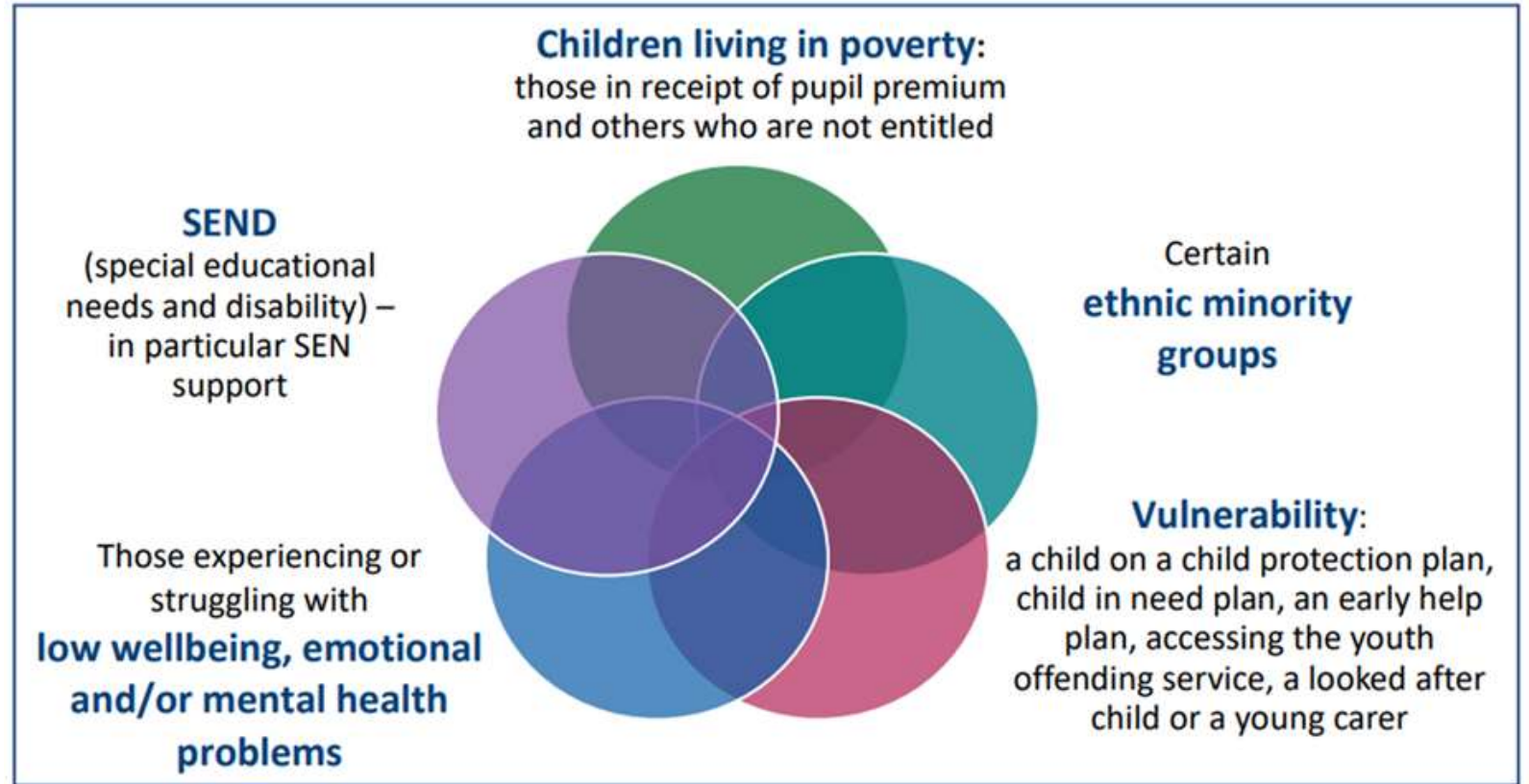
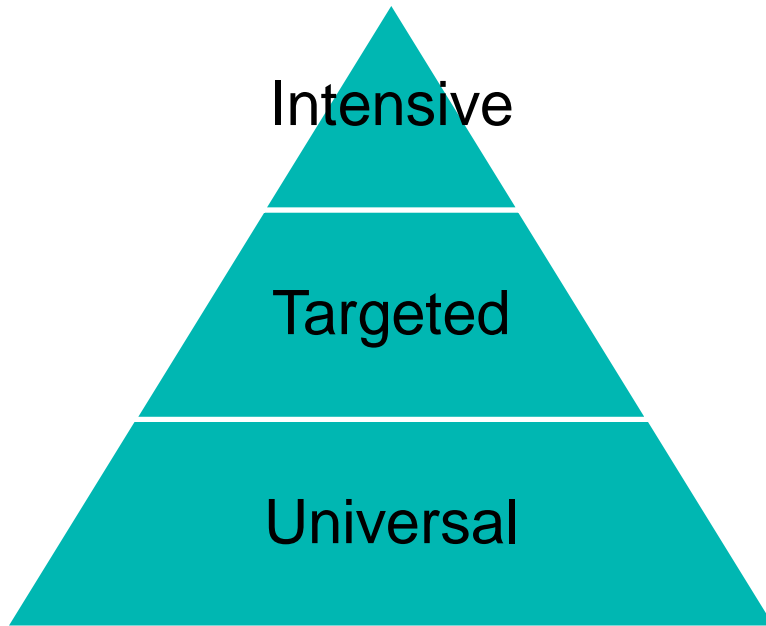


