SEND Partnership Project 4:
To improve the experiences of and outcomes for children and young people through age phase transitions.

1: Project Overview

"Transition is defined as the movement from one set of circumstances to another resulting in changes to environments, relationships, behaviours, routines, roles and expectations. It is a process of change that for some may require substantial preparation, planning, adjustment and support". *Department of Education, Government of Western Australia.*

Transition can be a challenging time for many children and their families. In any child it can bring out a range of emotions such as excitement and nervousness, but for a child with additional needs these feelings can intensify making it much harder for them to focus on their learning. As a result they often need more support and reassurance before, during and after transition as it can take longer to adapt to their new surroundings.

As reported by the University of Bristol, transition is a time when "confidence as learners is reduced and they fail to progress as expected. In extreme cases, it can be a time of great trauma which triggers a disengagement from formal education. Schools, teachers, [professionals and parents] can make a difference."

Some anxiety based behaviours, often referred to as the "fight-flight-freeze" response, can lead to the child demonstrating challenging behaviour or becoming withdrawn. If the child is not supported effectively then this can result in longer term difficulties and instability within their new setting.

There is also considerable evidence that school avoidance is related to particular stages in education and frequently increases at points of transition from one setting to another.

During the spring and summer term 2018, twelve schools from across West Sussex engaged in reflective practice project to consider their age phase transition support offer for children with Special Educational Needs and Disabilities (SEND).

Many of the approaches highlighted within this report are beneficial to a far wider group of learners. For those children who join school mid-year, the transition period is often short, but yet the need to gain a sense of belonging is vital to the success of the child. This project report captures

key findings, practices and raises key points for all schools to consider when reviewing their own school transition policy and practices.

2: Project Approach

Twelve schools from across West Sussex volunteered to engage in an age phase transition project to reflect upon and develop their additional support offer for SEND children who were likely to experience difficulties during school transition. Participating schools included special, mainstream primary and secondary and pre-schools and were of varying sizes, some primaries had 15 children transferring from a mixed age class, others had 120 children in each year group.

Schools met on two occasions. It was acknowledged that the support offer for SEND pupils built on the universal transition offer that was already in place for all pupils. Education settings shared current strengths and areas for development. Initial project research indicated that the main areas of concerns were how pupils:

- Became familiar with staff & knew who to go to for help;
- Adjusted to a much larger or different environment;
- Understood how the school was organised;
- Were supported to be more independent;
- Made new friends;
- Understood their feelings and worries about change;
- Managed the workload, including homework.

> "I am worried about ….making friends….getting lost and getting a detention if I misbehave." Pupils
>
> "Parents often worry about the size of school / number of pupils and friendship issues." Staff

As well as

- Information and data sharing between settings;
- How to support parent carers to enable them to effectively support their child.

A small project team lead the work; this included two mainstream primary schools, a mainstream secondary, a pre-school and a special school, Local Authority Officers and representatives from West Sussex Parent Carer Forum. An online research activity into information provided to parents, pupils and schools by other Local Authorities was also conducted – this can be found in Appendix 2.

Schools were asked to measure the impact that the transition support had made and capture findings within a co-produced case study framework, See Appendix 4.

Evidence of impact was gained from two areas through scaling, questionnaires and information typically recorded through school systems such as rewards & sanctions charts, behavioural logs, exclusion and attendance data. This is in-line with a study by University College London which highlighted that transition success for a pupil can be found when a child is both,

- academically and behaviourally involved in the school: e.g. good attainment, attendance, and co-operative class-room behaviour;

AND

- felt a sense of belonging, e.g. social and emotional adjusted with students reporting that they like the school and did not feel lonely at school.

By the end of the project, schools were reporting successful transitions for children who were expected to find transition challenging. Qualitative data collected during the project and up to 8 weeks after the transitions had occurred is included in blue boxes shown below and throughout this report.

"She showed her work to [head] and got a certificate. It's like having a completely different child; she's not stressed at all." Parent

"Child X could name 5 people that she could talk to and go to if she needed any help. She said she had 'loads of friends'". SENCo

"X has settled in extremely well – she had come from another school rather than moving up through the school. A super start from her so far and I get the impression from her level of confidence shown that she likes it here." Tutor

"I felt reassured that I will be listened to." Parent

"I am completing my homework and know who to go to if I get stuck" Child

"It was very positive to know that there were staff he was actively engaging with, accepting consequence, and trying to avoid situations he knew he might find difficult." School

"Many fewer concerns have been raised about children during the first half of the term and fewer have been identified with additional needs that we were not aware of ahead of the start of school. This has meant that classes have had a much calmer start to the term and the children have settled into their learning more quickly!" School

"Schools across the locality reported that all children, particularly those with additional needs, settled much quicker and smoother in the autumn term." School

"I didn't have any worries – I had looked around so I knew" Child

3: Strategies and Processes used to support effective transition.

