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This aims of this project were to: develop a tiered support pathway for children and young people with emotional regulation needs, especially those transitioning between educational placements; deliver consistent, structured interventions to improve emotional wellbeing and engagement in education; and to promote collaboration between schools, families, and support services to ensure holistic, sustainable support for each child/young person.

Early investment in communication and training was essential, and stakeholder buy-in, particularly from schools and families significantly improved the success of reintegration efforts.

The pathway has been developed, with a clear, tiered structure in place and functioning across Wakefield, supporting 65 total cases as of February 2025. 267 sessions have been delivered with children/young people, 293 with parents, and 343 school contacts have been completed. Early feedback shows improved engagement and emotional wellbeing. Multi-agency collaboration has been effective, with schools reporting improved confidence in managing complex transitions. One case saw a formerly excluded child reintegrated successfully, with notable emotional and behavioural improvements.

**Impact**

Transition workers provide a tailored 6-week plan of support, including weekly direct work with the child/young person and their families, regular communication with schools, and signposting to additional services, including sleep support if required. The model offers three tiers of support: early intervention for mild concerns; support for children and young people reintegrating from Alternative Provision (Step Out); and reintegration following permanent exclusion.

**Activities**

**Aim**

In Wakefield, a transitions pathway has been developed in response to growing concerns about the transition experiences of children and young people with emotional regulation challenges, especially those moving between educational settings.

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**Feedback**

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

Child/Young Person Feedback:

*“I think it was awesome; we got to have fun and now I have things in place that I like and help me. I hated school but now I think it’s good. It was cool playing the different games and having the movement breaks”*

Parent/Carer Feedback:

*“TSP was absolutely brilliant, reassured my child and put all our minds at ease”*

*“Everything positive with Ryhill school staff and Alex. Thank you, Alex and all staff at Ryhill school for your amazing support”*