Wiltshire Local Authority & AEC

Identifying vulnerability: 5 broad drivers



Based on project strands for Wiltshire

Relational approach across Wiltshire:

- At all levels to develop consistent language and approach to develop professional empathy.
- Shared consistent language and strategies for the most vulnerable permeate to policy e.g., move from behaviour policy to relational policies

Effective use of data

- Use of multi-dimensional data to predict most vulnerable and effectively meet need
- Embedded within context of local area

Develop a **transition strategy** to address the vulnerabilities identified at all areas

- Equitable approach to transition.
- System level approach and consistency and individualised actions – ‘on-purpose’ activity at points of transition.
- Resources available which can provide robust support

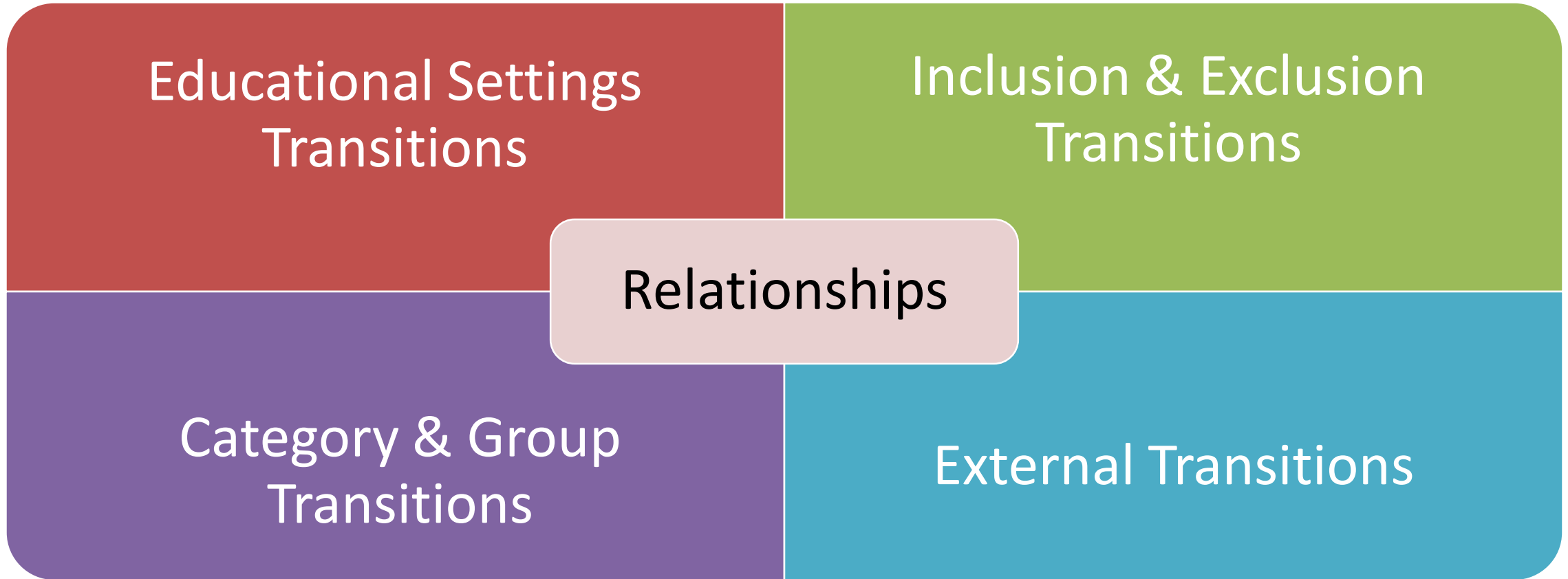
Why transitions?

