

Working with Parents, Carers and Families Part: 3

South West England
12th January 2022

Funded by



Department
for Education



nasen
Helping Everyone Achieve 

Whole School SEND Contract Aims

Equip the school workforce to prioritise and understand their responsibilities in relation to SEND and to share and embed good practice at individual and setting-level within their CPD and school improvement plans, particularly in relation to SEN Support, early intervention and effective preparation for adulthood

Equip schools to meet their training needs in relation to SEND to improve provision through the delivery of targeted training packages within specific Local Authorities

Build capability within the school workforce to ensure all professionals can contribute to excellent SEND provision at every point in their career by providing clear CPD pathways to support their development, including in relation to specialist provision

Working with Parents, Carers and Families Webinar

Preparing young people for transition:
a co-ordinated approach

Becca Tranter and Ros Luff



Structure for the session

- ▶ WSS Welcome and Introductions
- ▶ ‘Soft transitions’ - *those transitions that happen throughout the day / across the week, that can heighten anxiety for some children and young people, but may not be fully recognised by staff / peers*
- ▶ ‘Planned / known transitions’ - *those that we know are coming - change of year group, change of school, school trip*
- ▶ ‘Curve balls’ - *unexpected transitions, how can schools work with families to support children at these times*
- ▶ Sharing of key tools / strategies to help reduce anxiety for students and families, with co-production at the heart
- ▶ How to engage with parents and carers to develop a one-page profile
- ▶ Q & A session

What are 'Soft Transitions'?

- ▶ Soft transitions: a catch all term to cover those changes which may impact SEND pupils more than the rest of their peer group.
- ▶ Any change can be a transition
e.g. changing clocks, coming back from holiday, moving from class to class / lesson to lesson
- ▶ For some there may be sensory issues that impact. Again, the impact of sensory processing issues may not be well understood. For those interested in knowing more about sensory issues & the environmental impacts, it is worth following the link to the It's Not Rocket Science report by the NDTI National Development Team for Inclusion
<https://www.ndti.org.uk/resources/publication/its-not-rocket-science>
- ▶ Whilst this report was around the sensory issues for long term hospital inpatient units, there is a lot of synergy with the school environment.

The first transition of the day

- ▶ Be mindful that any transition between activities or environments, however small, may cause anxiety...
- ▶ Think about what transitions pupils may already have experienced prior to arriving at school (waking up, getting dressed, breakfast, morning routine, journey to school)
- ▶ How can professionals and parents work together to ensure the transition into school is successful?



Use the chat box to share your thoughts!

Transitions within the school day

- ▶ Arriving and leaving school

 - Social stories / Visual timetables / Trusted adults / Time to settle

 - Find out parents' experiences

- ▶ Break times / lunchtimes

 - Prepare for unstructured times / Choosing boards / Lunchtime clubs

- ▶ Assemblies

 - Arrive early / Navigating corridors / Be mindful of sensory overload

- ▶ Creative / extra curricular activities

 - Structure activities / 'Now / Next' / Consider social expectations

Transitions within the school day

- ▶ Sitting in a different place

Consider sensory profile for individual students / 'Put yourself in pupil's shoes'

