

SEMH SNAPSHOTS



Somerset Virtual School and Learning Support Team

July 2021

Dear Designated Teacher

As we approach the end of what has been another highly challenging academic year, the staff at the Virtual School would like to thank you for your hard work and dedication to supporting looked after and previously looked after children. The resilience of colleagues in school and young people has been tested and stretched and we thank you for supporting looked after children who have found the pandemic and the ever-changing landscape difficult to navigate at times. We hope you have a restful summer holiday with chance to recharge and time to do the things that make you happy and relaxed.

We hope that some of the ideas in this edition of SEMH SNAPSHOTS will be of benefit to you, your colleagues and your pupils. This edition of SEMH Snapshots focusses on Positive Goodbyes and we hope that some of the ideas will enable the important endings to be trauma informed and positive; as a young person moves from one class, teacher or school to another

Please email us with your feedback on these “Snapshots” and with any suggestions for us to include. As before, these ideas will be applicable to all young people with SEMH needs but will be especially helpful; to consider for Looked After or Previously Looked After Children in your school. It is a developing idea, which we hope will evolve over time and we will be adding the resources to our [website](#) so that you can refer back to them. Your feedback will be important to us in developing this idea and assessing its usefulness.

This edition of SEMH Snapshots has 2 videos for you which may help you to support your young people with their transitions. [Take a look!](#)

[10 School Transition Strategies \(SEMH & Wellbeing\) - YouTube](#)

[Find Your Feet: Transitioning to Secondary School — YoungMinds](#)

Looked after and previously looked after children need to feel safe, prepared and thought about. It is so important that they have a really positive ending. Whether they are moving internally within school to a new teacher, class base or to a new school. If you think about the nature of the losses in relationships that these children have suffered, you will see that their relationship with you as their teacher really matters. You may see a deterioration in behaviour as the ending approaches. This is normal as the young person may unconsciously seek to end the relationship rather than be “rejected”. If you notice changes in behaviour, talk to and listen to them. Say, “I’ve noticed you do not seem yourself”. “Would you like to tell me how you are feeling about moving into year 4?” Listen and validate feelings and together try to find ways that may reassure them.

If you can give a looked after child photographs of their good times with you, a little card reminding them of their successes and of the tangible things they have done which impressed you. If you can

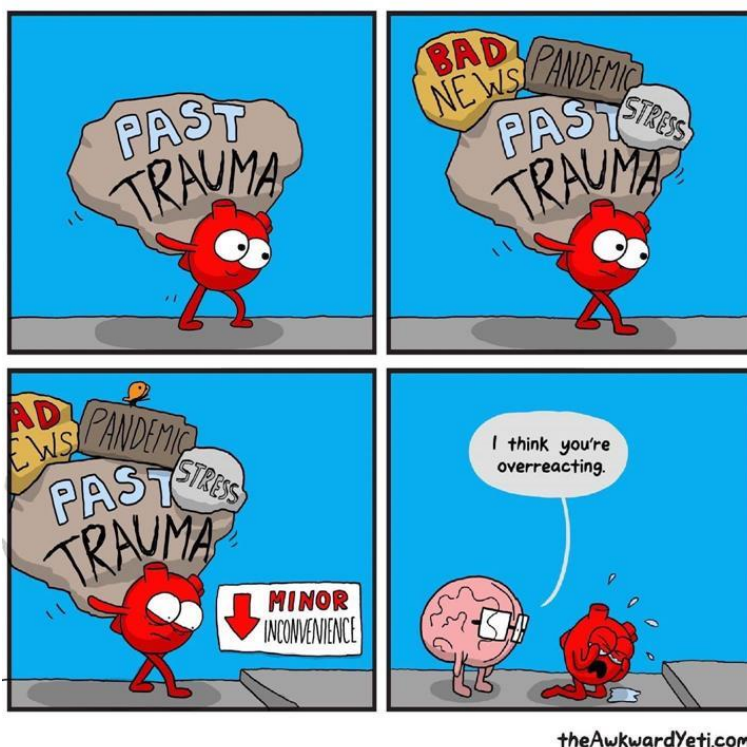
make sure that the new class teacher knows as much about them and can give them a little more of their time and boost their self-esteem. The idea of looked after children being part of a group of transition detectives or settling in buddies so that they have a sense of importance.

In addition, we very much recommend that you look at the Youngminds website and in particular some of their free online training courses for schools to help support young people with their

SEMH needs. [Free online training courses \(youngminds.org.uk\)](https://www.youngminds.org.uk)



Finally, I wanted to share this lovely cartoon with you, which helps us understand why the small things to us can be so overwhelming to people with past trauma.



Wishing you a very restful, relaxing and happy Summer.

Very best wishes,

Jackie Jones and Anne Constable

Advisory Teachers for Somerset Virtual School and Learning Support Team