

# Bridging International Transitions: Mobility Overseas

**Mandy Cyprus-Slater,**

Acting Principal Educational Psychologist

Directorate Children and Young People, Ministry of Defence



**Building Bridges  
Winchester June 2017**



# MOD SCHOOLS



Ministry  
of Defence



## Targeted Services DCYP

CEAS

Education Social Workers (4)

Educational Psychologists (4 > 3)

Specialist Advisory Teachers (2)

## MOD Schools

Germany – 5 primary schools + 1 secondary

Cyprus – 4 primary + 2 secondary

ROW – 7 schools

*Many children also around the world and NOT in MOD schools – Kenya, Turkey, Poland, secondary schools in MOD areas etc...*

# Educational Psychology in the MOD

EP service to MOD schools – training, casework, responsive to issues

Requires travel, flexible working (skype / video / time zones)

Includes SEN plus MOD specific work (eg. mobility and deployments)

Non MOD school areas – limited casework, advice (specific and general), future development area?

Assessments of education supportability overseas (MASO)

UK – liaison with LAs and schools re children transferring and more general aspects.

Joint working with CEAS and DCYP team

## **My suggestions for effective practice are drawn from:**

- Review of literature relating to school transitions and the voice of the child (2014)
- Small scale research into the views of Secondary and Primary school children about experiences of moving (2014)
- MOD / DCYP guidance collected from the experience of colleagues and predecessors.
- Current practical experiences working with schools, children and families (recently includes: Brunei, Falklands, Germany, Kenya)

# What transitions?

- Diverse community – includes families from UK, Nepal, Fiji, Nigeria, Ghana, Kenya, Cameroon, South Africa, Jamaica, India, Germany, Poland....transitions to join!
- Regular regiment moves
- Trickle postings
- Across school phases (vertical transitions)
- Friendship groups / teachers / life events (horizontal)
- Those left behind...



# “Transition” v. “Change”

**Change** is inevitable – particularly in MOD family context?

Change is situational (Fast)

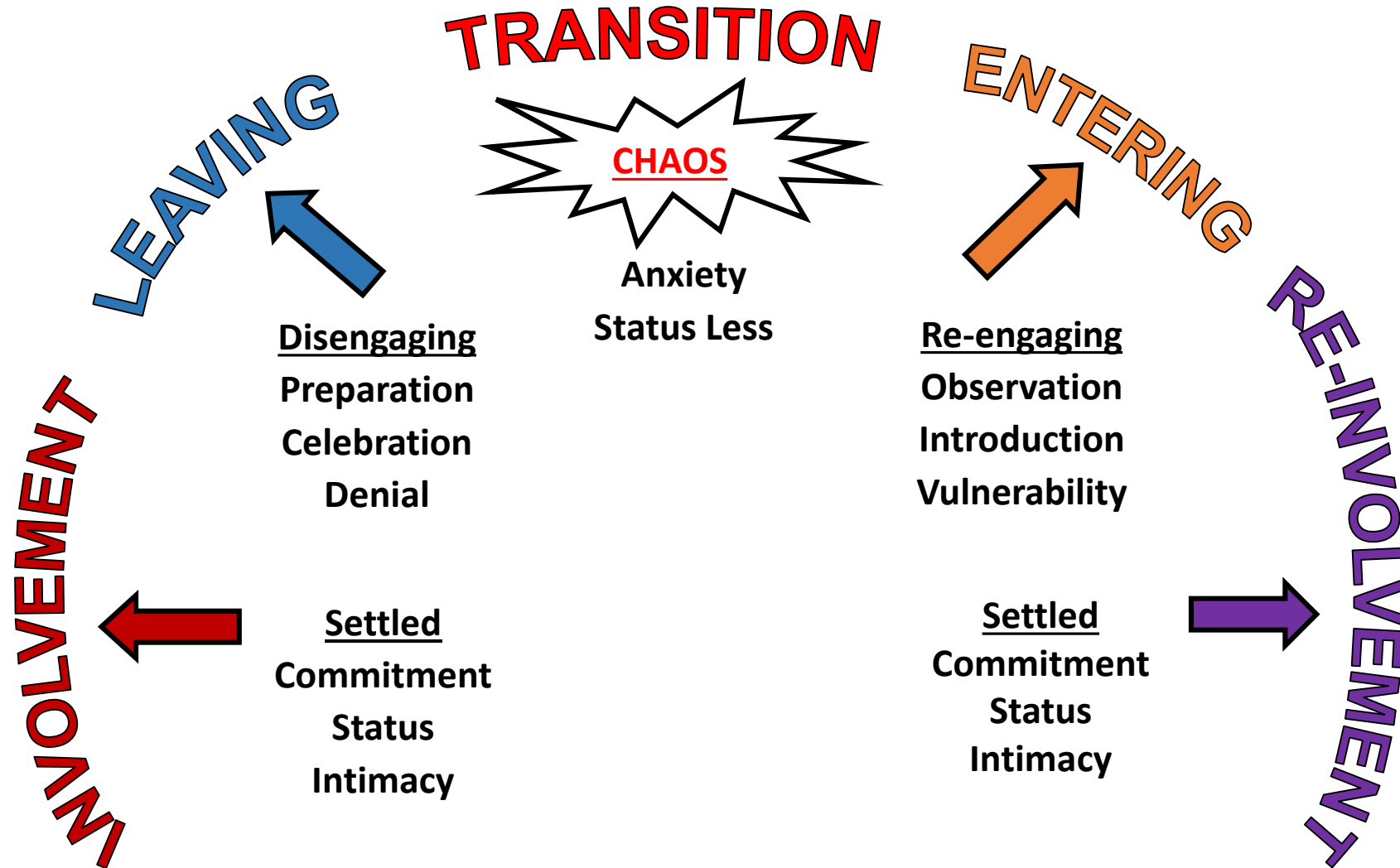
**Transition** is the process by which we respond and cope with changes.... It might be positive or negative. Levels of resilience differ.

