

 The Transition Support Practitioner (TSP) worked closely with the new school, Ryhill Juniors, Infants and Nursery School, to coordinate a tailored support plan. This included facilitating regular communication between the school, the family, and the TSP. British Sign Language (BSL) interpretation was arranged for all meetings to ensure the Deaf parents could fully participate. The TSP also provided emotional and social support to the pupil, helping them feel safe and welcomed in the new setting. A partial timetable was introduced to gradually reintroduce the pupil to school life in a manageable and supportive way.

**Activities**

In Wakefield, the development of a transitions pathway for children and young people (CYP) with emotional regulation needs is part of a broader commitment to inclusive, early intervention. This approach recognises that transitions, such as moving between schools or year groups, can be particularly challenging for CYP experiencing emotional or mental health difficulties. The pathway brings together schools, Family Hubs, Community Navigators, and mental health services to provide coordinated, person-centred support. Programmes like *Luggage for Life* and access to CAMHS, Kooth, and WF-I-Can are integrated into this model to build resilience, promote emotional wellbeing, and ensure that no child is left unsupported during key educational transitions.

**Aim**

**Impact**

 As a result of the intervention, the pupil achieved 100% attendance on their partial timetable. They formed positive relationships with staff and began to engage more confidently with peers. The parents became actively involved in school meetings and decision-making, which helped rebuild their trust in the education system. The school reported that the pupil arrived each day with a smile and showed a willingness to engage with adults, marking a significant turnaround from their previous experience. The support provided has laid a strong foundation for the pupil’s upcoming transition to secondary school.

 The aim of this intervention was to support a Year 6 pupil who had relocated from Doncaster to Wakefield due to severe bullying and a lack of inclusive support at their previous school. The goal was to re-engage the pupil with education, rebuild their confidence, and ensure a smooth and supportive transition into a new school environment that could meet both the pupil’s and family’s needs.



**Feedback**

The following feedback are direct quotes from a child/young person, and parent/carers:

The pupil expressed that they liked their new school because everyone was kind and supportive, and they specifically mentioned enjoying the activities and feeling comfortable thanks to the support from the TSP and a favourite teacher. The parents described the TSP as “absolutely brilliant” and expressed deep gratitude for the support received from both the school and the TSP. The school staff noted that the pupil came with a complex background and that the support from the TSP was crucial in enabling them to meet the pupil’s needs. They praised the child-centred approach and highlighted the positive early signs of the pupil’s integration and wellbeing.