

A guide to transitions and the Boxall Profile® Online

The importance of transition in children's lives

The importance of transitions in children's lives is one of the Six Principles of Nurture. Whether day to day transitions between sessions and adults or much larger transitions including from Primary to Secondary school, changes in routine need to be managed with understanding, preparation and support. To support transitions it is important to consider approaches that are responsive to the developmental needs as determined by the Boxall Profile®, capitalising upon strengths to address needs and reduce barriers.

Types of transitions: micro transitions

On a daily basis, there are numerous transitions that a pupil makes, such as the journey to school, moving between sessions, classes, adults with differing expectations and approaches to learning. Changes in routine can be challenging for vulnerable children and young people and need to be carefully managed with preparation and support including the pupil in arrangements.



Supporting micro transitions

Create routines to help pupils predict and prepare for what comes next aiming to reduce anxiety and resistance.



Affirmations of safety can help reframe negative thinking patterns and foster positive thoughts and resilience.

Using transitions as learning opportunities such as practicing observation skills and organisational skills.



Peer support systems for children and young people as part of everyday friendships and relationships.

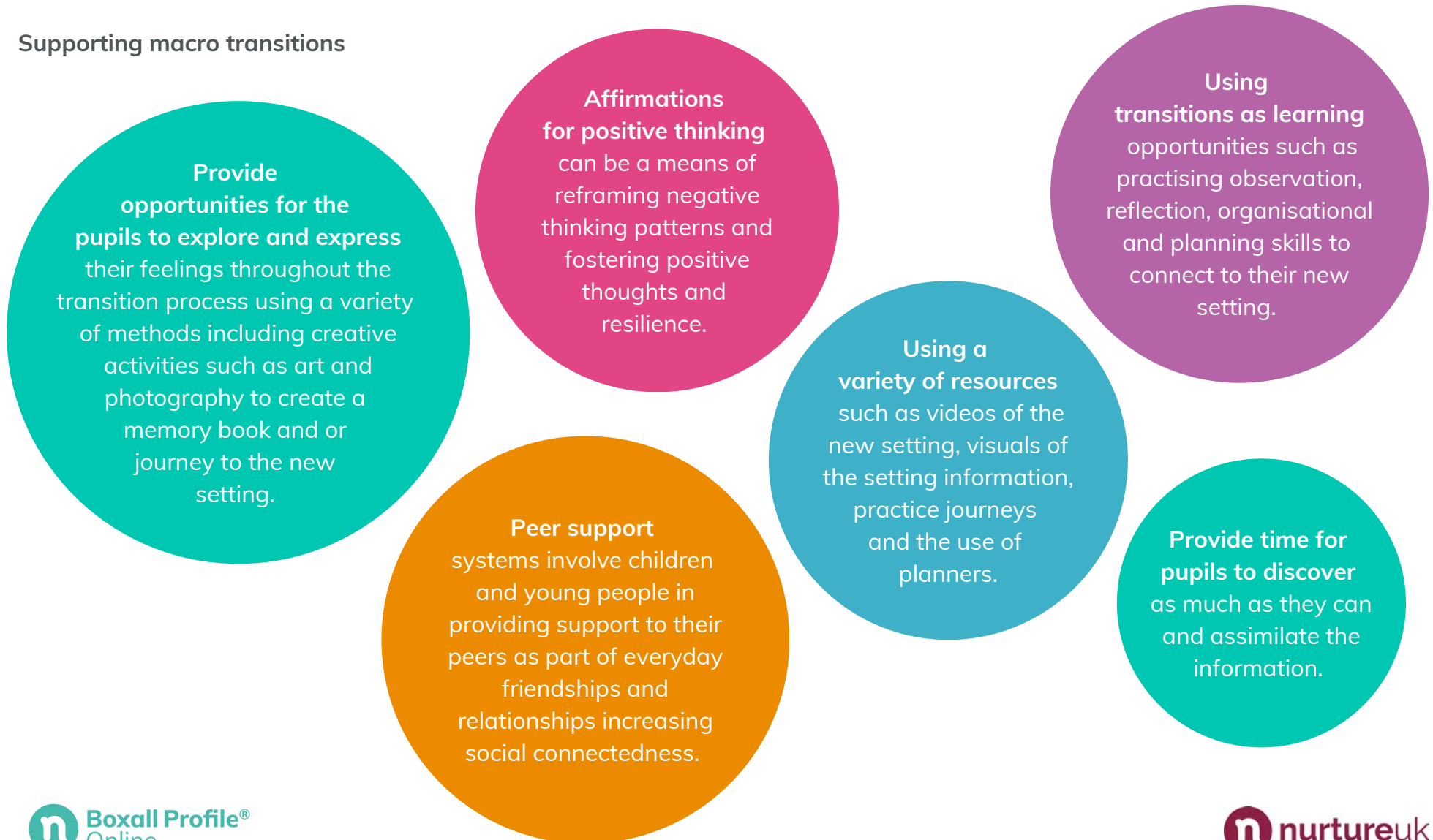
Using resources such as visuals, music, social stores, movement breaks, sensory circuits, transition objects, visual and physical prompts, timers, and planners.