Transition is psychological (Slow)

## Transition

“The process or a period of changing from one state or condition to another.” (Oxford Dictionary)

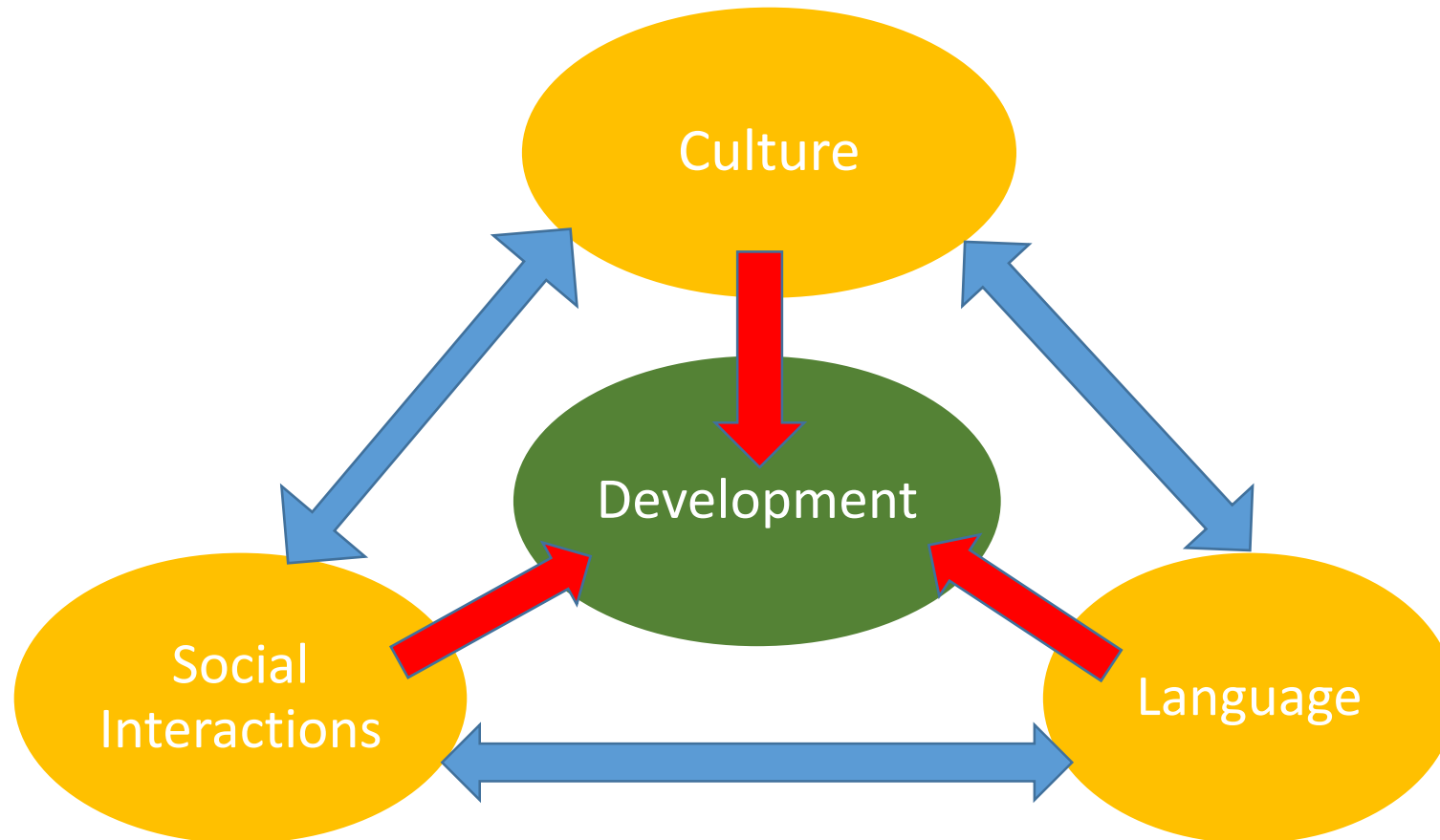
“Transitions are the natural process by which humans respond to trauma and change.” (Dai Williams 1999)



## The Transition Experience

# Vygotsky (1978) Sociocultural Theory

Development of human thought and action is influenced by the social and cultural context.





# Year 6 – 7 Transition themes (Ashton 2008):

- Mixed feelings
- Friends
- Getting lost
- Race
- Sole children
- Teachers
- Growing Up
- School choice
- Experience of high school
- Curriculum and work

**“Learning issues were rarely raised, suggesting that the social aspects of the move are most important for children at the end of Year 6”**



# Horizontal transitions (Pietarinen et al 2010)

“pupils considered the kinds of transitions that challenge their sense of belonging in the school community highly significant”

“transitions that challenged the pupils’ sense of belonging were often situated in the social conflicts ... processing the social conflicts was considered as a crucial precondition for constructing the sense of belonging in the school community....However, according to the pupil’s experiences, a need to promote the learning outcomes often seems to override the social aims of schooling”



# Secondary students reflecting on previous moves:



***“I went to a school in Kenya and felt isolated. I got fat and this made me depressed. I had an eating disorder and I lost weight.”***

***“I was depressed in the UK school as my skills were not improving – my parents were worried about school.”***

## WHAT HELPS?

- “Don’t feel you have to change”
- “Take on challenges in the new school”
- “Parents helped to reassure me – they said its better here (in UK) and we can see our family”
- Preparation such as looking on school websites, reassurance from parents
- “Don’t be scared” (year 7 pupil)
- “We are used to moving, just get on with it”