- ▶ Getting changed for PE

Busy changing rooms & classrooms / Schedule for changing clothes

- ▶ Going to the toilet

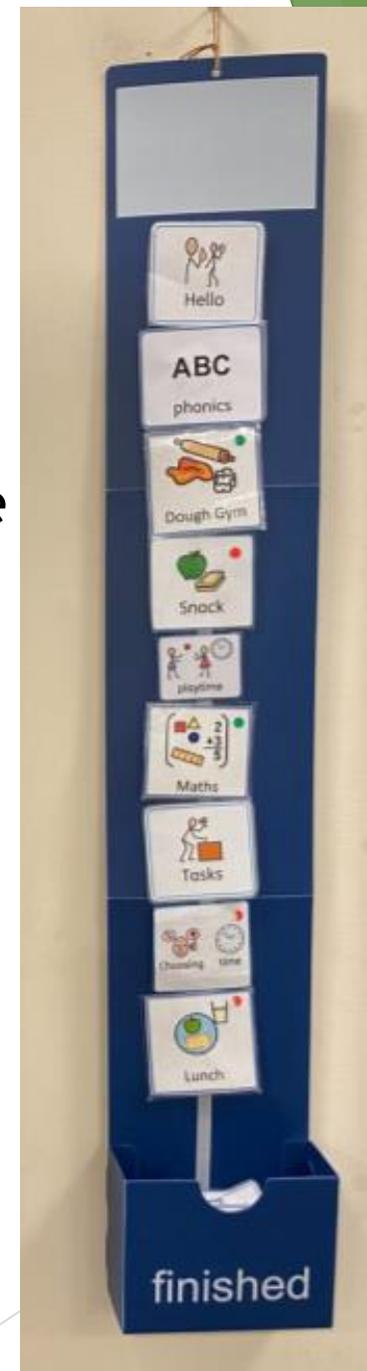
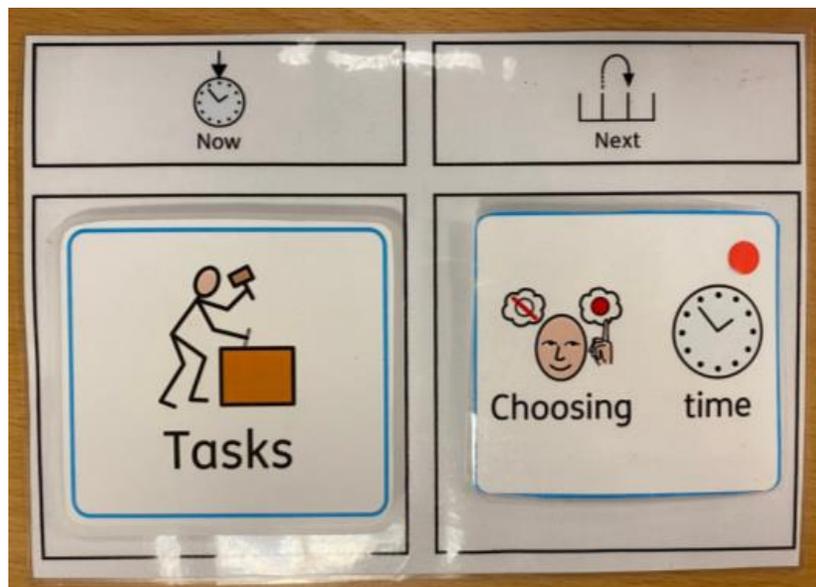
'Break' cards available / Hygiene / Handwashing schedules

- ▶ Moving around the school

Transition songs / 'Now & Next' / Buddy systems / Alert prior to school bell

Tips for all transitions

- ▶ Visual timetables (interactive) with 'Surprise' symbol
- ▶ Ensure the pupil is clear about what is happening now and next
- ▶ Use pictures, signs or symbols to support all of the above
- ▶ Some pupils may need photographs - **Know your pupil**



Tips for all transitions

- ▶ Remember that structure and preparation is key for all changes and transitions
- ▶ Use timers (sensory, digital, sand timers..) to show passing of time
- ▶ Always provide warning for upcoming transitions and allow additional processing time
- ▶ Use Social Stories™ Carol Gray
<https://carolgraysocialstories.com/>



Social scripts / social stories
are for the home environment too!

The impact of differences in relation to 'change'

Differences in flexibility, information processing, and understanding mean that what is happening now and next can be unpredictable. This can result in an increase in anxiety, frustration, and anger

Autistic pupils can find change difficult, but not impossible. Giving warning and keeping to routines can help reduce levels of anxiety.



Planned / Known Transitions

- ▶ In Early years education there are approaches used such as **now & next boards** or **'Write dance' style exercises** to help children prepare for the next step
- ▶ These approaches could still be useful for older SEND pupils and beneficial to everyone
- ▶ There is age-appropriate hand & finger exercises available free online

An example to share...

How a teacher helped a highly anxious young person return to school after the holidays.

