



Specialist Teaching and Learning Service

Ashford District

Newsletter Term 5 | 2022

Welcome to our Term 5 newsletter - only one more term to go, where has the time gone!

Thank you for all your support this term, particularly with helping to make the transition events as successful as they have been. It was really interesting and encouraging listening to our Secondary colleagues share their plans for our current Year 6 pupils to ensure their transition will be as smooth as possible... Please remember to take up their offer and contact them with any questions as they arise! There are some details below about further events to support transition throughout Term 6, including a focused event for Early Years transition.

Enjoy the half term break and we look forward to working with you all again next term in supporting inclusive practice across Ashford!

Russell

TRAINING

Course	Date	Time	Cost	Venue	Trainer
Early Years SENCo Forum : TRANSITION	8 th June	1-3pm	FREE	Repton Connect	Agenda to be sent out / Dominic Gunn
Positive Responses to Challenging Behaviour (3 sessions)	8 th June	9-12pm	£90	Repton Connect	Heather Woodcock Amy Honey
	15 th June	9:30-3pm		Repton Connect	
	4 th July	9-12pm		Singleton Environment Centre	
Supporting Vulnerable Children in Traumatic Times	22 nd June	9:30am- 12:30pm	£25	Virtual	Tina Rae
Primary/Secondary SENCo Forum	24 th June	1pm	FREE	Singleton Environment Centre	STLS
Attachment & Trauma	27 th June	9:30-3pm	£50	Singleton Environment Centre	Amy Honey & Heather Woodcock
FLO Forum : Tic's & Tourette's	30 th June	10am- 11am	FREE	Virtual	Heather Woodcock
Sensory Clinic	1st July	10am- 11am	FREE	Virtual	Sara Cave
					Stella Parkinson

*Details subject to change depending on the current situation with COVID19.
To confirm any details please email Chloe.Webb@goldwyn.kent.sch.uk*

Have you seen our upcoming training courses?
Booking form & schedule available to access from
Chloe.Webb@goldwyn.kent.sch.uk



BEHAVIOUR SUPPORT PLAN

This is an effective document for primary school staff to share their extensive knowledge on individuals they have been working with, their behaviours and effective known strategies they may require additional support with during the initial stages of transition.

To view these documents please click the link below:

<https://www.dropbox.com/sh/5qgziw028d7a2be/AABa10HgQXMKplbHB0pgJ4D5a?dl=0>

Behaviour Support Plan

Name: _____ School: _____ Year: _____

Start Date: _____ Review Date: _____

What I might be doing:

_____	5	_____
_____	4	_____
_____	3	_____
_____	2	_____
_____	1	_____

What I need:

Known Triggers: _____

Targets: _____

Things I like: _____



BOOKING PAUL ISAACS

AUTISM SPEAKER
TRAINER
CONSULTANT

CONTACT EMAIL
STAYPUFT12@YAHOO.CO.UK

Paul Isaacs – Autism Speaker

If you have not had the opportunity to hear Paul speak about his personal experiences as an autistic child, do get in touch with him. His presentations have given us invaluable, practice-changing knowledge and all teachers and educational practitioners will benefit. Paul did not speak until he was 7 and now has a career as a professional speaker. The story of his favourite ‘tasting’ early words is essential, and very funny!

WATCH THIS SPACE



Phil Henry, our Specialist Teacher for Outdoor Learning, has been working busily behind the scenes in conjunction with Repton Connect outdoor space to plan for an addition to our STLS transition offer. Phil will be working alongside our primary and secondary settings, to run a series of Forest School sessions to support our most vulnerable Year 6 students to prepare for building new relationships and developing resilience skills. We will be sending out the details for this imminently.

TRANSITION



Transition Event : 5th May 2022 @ Repton Connect

SUPPORTING YEAR GROUP TRANSITIONS

It is not only phased transitions that our young people with SEND require planning and adjustments for, but our in year transitions, which can cause as much stress and difficulty for our young people as setting transitions. The key principles of collaboration, communication and relationships remain. All of our settings provide 'Taster' days or sessions in the Summer term for cohorts to find out about their new environments and adults. For our young people with SEND, they may require preparation for the taster. The following suggestions may be considered:

Create a timetable to ensure that the young person is fully prepared for all of the new experiences in advance of the taster session. This may take place over a series of weeks/sessions in small bursts

Pupil voice is paramount – creation of a pupil passport or plan, gives the young person a voice and makes them an active participant in the transition process

Use of a social story to provide a visual aide to support processing the changes is vital. It may be appropriate to do this with the young person – taking photographs of the new environment and adults as they are met to create a Transition Story that the child can then take home will involve them in the process and provide ownership.