# Primary children looking ahead to a move to the UK:

*Will miss friends (4)*

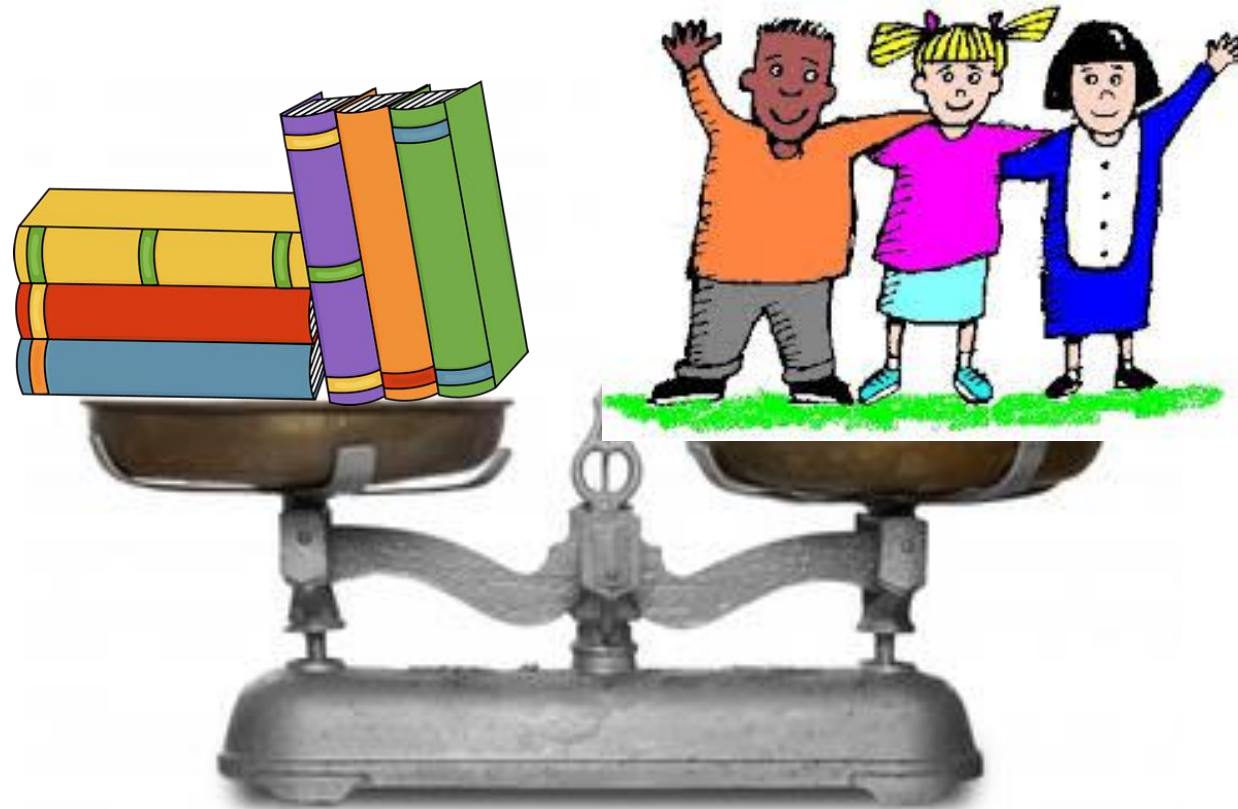
*A bit anxious about new school (2)*

*“Dad never knows when he is going to move again” (1)*



## WHAT HELPS?

- Making friends quickly at new school
- Knowing about new school (in advance)
- Seeing the new school
- Having a “buddy”
- Being able to say goodbye to friends – suggested sweets, presents, photos to take, leave a toy with a friend



**BALANCE**

# Good practice -

- ★ **Prepare for moving; support Joiners and Leavers.**
- ★ **Information Sharing** between settings about abilities, attainments and any outside agency work.
  - For all MOD pupils - Pupil Information Profile (PIP)
  - Also, for MOD pupils with SEN – Transfer of Information Pack
- ★ **Consider the voice of the child**
- ★ **Reflect on the transition experience and positives**
- ★ *(All areas we can consider further after main presentation?)*







# Preparing for Moving

- Create opportunities for pupils to talk about their experiences of moving
- Create opportunities to make and keep memories
- Be cognizant of the transition cycle, the time scales and emotional upheaval that can be involved
- Look out for signs of separation anxiety
- Read relevant literature....The Third Culture Kid Experience is highly recommended