During the course of the project, schools and education settings identified that the following areas were essential for effective transition.

a) Inter School Communication and Planning

Develop and maintain positive relationship with feeder and receiving schools **throughout the year**. Invite children, parents and staff from feeder schools to attend appropriate events such as staff training, fairs, productions, after school clubs.

Start transition activities as early as possible. In Year 5 for primary to secondary transition, in Year 9 for Year 11 transition. Although this is before pupils will know which school they will be attending, arranging activities between transitioning schools enables pupils to make more informed choices about where they

> "You can't capture everything on paper; transition can often take an entire year or more for some individuals" School

want to go and helps them to gain confidence in mixing with older pupils and coping with larger environments. Some school groups have 'Transition' as a regular item on their agenda to help facilitate this.

Have a **clear whole school timetable** of events which runs across several academic school years. It is likely that support and activities will intensify around April / May once school places are confirmed and continue until after transition, for example with team building activities and feedback on transition experiences. Having an overview of what happens when and where will help you to make the most of all the time you have.

> "Invest time [in the transition process]. It is time heavy at the outset but in the long run it will save time and tears." School
>
> "The success has been equal to the effort and investment of time." School

Allow staff to **spend time** in each other's school to observe how lessons are taught and strategies are delivered, how progress is measured and how the school operates e.g. rules, rewards, expectations. This knowledge is extremely helpful when preparing children for transition and can also be used to inform curriculum development in both schools.

> "Liaising with the secondary school and seeing their different lessons in action has been useful to inform planning from a professional development point of view". School

b) Transfer of information between settings

Agree common data collection forms between schools – it is helpful if these documents are used and populated throughout a child's school journey to avoid the need to create additional paperwork for transition. Include qualitative and quantitative data. Including a data field for observations during transition can also be helpful.

> "This has given us an insight into what our primary colleagues have noted allowing us to see if this applies in the secondary sector." Teaching Assistant referring to data collection sheets.
>
> "We feel valued for our notes on the capture sheets as we know that class lists are amended on our recommendations, meeting before and after the event gave us an in-depth understanding of our new cohort." Teaching Assistant

Provide paperwork in a **manageable format**, collate information that is collected and review with all staff that come into contact with the child / young person. As well as reviewing information about a specific child, it is also good practice for the feeder and receiving school to acknowledge sending and receipt of information and highlight what has been helpful.

Both feeder and new school are **equal partners** in ensuring children and their families transition successfully. Both need to use their professional expertise to know what information should be shared on the family – if the feeder school holds information on something that that the receiving setting would find beneficial but has not been asked for, still pass it on. If the feeder school thinks that a child needs to be on the receiving schools 'additional support' list tell them – even if they does not fit into a traditional 'vulnerable child' profile.

> "The 'speed dating' event enabled teachers to spend a greater proportion of their time during subsequent school visits with the children rather than talking to staff."
>
> *Head teacher*

Attend Transition Information sharing events – these are often based on a 'speed dating' model where all the receiving schools sit at fixed places and all the pre-school settings make their way around the room sharing information. Timing and facilitation at these events is key. The event is often used as an initial 'touch base' between educational settings to discuss children requiring additional support and designed to be the first of several conversations. Schools have reported that these initial meetings have increased the amount of time for staff to observe

pupils within their classroom environment when subsequent school visits are arranged.

> "Schools are able to plan their classes more effectively to ensure the level of need is balanced appropriately across classes." *SENCO*

School	Name	Stage	Nature Of Concern	R	W	M	Notes:
A Feeder School	A Year 6 student	E	C&I Goes into lockdown: tell him to go and reflect for 10 minutes then come back and talk. Social stories to draw out the problem work well.	Middle ability			Needs a map and photos and to know where his safe place is. PE is a real bone of contention: he doesn't engage/PE resistant but maybe ok with Buddy PE Emotional language is limited. Avoidance of hearing about anything to do with relationships. Avoidance of own emotion. Food motivated: wants to be a chef. Capable but needs a prompt to start. Fluent reader. Enjoys rewards.

Notes from a Transition Meeting

Name:	FORM:	Reading Age	Spelling Age	
SEN Stage: EHCP				
KEYWORKER:				
Category: Communication & Interaction				

Nature of Concern:

- Social communication difficulties
- Traits of ASC BUT NO DIAGNOSIS
- Traits of Developmental Coordination Disorder
- SALT discharged in 2012 (significant language disorder: verbal dyslexia)

Obsessed with xxxxxx- will talk about them a lot and other children may get fed up with this.

