional learning to build resilience.
- Monitor progress and adapt interventions based on pupil response and evolving needs.

6. Support Post-16 and Longer-Term Destinations

- Facilitate exploration of college, apprenticeship, or employment pathways, ensuring personalised guidance.
- Accompany pupils to visits, interviews, and work experience opportunities where appropriate.
- Maintain ongoing support to secure positive destinations and prevent disengagement (NEET outcomes).