# Helping "Leavers"

- Keep accurate records of progress and current targets
- Share Transition Documents
- Help resolve any conflicts with other pupils
- Plan farewell rituals
- Affirm relationships and achievements
- Think positively about the future
- Speak to the new school about strategies they could put in place to help child to settle i.e buddy system
- Establish an E-mail link with a pupil in the new school
- If possible visit the new school either in person or via VTC
- Look at new schools web site





# Helping "Joiners"

- Have an induction pack which pupils have helped to prepare
- Have information for parents about your class
- Nominate other pupils to be mentors / buddies for new arrivals
- Encourage pupils to talk about where they have been and share memories


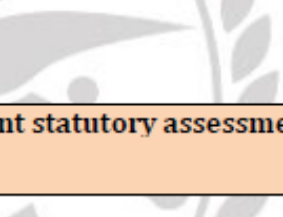


# INFORMATION SHARING TOOLS

## Pupil Information Profile (Service Children)

The Pupil Information Profile contains core information that supports a young person's future learning as s/he moves to a new school. It also signposts the receiving school to any further additional, significant information about the young person. Make sure to enable Content using the button below the ribbon before using PIP. To enable Macros on older versions of Microsoft word please following the instructions at the following link: <http://support.microsoft.com/kb/290949>

<b>A Personal details</b>		UPN: England/Wales		N Ireland:		SCN: Scotland	
Surname:				First name(s):			
Gender:<Please Select>				Date of birth:		Year Group:	
Siblings (Number & Ages):<Number> <Ages>				<input type="checkbox"/> Attendance: Cause for Concern?<Please Select> If Yes, why?			
Language spoken at home:				Ethnicity:<Please Select>		Religion:<Please Select>	
<input type="checkbox"/> Previous schools attended with dates (1-Current school): 1. 2. 3.				4. 5. 6. 7.			
<input type="checkbox"/> B Persons with parental responsibility:				Army/RN/RM/RAF/Reserve Forces (Unit if known)			
Name:		Address:		Relation to learner			
<input type="checkbox"/> <b>ALERT</b> Key contact Name: Number:		<input type="checkbox"/> C Brief description of any significant health/medical/care issues					
<input type="checkbox"/> D Key Document(s)							
<input type="checkbox"/> E Agency Involvement- Current/Recent/Significant Past:		LA Agency		<input type="checkbox"/> Service Agency		Contact Name:	
		<Please Select>		<Please Select>			
		<Please Select>		<Please Select>			
		<Please Select>		<Please Select>			
<input type="checkbox"/> F Health & Wellbeing Profile:							
How has the learner reacted to moving school in the past/now, parental deployment and/or other significant events?							

<b>? G Learning Profile:</b> (Always/Mostly/Sometimes)		<b>Achievements/Out-of-School interests</b>	
Motivated and enthusiastic to learn	<<Please Select>>		
Works co-operatively with others	<<Please Select>>		
Understands thoughts & feelings of others	<<Please Select>>		
Exercises self-control	<<Please Select>>		
Organises own learning	<<Please Select>>		
Solves problems and takes decisions	<<Please Select>>		
<b>? H Parental Partnership in Supporting Learning</b>		<b>? J Learner Voice</b>	
<b>? K Identified Learning Needs:</b>		<b>? L Interventions and their impact - Current/Recent/Significant Past:</b>	
<b>? M Assessment information: Current performance - against national age-related expectations</b>		Well Above/Above/ At/Below/Well Below	<b>? N Key Strengths &amp; Development Needs</b>
Reading	<<Please Select>>		
Writing	<<Please Select>>		
Mathematics	<<Please Select>>		
<b>? P Assessment Information: Most recent teacher assessments/Most recent statutory assessment results and/or Standardised test scores</b>			
<b>? Q Assessment Information: Next Learning Steps</b>		<b>Current rate of progress (Better than/Expected/Less than)</b>	
Reading		<<Please Select>>	
Writing		<<Please Select>>	
Mathematics		<<Please Select>>	
Date:	Completed by:	Role in school:	



Ministry  
of Defence

PILOT

FRONT PAGE

## SEND TRANSFER OF INFORMATION PACK

This transfer document has been prepared by staff working in the Ministry of Defence (MOD) for a pupil who attends a MOD school overseas. (Prior to 2017 these schools were referred to as Service Children's Education (SCE) schools) This pack holds information that must be considered by a new school and Local Authority, ideally before a Service Child arrives.