- Observations across LA service activities noted clear evidence that transitions exacerbate vulnerabilities
- Currently lacking a shared understanding about vulnerabilities on transition and formalised support structures and materials which would secure greater consistency and quality of practice (positive impact on pupil outcomes)

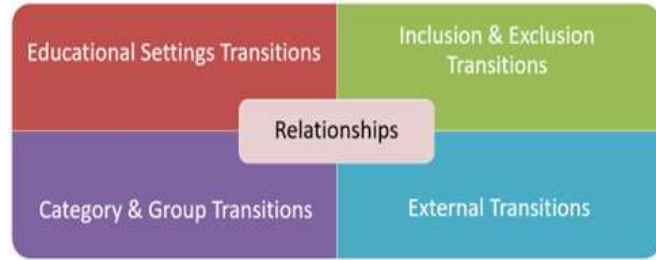
Wiltshire Transition Strategy: Guiding Principles

- Transition is defined as a process or period of changing from one state or condition to another and can happen at any point in a child's educational journey;
- Transitions, especially irregular transitions, exacerbate vulnerabilities for a child/young person and the way in which transitions are managed is central to the child or young person's development and social and emotional well-being.
- A highly visible, inclusive school culture, underpinned by positive relationships, is central to the success of all transitions irrespective of age, setting or background.
- For vulnerable pupils, schools need to go beyond integrating pupils into existing systems to bring about levels of institutional change which will achieve equity for this pupil group.
- Transition is an ongoing process, not an isolated event, and support (especially for the most vulnerable) should continue, and evolve, in response to individual needs: **Vulnerability, Actions, Review (VAR)**