Provision:

- Toilet Pass
- Laptop
- Uses a sand timer- can get upset if he doesn't finish a task.
- Homework Club
- Literacy withdrawal
- In-class support
- Games Club

Strategies:

1. Establish clear, consistent and predictable routines
2. Provide clear boundaries for xxxx's behaviour
3. Provide clear, explicit instructions
4. Always refer to xxxx by name
5. Give xxxx enough time to process language
6. Ensure xxxx has the appropriate focus: xxxx will find it difficult to change activity rapidly
7. Give xxxx warning of change in activity
8. Do not insist xxxx always looks at you. He may be unable to look and listen.
9. Make the lesson as structured, organised and predictable as possible
10. Make the objective of each task clear
11. Provide a definite beginning and end to each activity
12. Present small, manageable tasks with **visual prompts**

An intake advice example

Setting visits. Receiving school staff visit feeder settings to gather information. Remember to include information about what and how strategies and intervention have been delivered, what may have been tried before, what has worked and what hasn't worked. Include information from SENDCOs, class teachers, parents and support staff. Include advice on peer groupings for friendship groups e.g. friendships that have proved beneficial and those that have been more problematic.

> "It can be difficult to get a true picture of the capabilities and needs of an individual from paper or electronic records, so create opportunities to get to know the pupils better before they join you."
> School

Annual Review attendance – attend the child's Annual Review meeting the year before transition occurs. A parent may voice their concerns in these sessions about how their child will cope in a larger school – starting this conversation early wil enable parents to gain confidence and build positive relationships with the new school. It can also be helpful to develop a 'Transition Plan' as part of this meeting which covers pre-admission visits additional to those normally arranged, accessibility and medical needs, arrangements for staff training and awareness. Some students with additional needs without an EHCP may also benefit from a Transition Plan.

Home visits – meet the child in a place they feel secure and in control. A home visit can provide a valuable insight into 'home rules' which can then impact on 'school rules'. With consent from the family and child, take photos of the places, people, pets and objects such as toys that are important to the child for the transition book.

c) School Environment Visits

Safety tours and environment audit ensure that the setting is safe for the child/young person. Parents/Carers and supporting professionals visit the new school to audit the environment to identify any risks and agree what reasonable adjustments need to be made. E.g. adapted fire escape plan, height of equipment, accessibility of resources.

> "Sensory Support Team supported us to review the environment taking into account Child's A specific needs and prior experiences at their previous school, offered advice on adaptations to the environment. The child then visited on their own after school so they could become familiar with the environment and create their own 'mental map' of the space."
>
> Head teacher

Activity afternoons/taster sessions – pupils go into their new school to participate in specific activities. e.g. after school clubs.

Arrange additional, supported school visits between the child / young person with feeder school staff e.g. with a Teaching Assistant, SENCo, Head, Class Teacher, ahead of and after the main school transition programme to help the child gain confidence and familiarise themselves with the layout. It can help to initially arrange these visits at quiet times (e.g. when pupils are in lesson, after school or on INSET days). As the pupils confidence grows include visits at lunchtime and lesson change-over as pupils are often worried about coping in these busier crowded times. Arrange for pupils to eat their lunch in the school hall with current pupils. If the new school uses systems like biometric fingerprint scanners to pay for food, create an opportunity for pupils to see this in action. Remember to introduce the children to key staff as part of the visit. Parents may also want to attend with their child; schools found this often worked well once the child had already visited the school, as parents could see the child was already becoming confident in the new setting and had some knowledge of the site as they were able to help to show their parent around. Encourage pupils to take their own photos of their new school of areas that are important to them.

> "The Head teacher and SEND staff accompanied parents and pupils for extra visits before they made a decision, this supported parents to ask more focused questions about the provision and for [new] staff to begin to build rapport with parents and children." School
>
> "Children are excited about the visits and teachers noticed the confidence they had." School
>
> "I could ask questions that I wouldn't have asked if I were in a larger group." Parent
>
> "I knew what to expect. I had already eaten lunch in the dinner hall. I was able to tell all my friends who hadn't been on the extra visits that they would be fine!" Child

Arrange visits to the feeder school by ex-pupils for 'Question and Answer' sessions with transferring pupils - this creates an opportunity to develop supportive peer relationships. Several primary schools also encouraged the Year 6 students to tell the Year 5 students about this experience. Although this might be part of the whole school transition plan, build in some additional time for pupils who may find transition more difficult to meet with the ex-pupils. Encourage the secondary school to include some Year 7 students who access the SEN departments so they can talk first-hand about their experience. Photos are great to include to support the Question & Answer session.