Local Authorities are required by the 2015 Code of Practice (CoP) on Special Educational Needs and Disability (SEND) to use all relevant evidence, including MOD SCANs, when considering provision for Service children.

*"When considering provision for Service children with SEN or disabilities, (a local authority should) use all relevant evidence, including statements made for Service children in Wales and Northern Ireland, as well as Co-ordinated Support Plans made for them in Scotland and the Service Children's Assessment of Need (SCAN) completed for them by SCE."*

*(Code of Practice on SEND 2015, Page 219, 10.104, para 5)*



Ministry  
of Defence

PILOT

For more information about an individual child please contact the relevant MOD school. Go to the following website for details:

[www.gov.uk/government/collections/service-childrens-education](http://www.gov.uk/government/collections/service-childrens-education)

For more general information about MOD schools and SEND processes please contact Targeted Services in the relevant overseas area or through the Children's Education Advisory Service (CEAS).

### Locality Targeted Services Teams

Episkopi  
Targeted Services  
B Block  
Episkopi  
BFPO 53  
Tel: 00 357 2596 3208  
Email: [BFC-SCE-PFS-OffrMgr@mod.uk](mailto:BFC-SCE-PFS-OffrMgr@mod.uk)

Paderborn  
Targeted Services  
Building 3  
Dempsey Barracks  
BFPO 16  
Tel: 0049 5254 982 4904  
Email: [DCYP-PFS-OfficeManager@mod.uk](mailto:DCYP-PFS-OfficeManager@mod.uk)

Gütersloh  
Targeted Services  
Block 19  
Mansergh Barracks  
BFPO 113  
Tel: 0049 5241 84 2399  
Email: [SCE-GTH-PFS-OffrMgr@mod.uk](mailto:SCE-GTH-PFS-OffrMgr@mod.uk)

### Children's Education Advisory Service

Portacabin 8  
Trenchard Lines  
Upavon, Pewsey  
Wiltshire  
SN9 6BE  
Tel: 0044 1980 618244  
[www.gov.uk/childrens-education-advisory-service](http://www.gov.uk/childrens-education-advisory-service)

BACK PAGE

## Information about MOD SEND Processes

The MOD observes processes and procedures which follow the guidance in the 2015 Code of Practice (CoP) on Special Educational Needs and Disability (SEND) but due to different legal and financial and commissioning arrangements overseas, MOD services cannot produce Education, Health and Care Plans.

SEN support is provided through 3 levels of graduated response, which is consistent with practice in the UK. Each level is recorded in the format of a Record of Identification, Assessment and Intervention (RIAISEN):

- RIAISEN 1 – this involves the class teacher responding to Initial Concerns
- RIAISEN 2 – at this level the class teacher involves the SENCO
- RIAISEN 3\* – at this level external consultants support the process offering assessment and advice as appropriate.

\*A number of children will have support planned through the Early Help process, which involves agencies external to school. This process is often equivalent to the RIAISEN 3.

Some schools may also use a Provision Plan to show what works well for a child who may not require specific interventions.

A very small number of children in MOD schools have long term/complex special educational needs and are likely to require a high level of support or special educational provision. These children may require an integrated assessment, similar to that carried out in the UK and referred to as an EHCP. In MOD schools this is referred to as a SCAN (Service Children's Assessment of Need).