Transition is happening with them, not to them.

Ensure that sufficient time for sharing of useful, up to date and relevant information from the feeder class staff to the receiving class. Joint meetings, observations, up to date paperwork files.

Ensure that young people do not just know what is changing, but Why, When and How it may feel. Why do we need to move classrooms (size of furniture, making space for new groups) When is this happening?

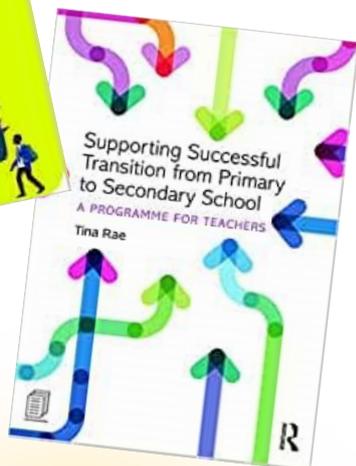
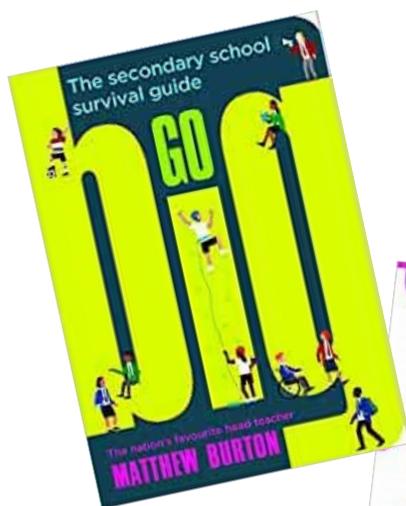
Provide a visual timeline.

Acknowledging that it may feel scary, exciting, sad or happy is an important part of the process.

When preparing young people for the change, it may be required that each step incorporates one 'change' For example, their first visit in their new environment with an adult that they already know and trust and visiting an empty space while class are out at PE, will give the young person a chance to process the first new element with no additional overload.

Familiarise the young person with the new adults in a safe space. This may be them joining and observing the child in their current classroom with the adults that already know them before interactions. Use a relaxed approach. Kicking a football in the playground or playing a card game with both a new adult as well as a trusted adult can be a successful first step.

TRANSITION



Transition | Nasen

<https://nasen.org.uk/resources/transition>

Easing Pupils into Secondary School Life

<https://www.tes.com/teaching-resources/blog/easing-pupils-secondary-school-life>

Moving On | Top Tips for Pupils

<https://www.mentalhealth.org.uk/sites/default/files/moving-on-top-tips-for-pupils.pdf>

Social Stories and Comic Strip Conversations

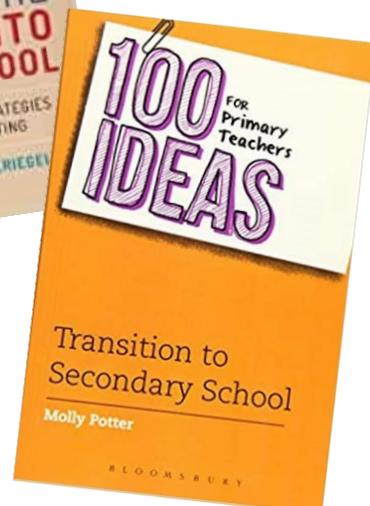
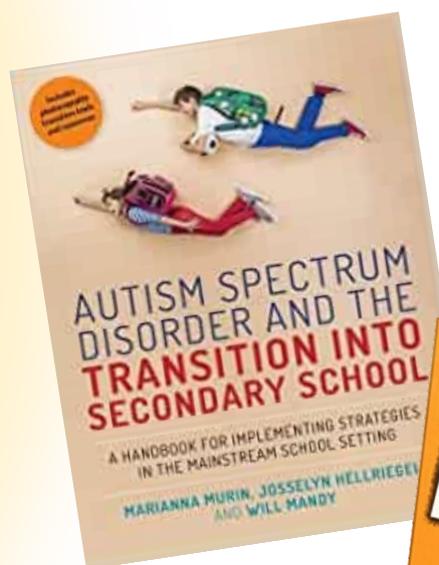
<https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations>

