

Lewis

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Putting Lewis in Context

- Lewis is an only child and lives at home his mum
- When Lewis was a baby he spent an extended period of time in special care
- Dad no longer living in family home
- Lewis has sporadic contact with his dad
- Lewis and his mum had used the centre from when he was a baby
- Lewis was eligible for 2 year old funding and accessed our Nest provision
- He moved through to the Den just before his third birthday.

Supporting Lewis' transition

- When moving through from the Nest to the Den we thought about peer relationships and the adults that Lewis was already connecting with
- Lewis had often spent time close to adults in the Nest
- On moving through to nursery Lewis would at times be physically challenging towards his peers
- We used language to help Lewis name his feelings
- We gave Lewis space to try to help him to self-regulate
- Tried to offer consistent messages and practice as a staff team

Engaging others in Lewis' transition

- Having difficult conversations with Lewis' mum
- Being an advocate
- Trying to understand some of Lewis' behaviour and see his vulnerability
- Working with colleagues to observe Lewis using different lenses

Working together to support Lewis

- Taking time with colleagues to reflect on our practice and responses
- Being available for Lewis when he felt overwhelmed
- Supporting self-regulation

Lewis' transition to school

- Met class teacher at Pen Green Transition Market Place and shared initial information
- Class teacher visited nursery but did not manage to meet Lewis
- Through the project Lewis' was supported on several visits to his reception class
- Mum said that 'Learning to be Strong sessions prepped Lewis for school.'
- Lewis visited school with his mum for 3 stay and play sessions
- Transfer day –Lewis attended school on his own
- Summer break – Lewis stayed at nursery
- First day of school Lewis was upset

Lessons learnt

- Transitions happen on a daily basis
- We must consider the transitions that children have to make throughout the day
- Relationships are key for children and staff
- Reflection time is critical
- Planning for and preparing Lewis for daily transitions