- SCAN – analogous to an EHCP

## Information about the transferring pupil

Pupil Name:		DOB:	
Family Name (if different):		Gender:	
Service Number:		Rank:	
Regt/Military Address:			
Current Level of SEND response:	RIAISEN		

## Transfer of Information Pack Index

SEND Identification, Assessment and Intervention Chronology	Page 3
Pupil Information Profile	Page 4
Parental Summary	Page
Views of the Child	Page
RIAISEN 1	Page
RIAISEN 2	Page
RIAISEN 3	Page
SCAN	Page
Provision Plan	Page
Other report (list by author name, profession and date)	Page
Other report (list by author name, profession and date)	Page



# VOICE OF THE CHILD

## Using pictures to gain richer information





- I had no control over decision making.
- New school in UK felt like a desert island. Only there for a year, not worth making the effort.
- Was asked why I didn't speak German and was called "German" in primary school

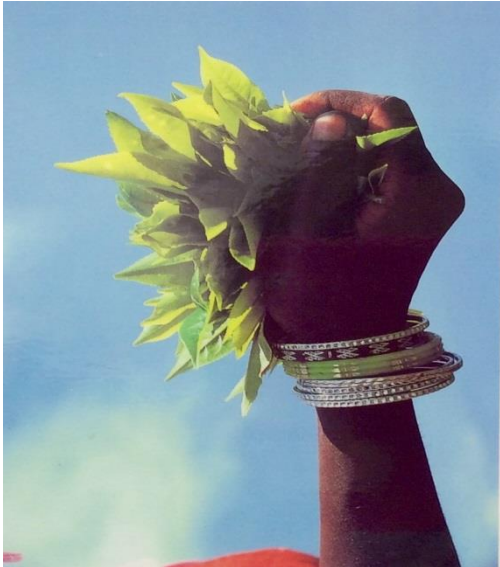
I felt alone and empty when I came to this school.







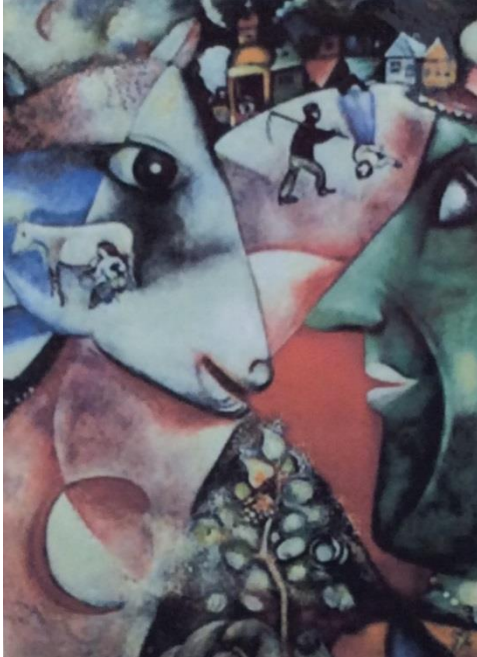
- This tree tells me that I am feeling more at ease here.
- Worst thing was going into UK school in the middle of term – felt scared and didn't have any friends.



- The leaves remind me of feeling free. I am a loner, I don't need people.



- I was part of decision making process – parents discussed with me before we moved. Which school I went to.



- This is like the time when we were preparing to move here and it was a very confusing time. It felt like this.



- The bears make me feel happy and remind me of the happy memories I can take with me
- There's a lot going on in this picture. When we are getting ready to move, packing, there's a lot going on.



# Bear card 11

- “I have had 7 schools up ‘til now” (Y6 girl)
- “All exciting stuff...new friends and meeting cousins”





# Bear card 41

- “Starting another school again,  
really good school though!”  
Boy Y6
- “Not sure if you want to move”  
Girl Y2