Macro transitions

Children and young people will experience macro transitions which can include but not limited to a change in school setting. Such a change is multi-dimensional involving different academic structures and expectations as well as changes in social interactions with educators and peers. To best support these transitions, planning will need to include all stakeholders over time.

Supporting macro transitions





Things to consider to support transition

- Start early, prepare and set clear expectations for all stakeholders.
- Involve parents and carers so that everyone is aligned in the process.
- Include peer support to foster relationships and social connectedness.
- Help children and young people adapt with visits, meeting new staff and videos about the new setting.
- Share required information with the new school helping them to plan effectively and use the Boxall Profile® Online to support this.
- Provide time to practise and learn the terminology, systems and procedures with the opportunity to question and clarify expectations.

The transition to secondary school

Transition to secondary school is a time that is often filled with both excitement and apprehension as pupils leave the familiarity and safety of their primary school and move to a larger school environment, with different challenges and demands. With careful consideration and planning, school leaders can plan and implement an effective and nurturing transition programme which will not only make the process easier for children and young people but will also ensure that school staff have the necessary information to deliver effective education and pastoral support.

How can the Boxall Profile® Online support the transition to secondary school?

Our evidenced-based assessment tool is designed to help educators to understand and identify hidden social, emotional and mental health needs, and provide you with practical strategies to support pupils to fully engage with their learning. It supports the development of positive relationships, building resilience and improving the social, emotional and mental health and wellbeing of children and young people.

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“The Boxall gives you ownership; you can unpick the child’s behaviour and put strategies in place in class. It improves your understanding and relationship with the child.”

– Primary School Teacher

Early identification and assessment of unmet social, emotional and behavioural needs

The Boxall Profile® assessment allows staff to understand where the child or young person is and identify any needs early on.

- Identify and address the needs of all pupils and not only those with clear social, emotional and behavioural needs.
- Challenge misconceptions/perceptions of individual pupils, their strengths and needs along with barriers to learning.

Evidence and tracking progress of emotional development

Share a detailed report with the new school team as part of the transition process to share where the child or young person is and the progress they have made whilst at the primary setting. The Boxall Profile® Online report can form part of a transition document which will include key information, strategies used to help pupils learn and support the development of relationships and effective participation. This can include what has worked, what hasn't and why.

Secondary school receiving pupils with Boxall Profile® assessments

The Boxall Profile® report allows the new school leaders to understand and meet the child or young person where they are and have insights into their strengths and areas of need.

We recommend:

It is best practice to complete Boxall Profile® for Young People (Bennathan et al., 2010) assessments for Year 7 pupils once they have settled in and established their 'typical behaviours' so that their usual way of behaving can be identified. This might be a few weeks into the new term, perhaps around the Autumn half term.

The adult completing the assessment must know the young person well and therefore at this point it may need to be done in collaboration with several staff. Alternatively, during the transition process in the summer term, the feeder primary and the secondary staff member could work together to create Boxall Profiles® for Young People (Bennathan et al., 2010) and group overviews in preparation for the September start. Likewise, if a pupil is an in-year transfer in any year group, give them time to settle into school and yourself time to get to know them before you complete their assessment.

Where can I find out more?

The Boxall Profile® Online is an evidence-based tool supporting a whole school approach to assessing and addressing children and young people's social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing. If you have questions about the Boxall Profile® Online or need further support, you can reach out to our customer care team via hello@boxallprofile.org.

Things to consider:

- The child or young person participates in the process in a way that they can understand.
- Identify the roles and remit of staff.
- Include the pupils' parents/caregivers.