- ▶ The teacher knew the pupil found it daunting to enter the school building so they sent a postcard to saying they hoped the pupil had a good break and that they were looking forward to having them back in class. This seemingly small gesture helped bolster the confidence of that young person. Knowing there was somebody inside the building that wanted to see them really helped...

Planned / Known Transitions

- ▶ A teacher in a large class may pick up on the pupil's high anxiety through their body language, reactions or behaviours however, it is often not possible to determine what is causing these.
- ▶ The pupil may not open up and may become increasingly agitated if pressed. This is where the parents may be able to help to see what the issue was and look to see if anything can be put into place to prevent future struggle.
- ▶ Parents will know how best to approach talking about the issue and their child is more likely to open up once calmer.

Planned / Known Transitions

- ▶ Where possible it is helpful to forewarn of likely issues but it can still be helpful to share retrospectively.
- ▶ This can help inform the assess, plan, do review cycle

The APDR - Parent and Pupil Involvement

- ▶ It is key to include parents and the pupil into the discussions of APDR
- ▶ Where the pupil is involved, they are more likely to take ownership of the plan and the parents can give insights on the best way to deliver some approaches
- ▶ Often it can be very small things which make all the difference
- ▶ Helpful to develop a quick method of two-way contact with parents (share positive messages too...)

Reflection Point - How do you currently have contact with parents and how can these be used to include parents into the APDR cycle?

What are 'Set Transitions'?

- ▶ There are many transitions which can be anticipated and planned for - These include change of year group, change of school and school trips
- ▶ Some parent carer forums have helped produced guides for families & charities provide useful tips and tools
- ▶ Moving on through year groups will need extra planning for SEND pupils

Key Stage changes...

- ▶ Importance of discussions with parents prior to Key Stage changes, familiarisation visits and walk through videos
- ▶ A pupil may share with their parent how difficult they find it to walk with crowds of other pupils whereas they may not share that with a teacher. The parent & teacher are more likely to be able to think through what might make a reasonable adjustment in such cases e.g. use a different route, be allowed to go through corridor earlier or later than others without penalty.
- ▶ Allow plenty of time in the lead up to any change - This gives families a chance to work through what might cause issues and plan with staff how to mitigate them

What are 'Set Transitions'?

Change of school...

- ▶ A change of school is a transition that really needs to be planned as early as possible. It would be useful to suggest parents visit school open days a year before the expected transition. This will give them an opportunity to narrow down the choices and schedule in meetings with key people rather than a rush of a few weeks to consider and meet options deadlines.
- ▶ Once the parent has a first choice in mind, I would suggest it's worth the parents meeting with the school SENCO/inclusion leads and, if at all possible, the teaching staff for the receiving year group.
- ▶ Where the pupil is moving from one school to another it would also be helpful to have a member of the current school attend too. This may not be practical so it would be helpful to encourage the parent to consider what questions might be important to ask and have an up to date one page profile to hand. The current school could help parent to update this.

'Set Transitions' - Supporting Materials

- ▶ Useful tool to help support pupils moving from yr 6 to 7. It would be good to work through this guide together with SEND pupils: <https://www.bexleyvoice.org.uk/transition---primarysecondary.html>
- ▶ The WSS Ask Listen Do leaflet: <https://www.sendgateway.org.uk/resources/ask-listen-do-guide-making-conversations-count-all-families>
- ▶ Parents will need to look at SEN policy and other relevant ones such as uniform, behaviour etc. and consider if any of this might pose a difficulty for their child.
- ▶ Honest and frank conversations are crucial. It is always best to problem solve together and to try to pre-empt any potential issues.

A note on school trips...

- ▶ School trips are another area where SEND pupils appreciate as much preparation as possible
- ▶ When sharing a planned itinerary try sharing these with the parents in advance

Reflection Point

Do you have any examples of working with parents on set transitions you can share?