# Bear card 36

- “I’m so excited” Girl Y2



# Bear card 13

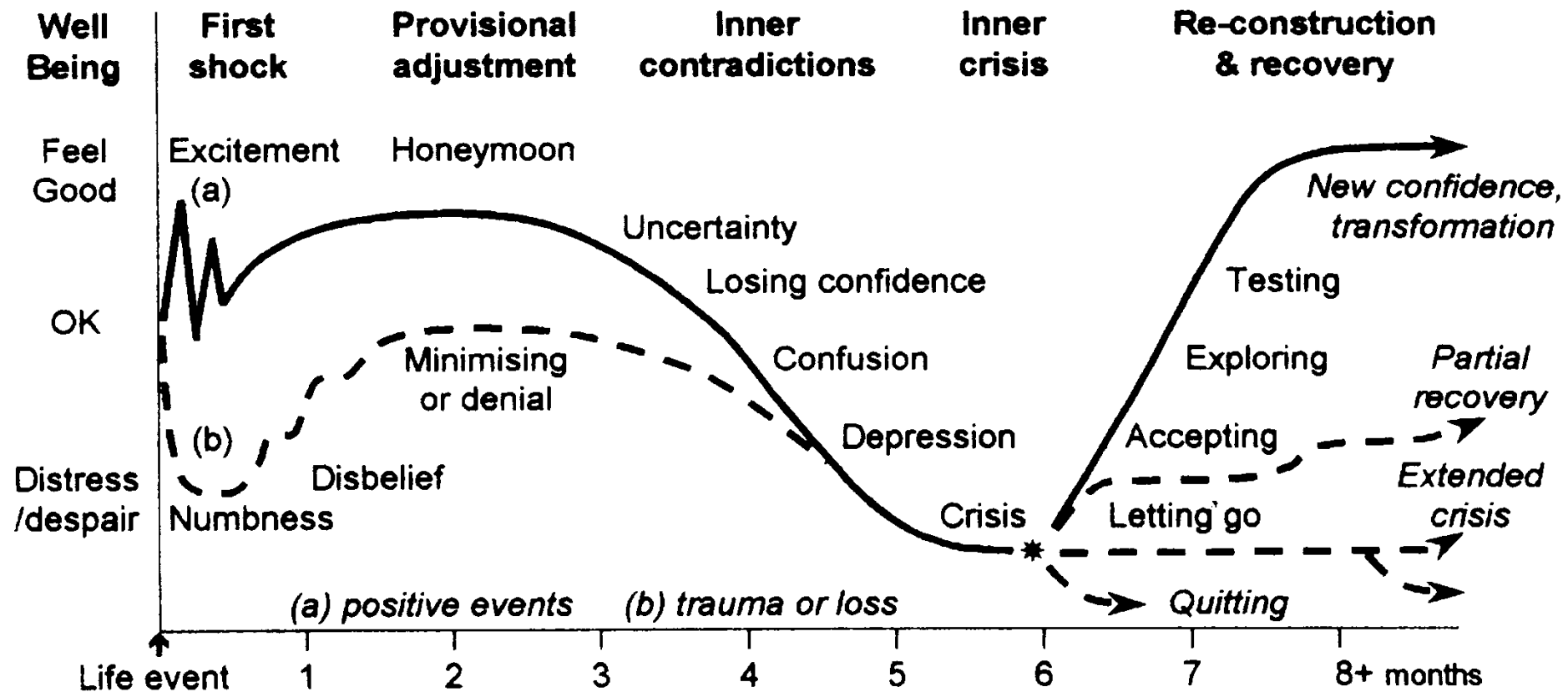
- “Sad.. miss friends” Girl Y2



# REFLECTING ON TRANSITION



# The Transition Cycle (Dai Williams 1999)



## Lifeline - your past as a key to your future

**Time: about 30 minutes**

This exercise invites you to reflect on your life so far: your formative influences (people and events), past changes you have experienced and how you coped with them. Being aware of our past can help us to value the good times and to accept, or at least to understand times of distress. We cannot change the past. But we have choices about how it influences and inspires our present and future.

### Instructions

- Above the chart write your date of birth and today's date.
- Below the chart make a scale for your age in 5 or 10 year intervals
- Note good times or events above the chart and difficult times below it.
- Draw a line like a temperature chart to show how you felt about your life from your earliest memories to the present day.

*Notes about good times and events*

Date of Birth		Today's date	
...../...../.....		...../...../.....	
Years	↓	↓	
Good times			
OK			
Distress			
Ages	0	... now	

*Difficult times or events*

- Review:**
- What happened in the year before and after the low points?
  - What turning points helped you to new highs? How did you change?