Wiltshire Transitions Strategy

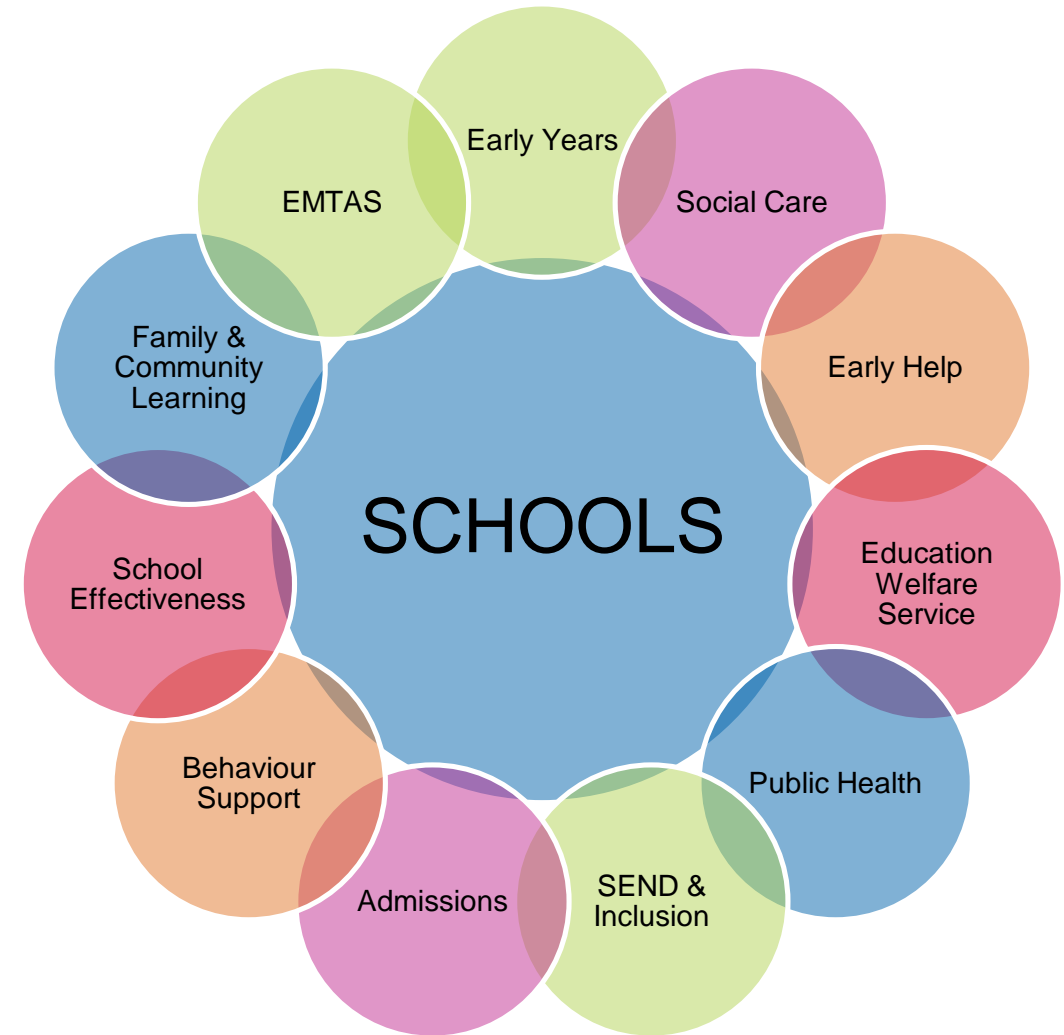


Wiltshire Transitions Strategy

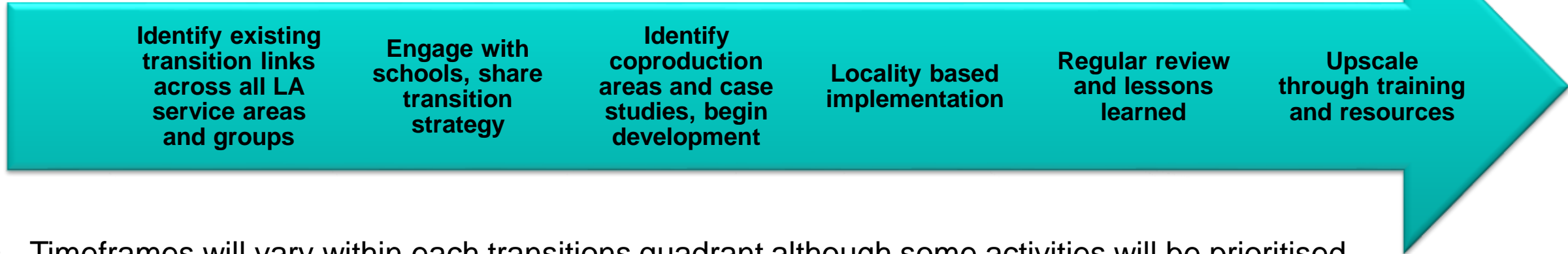


- Locality based approach
- Representative case studies
- Collaborative and coproduced
- Clear methodology

Vulnerabilities, Actions, Review (VAR)



Timeline and LA service areas mapping activity



- Timeframes will vary within each transitions quadrant although some activities will be prioritised to meet academic year deadlines and preparedness for transition. E.g Transition toolkit ready and communicated to schools (training etc) ahead of secondary school places offer in April.
- **Next steps:** LA mapping activity to understand full range of existing plans, service area activities (or planned activities), transition guidance documents and other resources
- Develop questionnaires to capture pupil, school leader and family voice