

The aim of this intervention was to provide targeted emotional and behavioural support to a Year 6 pupil diagnosed with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD), who was experiencing increasing difficulty coping with the demands of school. The pupil’s mother had expressed significant concerns about the lack of consistent support, poor communication from the school, and the ineffective implementation of her My Support Plan (MSP). These issues had led to a breakdown in trust between home and school, a decline in the pupil’s attendance, and heightened emotional dysregulation at home.

The pupil was reported to mask her difficulties during the school day, only to experience emotional outbursts once at home, which placed additional strain on the family.

The parent was actively pursuing an Education, Health and Care Plan (EHCP) due to the perceived inadequacy of current support. The intervention aimed to rebuild trust between the family and the school, improve the pupil’s emotional regulation and communication skills, and ensure that appropriate, sustainable support strategies were implemented both in the classroom and at home. Ultimately, the goal was to stabilise the pupil’s school experience, enhance her wellbeing, and prepare her for a successful transition to secondary education.

The Transition Support Practitioner (TSP) began working with the pupil twice weekly, focusing on emotional awareness, communication, and self-regulation. A strong rapport was quickly established, and sessions included mindfulness activities, journaling, and bedtime routine strategies to support sleep. In collaboration with the SENCO, classroom-based interventions were introduced, such as brain and movement breaks, a wobble cushion, a laptop, and a band on the chair to support focus. A thought diary was also implemented, allowing the pupil to express her feelings in writing, with responses from her teacher to encourage communication. The TSP also supported the parent through regular updates and involvement in meetings, helping to rebuild confidence in the school’s ability to meet her child’s needs.

**Aim**

**Activities**

In Wakefield, the development of a **Transitions Pathway for Supporting 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.

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

The pupil described the sessions as “awesome,” saying she now has strategies in place that help her and that she enjoys school again. The parent shared that her child looks forward to the sessions and that everything improved once the TSP became involved. Her confidence in the school increased from zero to five on the confidence scale. School staff praised the TSP’s communication, flexibility, and the practical strategies provided, noting that the support had a significant impact not only on the pupil but also on the relationship between home and school. The TSP’s involvement was described as pivotal in improving trust, emotional wellbeing, and classroom engagement.



The pupil responded positively to the interventions, showing increased confidence and improved ability to express her needs. Staff and parents observed that she appeared happier, more focused, and more engaged in lessons. The parent reported fewer emotional outbursts at home and expressed relief that appropriate support was now in place. During a subsequent MSP meeting, the parent stated she no longer wished to pursue an EHCP, as she felt the current support was effective and her child was happy and eager to attend school. Although challenges remained, such as inconsistent access to brain breaks and ongoing concerns about music lessons, these were addressed through collaborative planning and adjustments. The pupil now receives alternative provision during music sessions, and her wellbeing continues to improve.



**Feedback**

**Impact**