

Meeting Emotional Needs



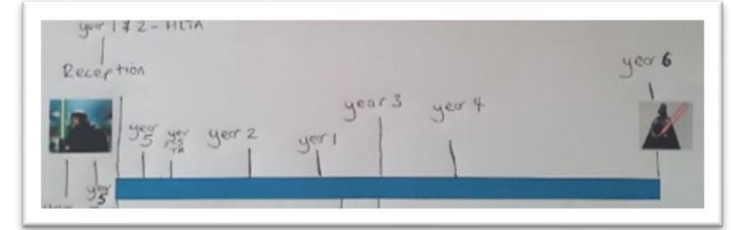


Transition into High School – Year 6 to 7

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".



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



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.

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.

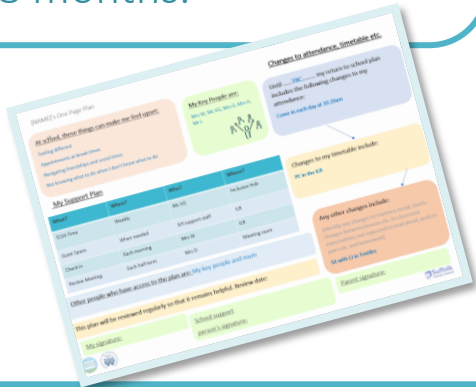
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EBSA Reintegration – Year 9/10

What were we asked to do?

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



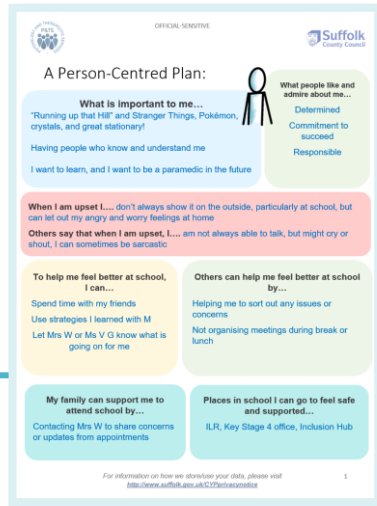
What did we do?

- 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.

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.”



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.

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Emotional Literacy– Year 4 (Electively Home Educated)

What were we asked to do?

Use therapeutic and Emotional Literacy approaches to support the child (CYP) to identify their emotions, be able to share their feelings with others, and develop some self-regulating strategies.



CYP: "A lot calmer, take myself away for time to myself".

Impact

- The CYP is learning to express how they feel, using visual prompts. This is helping them to communicate their emotions more clearly and developing their emotional vocabulary.
- The CYP is beginning to try different self-regulation strategies, such as breathing techniques, which support their ability to manage strong feelings independently.
- Parent has noticed CYP becoming more patient and able to problem-solve in everyday situations, contributing to smoother interactions and reduced frustration.

What did we do?

- Met with the CYP to explore what supportive sessions could look like, including agreeing on a preferred space for the sessions and having their parent present.
- Worked collaboratively with the CYP to identify strengths, explore big feelings, develop ways to express themselves, and create strategies to support self-regulation during moments of heightened emotion.
- Communicated with Statutory SEND Services and Elective Home Education Services to share the CYP's strengths and provide an update on the professional support offered to the CYP and family, which could support future education transitions.

Parent: "There's been a positive change in (CYP) behaviour. They're more cooperative and less reactive, which has made everyday interactions much smoother."



Parent: "I've seen real progress in his emotional awareness. (CYP) is using coping strategies and expressing themselves more clearly, which helps me understand and support them better."

Meeting Emotional Needs: Year 10



What were we asked to do?

To support the young person (YP) to engage in education again.

To enable this, it was agreed that **building a trusting relationship**, the YP's **self-esteem**, and enabling them to **share their hopes and dreams for the future**, would in turn help build their confidence and curiosity again, in order to access an education that best suited them.

Parent Feedback

What 3 things did the IF do differently?

1. Heard the YP
2. Given him a voice
3. Given him enough time

What is different now?

1. The YP is more confident
2. Trusts adults again
3. YP is accessing Alternative Provision

What did we do?

Focused on **building trust** and **enabling YP to express his hopes and dreams for the future** and notice his **strengths**, **building his self-esteem**, so he could access a form of education provision.

- Sessions included games, visual check-ins and activities of the YP's interests to **build trust and rapport**.
- The YP shared his **hopes and dreams**, while **using movement to support regulation**.
- Co-created a [One Page Profile](#) summarising who he is and what support he needs for transition to other education providers.
- **Activities pertaining to his interests identified his strengths and built self-esteem**, through tools like the 'Shield of Strength'.
- A **therapeutic ending was provided to give time and space for reflection and review**, where YP was given a journal to remember and reflect on the time together in the future and engage in activities of his choice.
- A **transitional check-in** was offered through a video call to ensure **continuity and support**.
- To **celebrate achievements** and honour the journey so far, the IF ended with a visit to the new provision that the YP was attending that **marked the milestone in a positive way**.

Impact

- The YP **expressed feeling more positive** and acknowledged the **helpfulness of the sessions** when reviewing the time together.
- Giving YP time to talk about/show his interests and building rapport and trust, the YP was **able to identify his needs, preferences and hopes and dreams**.
- Having built a safe relationship and confidence with the IF, **YP was able to meet with a new tutor in the home and start a new provision**
- By empowering pupil voice and allowing time, YP **identified his strengths**, shared his **vision for the future**, timely next steps, and co-created a One Page Profile.
- A strength-based approach, e.g., 'Shield of Strength' and activities YP enjoyed, **helped YP recognise and celebrate his qualities**.



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Meeting Emotional Needs: Self Esteem and Emotions Year 3

April 2026

What were we asked to do?

Following a [Person-Centred Planning](#) meeting, it was agreed that the Inclusion Facilitator (IF) would support the child (CYP) to recognise their strengths and explore their future hopes, which could help inform next steps in supporting them to access Education.

What did we do?

- Liaised closely with the CYP's parents to understand the CYP's needs, preferences, and what would support the most effective approach to IF support.
- Collaboratively created a visual contracting tool with the CYP to support understanding of the IF role, clarify expectations, and increase predictability around what time together might look like.
- Used a range of **play-based activities and visual supports** to build rapport and trust. Through this approach, the CYP developed a positive relationship with the IF, enabling sessions to take place at home and creating opportunities to explore the CYP's strengths, skills, and interests in a safe and meaningful way.



Impact

- ✓ The CYP demonstrated an **increased awareness of their own strengths** during their time with the IF. This was evidenced through **positive responses** during activities, including smiling while completing tasks and when the IF acknowledged and highlighted their strengths.
- ✓ The CYP has **developed greater confidence** in recognising and talking about their own strengths, showing **increased self-awareness and willingness to engage** in strengths-based conversations.
- ✓ The CYP has also developed a **better understanding of their feelings and emotions** and has explored expressing them more openly.

"Can share (CYP's) strengths more with them..."

- Creative, imaginative
- Kind, friendly, caring
- Humorous, fun, playful and cheeky!
- Knowledgeable
- Shows perseverance
- Inquisitive
- Great problem solver

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