Create opportunities for pupils to **explore their new environment** as part of their school visits. The 'Landscape of Fear' was a tool used by one school to help students explore the physical, social and learning environment. This tool was also shared with parent carers to help them understand the support that was being put into place.

Take a **Virtual tour** of the school with the child, enabling them to familiarise themselves with the school via their new school's website.

Video Tours of the new school can also be helpful, especially when the content has been co-produced with pupils and parents to address typical questions that arise. A video resource can also be helpful for those with literacy difficulties. Enlisting the help of Media students in the production of the video will also further support transition as it will enable older students to work with younger ones. Some examples of the content of one such video include:
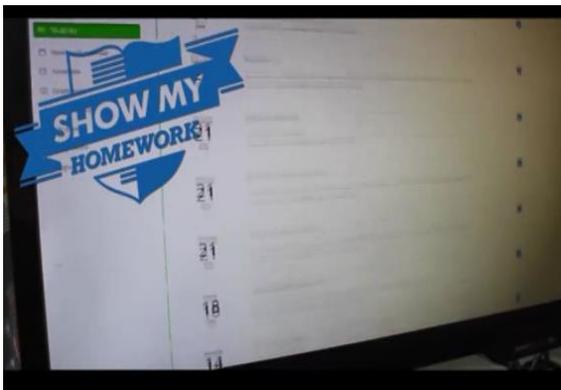
Screen shot from a video explaining how to use the schools online homework system.

Screen shot from video showing the SEND department area

"I would rather watch a video than read stuff on the website" Pupil

"It's good for some people if they feel nervous coming to school." Pupil

Consider the first few weeks of schools and **additional** or **different** routines that may need to be in place – for example, having maps around the school to help new students find their way. Providing handout maps for the first few weeks which pupils can keep in pockets for quick access (in addition to those in planners) can also be useful. Several children reported that having maps in advance of September was helpful.
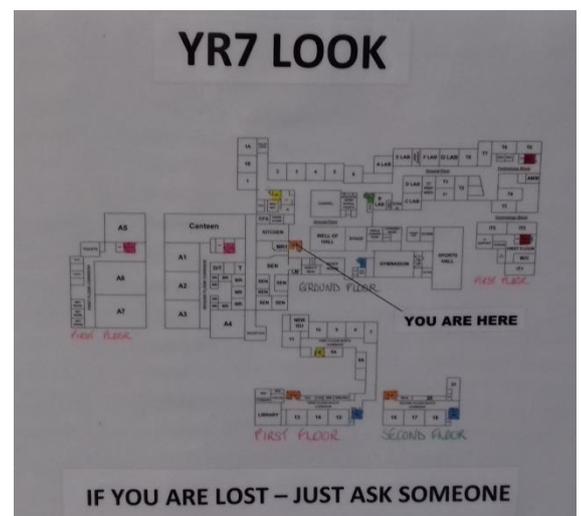
d) Parent / carers as partners with schools in supporting their child's transition

Transition can also be a stressful time for parents and carers. Working closely with parents will help them feel confident that they have the right information so that they feel well prepared for the process. Good communication and a consistent approach between home and school will help support children through transition. Consider the language and literacy needs of parents when sharing information – keep things as visual as possible.

Providing opportunities for:

 - **Parent Support Groups** to enable peer to peer support networks to develop, for example, family evenings, learning activity days, New parents groups, International coffee afternoons, ASC coffee morning. Each provides an opportunity for parents with similar needs or interest to meet over tea/coffee.

> *"Engagement of our parents (particularly our EAL families) has been increased. The international coffee afternoons and parent support groups are well attended and parents feel that this is a good way to network and share anxieties and concerns they may have."*
> *School*

> *"Regular communication meant that everyone involved knew what stage the support was at. Parents felt confident that their child was going to receive the support they needed."*
> *School*

> *"I found speaking to other parents with children who have ASC very comforting and supportive. It's nice to know that I'm not the only one."*
> *Parent*

> *"Having other parents there to offer support, guidance and suggestions was great." Parent*

ASC PARENT COFFEE MORNING

Dear Parent and Carers

Remember to also offer **paper copies** of communications - not all parents are able to access electronic forms.

A **count down calendar** to transition and related events can help parents attend key meetings at busy times.

