



Somerset 's Virtual School for Children Looked After

Supporting Transitions for Children Looked After

Responsibility for supporting Children looked After through the many transitions they may experience whilst attending school does not, of course, sit solely with educational settings. However, schools are very skilled at supporting children and young people and can make a significant and positive difference to how transitions feel and the impact they have upon learning and development. The points below emerged from discussion with Designated Teachers, reflecting our varied experience and expertise

Aim to work in conjunction with social workers and carers to an agreed plan so everyone knows the full, accurate situation and who is responsible for what

Keep in mind the fact that CLA may be making transitions in care placements, into and out of respite care, in care status, across court proceedings etc. Each of these events can represent a significant upheaval and make great emotional demands

Be flexible and ready to support the fall out of a break down in carefully prepared and anticipated plans. It is frustrating for us but can be much more significant for the child/young person.

Create space and provide an appropriate adult to talk through what and why things are changing

Encourage the adults to meet and plan properly and in time for thought and communication – summer term PEP for 'traditional' transition planning

Facilitate proper hellos/goodbyes with the right people and, if possible, a chance to visit or stay in touch – how will friendships be sustained?

Make sure that possessions travel too – all school work etc. gets to the right person in the new school and teachers have the education story

Share information beyond the data

Get the welcome right

Take away as many anxieties as possible – visits prior to start date – transition books – photo books - social stories - buddy

Use the school entry plan model at any point of transition