



# Secondary Transition Intervention Programme

## Supporting secondary transition

The aim of the intervention is to work with children identified in Year 6 as vulnerable or who may be at risk of exclusion, or where SEMH (social emotional mental health) is impacting behaviour, continuing when they transition to their secondary school and with children who have been referred in Year 7 by their secondary school.

The approach is to work in partnership with the referring school, the family network and any other professionals involved with the child/children, through in-school early intervention and support. Interventions are delivered by a specialist behaviour and SEMH teacher. The work undertaken is bespoke to each child. The aim is to support all children to be successful within the mainstream environment.

Schools can refer individuals or small groups from Year 6 & Year 7. Intervention packages are 6 to 8 weeks in duration with mid and end of intervention reviews.

### The intervention offers:

- ④ Year 6 to Year 7 transition work with children who are vulnerable or at are risk of exclusion when transitioning from primary to secondary school. Work can begin in Year 6 or Year 7.
- ④ Support for children in adjusting to their new school environments.
- ④ One-to-one sessions with the identified child or children.
- ④ Regular liaison with identified members of staff to monitor and identify supportive strategies.
- ④ Regular liaison with the secondary schools' pastoral support team/ learning mentors who are working with the children.
- ④ A transition review meeting with the secondary school for each identified child.
- ④ Meetings with parents/carers where appropriate.
- ④ Guidance and support for families prior to transition.

### What support is included:

#### Year 6

- ④ **Information gathering**
- ④ **Child voice.**
- ④ **One-to-one/small group transition sessions with children on a weekly basis.**
- ④ **Reflective work with children to understand the factors that may impact their behaviour.**

#### Year 7

- ④ **Information gathering to identify suitable intervention.**
- ④ **Child voice.**
- ④ **One-to-one/small group sessions with children on a weekly basis.**
- ④ **Reflective work with children to understand the factors that may impact their behaviour.**
- ④ **Developing skills e.g. social skills.**
- ④ **Helping children to develop an understanding of school systems and expectations such as rules and routines.**
- ④ **Monitoring progress**

## Referral process

### Request for intervention

This will be acknowledged on receipt.

### Initial Meeting

A meeting with the class teacher and SENDCo/member of SLT will be arranged

Information gathering and assessment Feedback will be given to the school staff following observations along with a summary and recommendations

Implementation and monitoring of the intervention for 6-8 weeks (Transition sessions – Year 6 one-to-one sessions – Year 7)

### Joint review

(DCC and the referring school)

### Evaluation

An evaluation form is completed by the school staff along with a comparative B4L assessment and a pilot questionnaire.

The transition Intervention is led by Debby Celestine-Charles (DCC) (OAT Outreach Team)

④ Referral forms can be obtained from Debby at [dccharles@olamail.co.uk](mailto:dccharles@olamail.co.uk).

Completed referrals should be returned to the same email address.

④ Parental/carers consent must be obtained by the school prior to referral

## Contact us

The outreach team work peripatetically and are based at:

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