

**YEAR 6 TRANSITION  
PROJECT  
REPORT**



# INTRODUCTION

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## Context

In the evolving landscape of education, the transition from primary to secondary school is a pivotal moment in a young person's academic journey. Research has consistently shown that this period can be fraught with challenges, particularly for students who have faced multiple fixed-term exclusions. These young individuals often grapple with a range of socio-emotional and academic hurdles that can hinder their successful integration into secondary school life.

## Our Response

We created an 18 month One to One intervention (Sept 2022 - Jan 2024) aimed at young people that had received fixed term exclusions. who had just finished year 5 in the summer of 2022. The intervention would follow each young person through their last year of primary school and through their first term of secondary school. This would provide the young person with regular and consistent support over this pivotal period of the young persons life.

The aim of the intervention was to not only support a successful transition to secondary school but also through the intervention identify the triggers that and potential strategies that could help the young person to thrive in a school setting

The sessions would delivered in the young person's primary school, with the agreement that once the young people had received confirmation of their secondary school, the sessions would transition and take place in the chosen secondary school. This would provide an opportunity for the young people to gain familiarity with their new surroundings and gain a headstart with building relationships with staff at their new school prior to them attending in September.



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## Recruitment

In 2022 we launched the pilot 'Year 5/6 transition programme'. The young people on the first cohort were identified by the Inclusion board as having a fixed term exclusions during their time at primary school. This indicated they were at risk of permanent exclusion and likely to find it more difficult to transition into secondary school.

After the young people were identified by the Inclusions board, Project X met with the schools pastoral care to discuss the concerns and support already in place for the young people and what additional support we could offer. The schools initially liaised with the parents to discuss the programme and gain consent for their young person to take part.

During the summer holidays, before the young person moved up to year 6, A senior Project X worker visited the family in their home. It was important for the visit to take place at home as this is typically the environment they feel most comfortable. The parents and the young person were spoken to in depth about the programme and we gained a deeper understanding of their thoughts, feelings and wishes. It was crucial at this point to discover the interests of the young person. This helps us to establish a hook for engagement, build a foundation for mentoring and thus ultimately support them to reduce exclusions.

Based on the needs and interests of the young person they were then matched with a Project X outreach worker. The senior worker then introduced the allocated worker to the young person before the sessions in the school began.



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## The work itself

### One to One Support

During the school term One to One sessions were delivered on a weekly basis with a focus of using the young person's interest as the starting point to both build the relationship as well as identify potential areas where the young person feels they need support to have a successful transition and enjoyable experience in secondary school.

Some of the activities that were used included creative media such as lyric writing, T shirt / trainer designing, comic creating and podcast recording. These activities allowed young people to share their thoughts and process their life experiences in a less intrusive way and in a way that allowed the young people

### Peer Support

During the school holidays staff arranged offsite activities, to create an opportunity to bring all young people together as a group. This allowed young people to share their views on the intervention and the work that they had been doing individually. The group activities allowed young people to talk about their experiences of primary school along with hopes and fears of attending secondary school.

## Themes

Whilst working with the young people it came to light there were common themes and life events they shared. These included the following

- **School exclusions**
- **Young male referrals from the inclusions board.**
- **Additional needs: in particular ADHD, Autism**
- **Difficulties with behaviour from a young age.**
- **Supported through EHCP's**
- **Parental separation**
- **History with social care - including special guardianship order**

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## Impact

The young people had the opportunity to engage in a child led programme, using the interest of the young person to explore their concerns and struggles within education. One of the young people developed an interest for creative arts and has produced his own podcast series, giving him not only the opportunity to educate others but a voice when he previously felt unheard. This interest has developed outside of his weekly sessions and he now has the equipment needed to continue to record podcasts at home. 2 out of 3 of the young people have had no fixed term exclusions since they began their involvement in the programme. One young person has reduced their time in alternative provision from 3 days a week to 1 day a week ( the one day a week was continued at the young person's request). Two out of the three young people involved on the project have proceeded into mainstream secondary school this year and two of these young people were slowly settled into their new school during the end term of year 6 as part of the programme . When the programme initially began two out of the three young people were open to social care, however both young people have now been closed. Parents/carers have reported a positive change in their young person since they began the programme. There has been less altercations at home between the siblings and the young people have a more positive home life experience.





# CASE STUDY - CHILD 1

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Child 1 was referred to the Project X Team via our Head of Service due to the high number of exclusions from School and behaviour issues within the family home including child on parent violence.

Child 1 has a diagnosis of ADHD and ASC and resides with their Mother and Step Father, Child 1 also has contact with their biological Father and half sibling and will soon have another half sibling via their paternal Father.