'Coping with Curveballs'

- ▶ Life is full of curveballs. In recent years the school community have experienced more than could have been predicted with lockdowns, remote learning, cancelled exams etc.
- ▶ Those are all quite significant curveballs but for SEND youngsters just having a bus on diversion or finding there is a supply teacher in the class, can have a large impact.
- ▶ We cannot predict when such things may happen but we can collectively share to help mitigate their impact.
- ▶ Find ways to jointly communicate where things have gone awry ~ examples inc parent/teacher email, text or a card system the pupil can use (need help, need space, need time).
- ▶ Another way to mitigate those curveballs is to have an up to date one page profile. This can be really helpful for supply staff or any staff unfamiliar with the child.



Key Tools / Strategies - Becca

- ▶ *Exploring the One Page Profile...*

One Page Profile

- The first step in meeting the needs of an autistic pupil is to work with them to get to know them.
- All staff who work with the pupil must understand each pupil's needs to know how to support participation and learning.
- One way to do this is to create a one-page profile.

ONE PAGE PROFILE

Supported by:
Department for Education

| | | |
|---------------------------------------|---|--------------------------|
| What you can do to help me: | My name is: I am years old I communicate by: | What is important to me: |
| What people like and admire about me: | Me Click to add a photo here | My strengths & talents: |
| My dream is to: | My fears / worries / things I don't like: | My favourite things: |

www.autismeducationtrust.org.uk

Autism Education Trust

What you can do to help me:
help me get to my safe space or somewhere quiet if I am upset.

My name is:
Ted Vickary

I am 7 years old

Words that describe me:
fun
excitable
animal lover!

ME



What people like and admire about me:
they like my drawing and say I'm funny.

My strengths & talents:
I know lots of animals
I can walk for a long time

My dream is to:
become a zoo keeper

My fears / worries / things I don't like:
noisy & crowded places and going shopping

My favourite things:
being outside in nature
P.E is my favourite lesson

Example One Page Profile

One Page Profile

- To fully understand autism, it is important to appreciate how autistic people experience the world, and to listen to what autistic children tell us about their experiences.

This is
not
just for
autism...

The late Donna Williams, who was herself autistic, put it like this:

"...right from the start, from the time someone came up with the word 'autism', the condition has been judged from the outside, by its appearances, and not from the inside according to how it is experienced."

(Williams, 1996:14)

- We **must** listen to the perspectives of our autistic children and young people (and/or those with SEND)
- This includes listening to the lived experiences of their families

One Page Profile

The one-page profile:

- Gives you a framework for working with a pupil's parents/carers and staff to gain their perspective on the pupil's strengths and areas of support
- Helps you gain the perspective from the pupil about their likes/dislikes and future aspirations
- Is a good starting point for understanding the pupil
- Can let other people know about the pupil's interests, ways of communicating, and areas of support
- Helps you to share information about the pupil with others

One Page Profile

Professionals:

- Do you already have one-page profiles in your setting?
- How could you work with families to ensure your pupil's views, experiences and aspirations are included?

Parents/Carers:

- Have you been involved in developing a one-page profile?
- How could you share your views on your child's likes/dislikes and future aspirations?



Use the chat box to share your thoughts!

How you can engage parents and pupils in the creation of the one-page profile

- Listen to what the pupil likes and doesn't like
- Talk to the parents about how the pupil likes to be supported and what is important to them as a family now and in the future
- For pupils who are not able to tell us in ways we can understand, the views of parents/carers or others who understand them are crucial
- If a pupil is non-speaking, you can gather information through careful observation, reading reports and assessments by other professionals, and by talking to other people who know them
- Observations at home and at school to share information

A message about working with parents from the Autism Education Trust

Working with parents

- Be sensitive to the needs of parents. They will all be on different journeys and sometimes that journey can be very difficult.
- Communicate and share ideas with parents/carers.
- Parents are the experts – listen to what they have to say as they know what works.
- Build positive relationships.



