

Meeting Emotional Needs

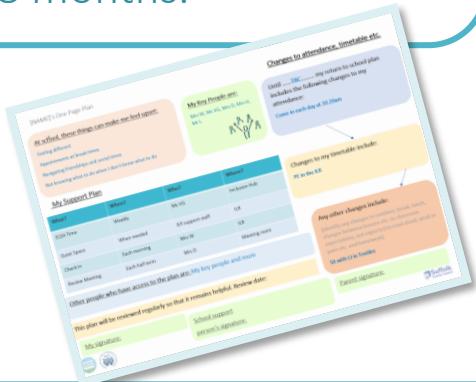




EBSA Reintegration – Year 9/10

What were we asked to do?

Provide transition support for a young person who had been out of education for over 18 months.



Who else did we support?

Parent feedback:

"The IF helped my daughter manage her feelings, supported her with a new school transition, and provided support for myself. This would not be possible without the IF's support."

What did we do?

- Used the Ideal School intervention to identify what the young person felt was important for them to be able to re-integrate.
- Created an EBSA One Page Plan to co-ordinate support, share the young person's voice, and ensure collaborative planning between the young person, family and school.



Impact

- The young person is attending school with a bespoke plan for in-school support, accommodation of their additional needs, and a clear method of communication between home and school.
- The young person and their parent felt well supported to navigate the reintegration process.
- School had a deeper understanding of the young person's views, needs, and the way to approach their offer of support.

...tailored to meet every individual's needs, just get in touch: IF@suffolk.gov.uk...

Transition into High School – Year 6 to 7

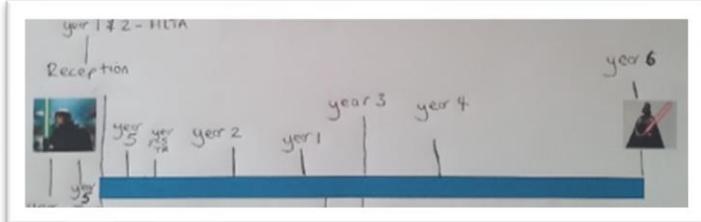
What were we asked to do?

We were asked to support and understand the CYP's feelings, around their worries and anxieties to attending primary school, and help prepare them with their transition to High School.

Parent: "It's amazing listening to them sharing their views and reflections from past experiences".

What did we do?

- Explored what support CYP wanted at that time; this included having their parent present during the home sessions.
- Co-created some helpful calming strategies and techniques that could help CYP to feel more in control and explored ways to reflect on past experiences, based on their interests.
- Communicated with the SENCo at school, supporting a collaborative approach to CYP's plans for integration back into school, arranging in school sessions and handover with key adults.



CYP: "I can now share things with the teachers at school".

Impact

- The young person was able to transition into high school and continues to increase their attendance.
- The CYP can share important information about themselves, with key adults, having developed the confidence, using their One Page Profile and Ideal Worker documents, to effectively articulate their needs.
- The CYP has been able to understand and explore the areas of support they need, developing the confidence to express this during planned review meetings with professionals working closely with them, and their parents.