Transition Charter

At the recent SENCO Forum, the Kent Transition group worked with our primary and secondary colleagues around the Transition Charter (which can be accessed via kelsi.org.uk

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/125375/Kent-Transition-Charter.pdf?msckid=1e6d692fcf6f11ec8b95d9a284d7ef4c

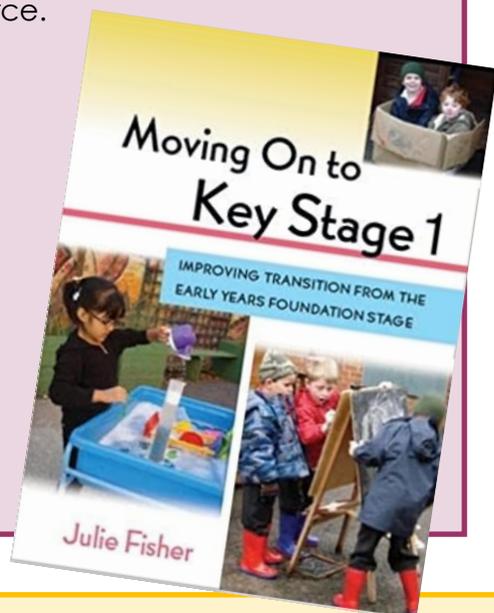
The transition charter has been published in response to the CATIE (Countywide Approach to Inclusive Education) and in particular focussing on Priority 4, which highlights the need for a smooth transition between phases. It has been developed through the Kent Association of Head teachers, alongside other professionals. The charter highlights the timelines, expectations and required actions for all stakeholders, in order to prepare for successful transitions. With areas for Schools and Education Providers, the Local Authority, STLS and other organisations, and parents and carers; this document focusses on the need for a collaborative and cohesive approach for success. Although still in draft form, this document should underpin all settings transition plans across the county.



TRANSITION

Transition to Key Stage 1

For any Year 1 teachers without a secure background in the Early Years Foundation Stage curriculum, and accompanying pedagogy, this book remains a very useful resource.



EY SENCO FORUM: TRANSITION 8TH JUNE | 1-3PM REPTON CONNECT, ASHFORD

Email chloe.webb@goldwyn.kent.sch.uk to book a place

Refugees are Transitioning to Schools in Kent

The Inclusion Support Service Kent (ISSK) is our specialist service in this area and should be contacted for advice when refugee children, of any age, join your school.

https://www.kelsi.org.uk/data/assets/pdf_file/0005/61385/Flyer-for-NAs-UASC-and-refugees.pdf

Starting School September 2022 – the Covid Generation

Transition meetings are well under way for our young children, with essential exchanges of information from one Keyperson to the next Keyperson (still a statutory role in Year R, of course).

These are usually supported by respective SENCOs, and sometimes with external agencies, including STLS and Outreach. While all the information on each Unique Child is important, the foundation to a successful transition is to have strong and effective relationships. This is between the sets of practitioners and professionals, with the parents but, crucially, with the child. This year

we have an unprecedented number of children starting mainstream school who are at the earliest stages of development. Some still assessed at 0-6 months in the EYFS using the Milestone Assessment Tool, many with highly limited language and attention skills, at the 12 or 24 months stage of development. Most of these children will have been referred for Health and STLS support, but some will still be on a waiting list. So the observations and practice from the child's pre-school setting, and EY LIFT, will be the starting point when planning how to present the curriculum for all to

access this September. KCC statements on School Readiness

- KCC adheres to the UNICEF definition that '...Schools' readiness for children ensures learning environments are child friendly and adapt to the diverse needs of young learners and their families'
- KCC state that 'What School Readiness is not about, is compliant behaviour, such as the ability to sit still and to line up. Nor is it about embarking too early on a formal approach to learning.'
- <https://www.kelsi.org.uk/Curriculum/curriculum-resources/school-readiness> This has never been more true than for September 2022.