Q & A session - *Ros & Becca*



National Network of Parent Carer Forums
‘Our Strength Is Our Shared Experience’



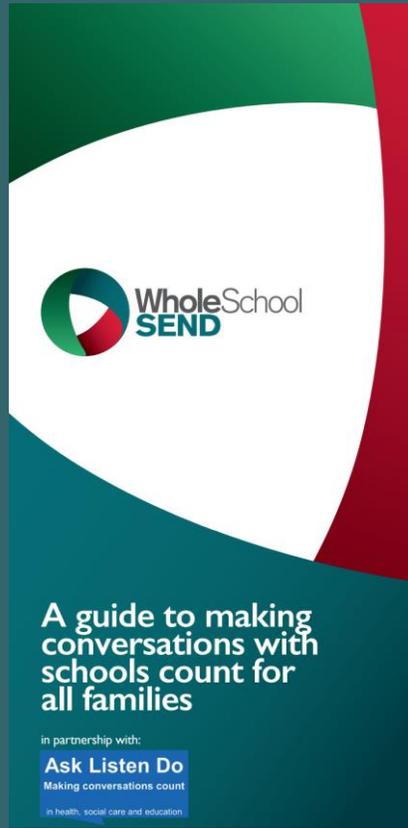
Additional Q&A:

- ▶ *How would you advise dealing with the situation where you know a student is using the 'safe space' as a crutch to avoid learning?*

Rebecca and Ros advise that your response should form part of the assess, plan, do, review process. Consider what needs to be put in place to enable the child to engage in learning. It would seem that the child needs the safe space, unpick why they are needing to use it. Firstly, ask the child to communicate about how and why they are using the space and what is preventing them from learning in the classroom. Then talk with the parent as this is a conversation to have with both the child and the parent about what is happening.

Additional Resources





Ask, Listen, Do: A guide to making conversations count for all families

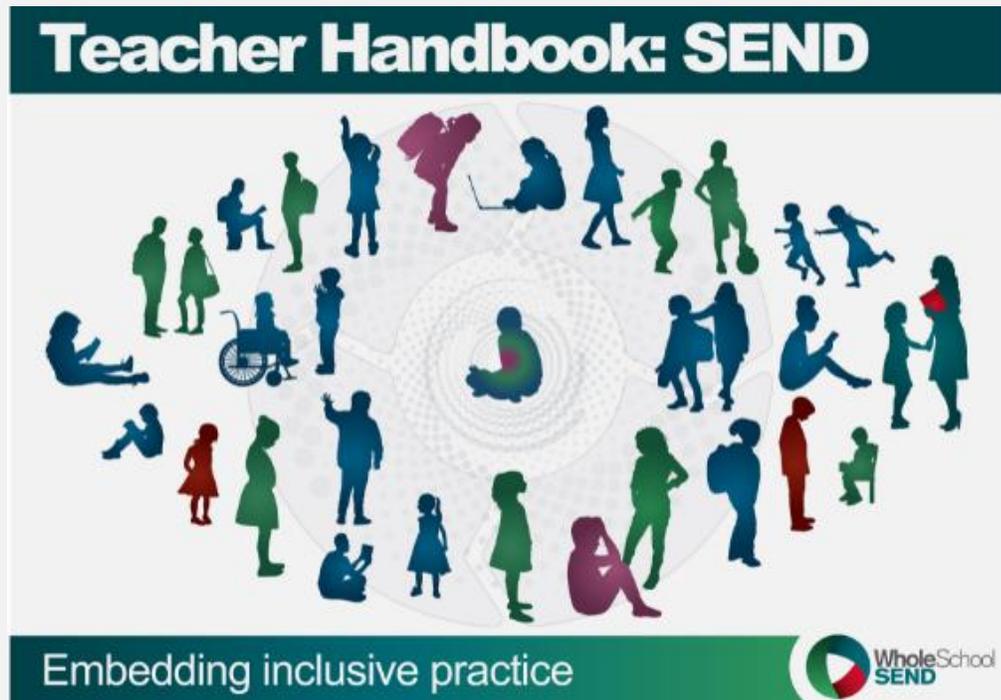
General | 14 Dec 2020

This leaflet, funded by the Department for Education and developed by families as part of NHS England's Ask Listen Do project, is intended to help build a mutually respectful partnership between families and the school, college or other education settings. On occasion, relationships between families and schools are not as successful as they need to be. By building trust this can change and a new way of working together can be developed.