Child 1 has found it particularly challenging attending Primary School and on a number of occasions needing to be removed from the Classroom setting due to finding it difficult to regulate their emotions.

Due to this alternative arrangements were made for Child 1 to have 1-1 support within the primary School setting at first, then transitioning to a secondary School setting in preparation for year 7.

I met with Child 1 in the Secondary School setting on 5th May after taking over support from my Colleague who had been supporting Child 1 since the beginning of year 6, however it was felt that I would be a better fit for them.

Child 1 is a very physically able young person and we spent half of our time together doing something of a Physical nature such as Boxing or Football which they excel in and it allows them to feel more relaxed after expelling energy as they would have just finished tuition.

We spent the other part of the session working on ways that Child 1 can improve their Emotional regulations using Games and Tools to illustrate this for example: In one session we used the analogy of Batman having a belt with different tools and how he uses them when in difficult situations and that in life we all come up against difficult/ challenging situations. We looked at in a School setting what things we could place on our Utility belt to help us at School when facing challenges and Child 1 was able to draw a character to place items on their Utility belt that could be used when facing challenges at School in year 7.

I had the pleasure to take Child 1 on a trip to Go Karting as part of a small group Summer Break activity with another young person which enabled me to see how they would behave in a highly stimulating situation. They showed they were able to follow instruction, engage with other young people appropriately and regulate their emotions and were not a cause for concern.

Child 1's behaviour at home has improved immensely with their parents referring to them now as the 'Golden Child' There have been no more physical altercations at home, School has been very positive and Child 1 is managing to regulate their emotions.

Going forward in year 7 we will be looking to revisit some of the tools we have used in the past and reflect on situations that occur in the week at School as Child 1 will be attending Classroom settings. This will continue until December half term.

# CASE STUDY - CHILD 2

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Child 2 was initially referred to us through the inclusion board as being a young person at risk of permanent exclusions.

Child 2 has a diagnosis of ADHD, has experienced parental mental health and is under a special guardianship with his aunty however he resides with his grandparents.

Child 2 was finding school particularly difficult and struggled to manage his emotions in class, and as a result displayed challenging behaviours in school settings.

As a result Child 2 was in alternative education for three days a week and mainstream for two days a week.

I met with Child 2 at the beginning of year 6 and spent the first few weeks getting to know him and his interests.

It became clear that Child 2 was very confident at speaking and had a really good understanding of his behaviour, thoughts and emotions.

It was suggested that we could do a podcast series for Child 2 to express his feelings and use this as a tool for both professionals and his family to understand his thoughts and how having a diagnosis of ADHD affects him .

With this in mind Child 2 decided his first episode was around ADHD, what it is, what it means to him and how he manages this in his day to day life.

Child 2 was taught how to record a podcast, how to edit it through Logic pro, and how to make this into a video using Imovie.

Once complete Child 2 then gave a copy of this to his family and teacher with the hope they could better understand his way of thinking. Project X, with the consent of Child 2 also presented the first episode of the podcast at the TYS full service event.

Staff were impressed with Child 2's level of knowledge and how he articulated his emotions.

Child 2 then created two other podcast episodes, one on how ADHD has enhanced his skills and interests and another on films and movies which is another interest of Child 2's.

Child 2 has also joined in on group activities during the school half terms, including bowling and go karting. He has been very engaging with the other young people and really enjoyed the sessions.

Child 2 has always been very positive and engaging in the sessions, he has presented a real passion for creative arts and has used this passion to express and educate others on ADHD.

During the summer term the sessions with Child 2 were moved into his allocated secondary school to help him settle in before he started in september. These sessions have gone really well and Child 2 has engaged fully in the programme.

Since the work has begun with Child 2 he has not received any exclusions, his behaviour has significantly improved at school and by the end of the summer term he was able to attend mainstream school full time, although Child 2 still wanted to attend the alternative school one day a week.

His behaviour at home has also improved, his grandparents have given really positive feedback and Child 2 has also been attending universal youth service.

The plan is to follow Child 2 into his secondary school in September and continue the weekly sessions up until December half term.

Child 2 would like to create more podcast episodes to complete his series. During December the sessions will be reviewed and Child 2 to be stepped down with the aim that Child 2 will attend universal youth services provisions consistently and be settled and comfortable in mainstream school.

# FEEDBACK

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"He is friendly, likes to play football and is fun"

Child 3



"He's really friendly and gives good advice. I love doing our podcast"

Child 2



"Beneficial for project x to continue when Child 3 starts his new secondary school which he is looking forward to as it will be a familiar face when he starts"

"Child 3 enjoys Friday mornings as he knows that project x will be coming in. Sets him up for the day and in a positive mood"



"Child 2 really loved his time with Dwayne and really looked forward to it each week. We are really thankful as a family for the services provided"