Suitable for: A parent/carer, Young person

- [Ask, Listen, Do: A guide to making conversations count for all families | SendGateway](#)

Teacher Handbook: SEND



Your essential interactive companion to support you with understanding your role in effective practice for SEND

Sections include:

- Knowledge of the learner,
- planning inclusive lessons,
- creating an inclusive environment,
- subject-specific guidance,
- graduated approach
- strategies to scaffold learning

Find in 'Resources and publications'

<https://www.sendgateway.org.uk/teacher-handbook>

Autism Resource Suite



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Supporting learners with autism during transition



Practical strategies, resources and case-studies to support transition from early years to primary school and from primary to secondary school – with examples and templates

autismeducationtrust.org.uk

In collaboration with



Examples and templates for Early Years to Primary school transition

The following are a few examples and templates that can be used to prepare for the transition from an Early Years setting to a Primary school.



Search 'Autism' in 'Resources and publications'

<https://www.sendgateway.org.uk/resources/autism-resource-suite>

Securing good transitions resource pack

a. Presentation on the MoveForward Programme



Whole School SEND Resource Pack • Section 10: Examples of Schools-based Coaching Programme (a. Presentation on the MoveForward Programme)

Focusing on transitions from Y11

Search 'transitions' in 'Resources and publications'

<https://www.sendgateway.org.uk/resources/securing-good-transitions-resource-pack-support-next-steps-key-stage-4-pupils-send>

a. Presentation on Social Stories™ for teachers

DFN Charitable Foundation

Social Stories™

Moving on from School at Year 11

A resource for teachers to help support young people to understand change and prepare for their next steps

Whole School SEND Resource Pack • Section 2: Social Stories™ (a. Presentation on Social Stories™ for teachers)



Preparing for Adulthood from the Earliest Years Review Guide

General | 14 Dec 2020 Free

WSS Review Guide

[View resource](#)



Demonstrating Inclusion Tool

General | 14 Dec 2020 Free

WSS Review Guide

Every Leader is a Leader of SEND

[View resource](#)



SEND Reflection Framework

General | 14 Dec 2020 Free

WSS Review Guide

[View resource](#)

Whole school SEND resources
[WSS Review Guides | SendGateway](#)

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Thank you for attending!

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- Get in touch: info@wholeschoolsend.com
- Sendgateway.org.uk
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- @nasen_org

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- Emma Vyvyan: drsl2.sw@wholeschoolsend.com

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<https://www.sendgateway.org.uk/user> →
Communication Preferences

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EVENTS CALENDAR

Discover the latest fully-funded CPD events delivered by Whole School SEND. We offer CPD on a wide range of topics, hosted by our expert regional SEND teams and featuring a range of guest speakers.

VIEW EVENTS ONLINE: <https://www.sendgateway.org.uk/events>



2022

SPRING

JAN/FEB

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|---|---|---|---|
| Wed 5th Jan 15:45-16:45 INTRODUCTION TO THE TEACHER HANDBOOK: SEND In this webinar, lead authors Katherine Walsh and Amelie Thompson will take participants through Whole School SEND's latest resource, the Teacher Handbook: SEND. They will explain the vision of the handbook and detail how it can be used to support inclusive teaching in every classroom. Book now! S T | Tues 11th Jan 14:00-15:30 LEADERSHIP OF SEND This series of webinars aimed at leaders will explore effective leadership of SEND, including how to use data strategically, the current inspection landscape and fostering a culture of collective responsibility. (Part 3 of 3). Book now! HT SL | Wed 12th Jan 16:00-17:00 WORKING WITH PARENTS, CARERS AND FAMILIES Preparing young people for transition: a co-ordinated approach. This session will explore how schools can work with families to prepare young people for transition, including understanding the different phases of transition and sharing strategies that can reduce anxiety (Part 3 of 3). Book now! S HT SL T | Thurs 13th Jan 16:00-17:30 SEND IN MAINSTREAM FOR EARLY CAREER TEACHERS AND BEYOND Relationships and Knowing Your Learner. This three-part webinar series will support teachers to develop their ability to meet the needs of all SEND learners in the classroom. The first session will have Educational Psychologists sharing their top tips for building effective relationships. (Part 1 of 3). Book now! T TA |
| Wed 19th Jan 15:45-17:00 EXPLORING OPPORTUNITY AND ASPIRATION INTO FE AND BEYOND Beyond the School Gates: This series will focus on aspiration, provision and opportunities from KS4 through to FE and beyond, exploring curriculum, long term outcomes, transitions and connectivity across the system to best support students and families (Part 1 of 3). Book now! S HT SL G | Thurs 20th Jan 14:00-15:30 NEW TO THE SENCO ROLE This three-part webinar series, aimed specifically at new-in-post SENCOs, will be an opportunity to understand the roles and responsibilities of the SENCO and to develop the role of the SENCO as a strategic leader. (Part 2 of 3). Book now! S | Thurs 27th Jan 16:00-18:00 SEND IN MAINSTREAM FOR EARLY CAREER TEACHERS AND BEYOND Practical High-Quality Teaching Strategies: In this session attendees will hear from outstanding classroom practitioners and experts as they share real-school, practical tips on how to implement the EEF's top 5 effective High Quality Teaching strategies in the classroom. (Part 2 of 3). Book now! T TA | Wed 2nd Feb 15:45-17:00 EXPLORING OPPORTUNITY AND ASPIRATION INTO FE AND BEYOND Co-creation of Aspirational Curriculum Pathways: This series will focus on aspiration, provision and opportunities from KS4 through to FE and beyond, exploring curriculum, long term outcomes, transitions and connectivity across the system to best support students and families (Part 2 of 3). Book now! S HT SL G |
| Thurs 3rd Feb 15:45-17:30 LEADING CPD FOR INCLUSIVE SEND PROVISION Planning Effective SEND CPD: This session will be led by Gary Aulin, Content Specialist for SEND at the EEF and will focus on contextualising the EEF Guide to Support School Planning, and the new Effective Professional Development Guide. (Part 1 of 3). Book now! S HT SL | Thurs 10th Feb 14:00-15:30 NEW TO THE SENCO ROLE This three-part webinar series, aimed specifically at new-in-post SENCOs, will be an opportunity to understand the roles and responsibilities of the SENCO and to develop the role of the SENCO as a strategic leader. (Part 3 of 3). Book now! S | Thurs 10th Feb 16:00-17:30 PERFECTING PREPARATION FOR ADULTHOOD Preparation for Adulthood at the Universal Level: This series aims to demystify the Preparation for Adulthood agenda, making it accessible to classroom teachers and school leaders in all school types and phases, using examples from the sector and self-audit tools (Part 1 of 3). Book now! S SL T TA | KEY Sessions are suitable for: S SENCOs G Governors HT Headteachers TA Teaching Assistants T Teachers SL Senior Leaders |

Missed part of a series?
You can catch up on all our past webinars on the [SEND Gateway](#)

All our events are fully funded by the Department for Education – making them **FREE** to attend for UK individuals.

You can book your **FREE** place on all upcoming webinars [here](#).

Let us know how this session has informed your practice!

Whole School SEND is always looking to improve our CPD offer by evaluating how attendees have changed their practice or embedded new strategies. We welcome any feedback on the session, either through our **post-events survey** or directly via **email** to info@wholeschoolsend.com.

If you would like to, we are also very happy for attendees to submit copies of any post-event activities so we can see how these have been used in practice

Let us know:

- What worked? What didn't? What were the challenges in putting ideas from this session into practice? What do you need more support with? Do you feel more confident after attending this session?

Find your region

- The WSS Regions are based on the boundaries used by the Regional Schools Commissioner areas.
- You can find out which region your local authority comes under here:

<https://www.sendgateway.org.uk/whole-school-send-regional-send-leads>

Recordings

- You can find recordings of our past webinars with the accompanying materials on the SEND gateway:

<https://www.sendgateway.org.uk/page/wss-past-events>

- You can also subscribe to our YouTube channel to keep updated:

www.youtube.com/c/WholeSchoolSEND



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Please get in touch if you are struggling to locate any of our resources.

info@wholeschoolsend.com



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