Start transition meetings with parents as early as possible, ideally meeting them initially in an environment where they **feel comfortable**, such as their child's feeder school. Organise refreshments to help them feel welcome. Arrange additional supported parent visits to school to highlight the support the transitioning school has on offer.

> "I felt reassured that I will be listened to and now that I have met you all I will be confident to contact the school with any future concerns." Parent

Providing parents **with information about their role** and '**Top Tips'** on how they can help their child settle in well is really helpful. This often includes:

 - practising the journey to school, this includes how they will manage to get all their children to school including an order of 'drop off' and the drop off location in each school.

- **establishing a quiet homework space** and a system to help their child meet deadlines.

 - **the home routine** e.g. laying out uniform, breakfast, school bag with equipment and lunch, enabling the child to be ready for the day and start the day calmly.   This could be supported by visual timetables.

During the summer holiday, consider sending parents a **Postcard** with a 'we are looking forward to welcoming you and your child to our school' type message; include key contact information to bridge the period between schools when concerns may surface.

Review transition arrangements with parent carers: holding a '6-weeks in' meeting in the autumn term can provide an ideal opportunity to capture 'what's worked well' and on-going concerns that need to be addressed.

> "I now have a greater awareness of the value of listening to the parent and student voice as this has provided useful insights and allowed us to focus more consciously on the areas of concern they have raised."
> School

> "We need to help parents to cope with 'not knowing everything' themselves but help their children to be the ones to find stuff out for themselves. This is empowering – parents having faith in their children." School

e) Training and development of staff to meet needs of new pupils and their families

Make sure **training** and **staff briefings** take place in **good time** so that when pupils arrive, there is a **consistent approach** across the school and everyone knows how to make them **feel welcome, secure and how to meet their needs,** helping them to   settle in quickly.

Arrange **advisory team visits** prior to entry to the new setting, and follow up with a discussion once the child/young person has settled in for a few weeks to seek further advice if needed.

Draw on **staff's previous experience** of meeting the needs of children with similar profiles.

If training has been provided to the INCO / SENDCo, make sure that staff e.g. class teachers, lunchtime supervisors, teaching assistants have had appropriate information and **training cascaded** to them. Remember other staff that the child may come into contact with, e.g. receptionist, school nurse, governors.

Consider **whole school training** so staff and pupils have the skills they need – e.g. Mobility training, Autism Awareness. For example, some schools held Autism Awareness assemblies to make pupils more aware of and able to appreciate the additional needs of some students.

It is also helpful to consider how the school is supporting home pick-up times and **independent travel arrangements**. For example, Travel Training with safe routes to school and what to do when things go wrong, such as if a bus or train is missed. Some schools also include training for pupils on internet safety, mobile phone use and making appropriate choices.

f) A Whole School Approach and Positive Mind-set

Maintain a **positive mind-set:**

"The starting point assumption was that Child A would be able to do it [transition successfully] … everyone worked through what they would need to do in order for this to happen". Head teacher

- Transition **will** be successful
- Adopt a **'Can Do'** approach
- Take a holistic view of the child
- Continually review practice e.g. what could we have done better – talk to others, "How did it work for you?"
- Adopt a Growth mind-set – e.g. if I can't do it now, what do I need to do to get there?
- Build in problem solving time into team meetings
- See transition as a process not an event. It is likely that there will be challenges, but overcoming these is part of the transition process.

Develop a whole school Transition Strategy / Policy that is co-designed with pupils and parents – so all staff understand what is being done and why.   Co-design materials with users; for example, Pupil Passports. Include transition for children that enter the school mid-year.

Review the support that has been put in place at both a **whole school and individual** pupil level. **Use data from exit interviews and feedback** from pupils, staff and parents on transition experiences. Some schools collect this as part of a '6-weeks in' parent session, others through online and paper surveys. Several schools also asked parent carers and students for feedback on their experiences at the end of the Spring Term. The information gathered is used to inform practice.

Year 6 Exit Interview Questions		Agree	Disagree	Not Sure	No answer
1	I enjoy learning at school	23	0	5	
2	Work is interesting & challenging	19	1	8	
3	Teachers' explanations are clear and easy to follow	22	1	4	1
4	When my teacher marks my work, I know what I need to do to improve it	14	2	12	
5	Teachers praise me when I have done something well	22	0	6	
6	Teachers help me to improve my learning	26	0	2	
7	Teaching assistants are helpful	21	1	6	
8	I know who to ask for help	21	1	6	
9	I get help when I need it	19	1	7	1
10	I feel safe at school	24	2	2	
11	There is a friendly atmosphere in our classroom	21	2	5	
12	Any Comments? 1hr a week ICT session and more clubs				

Scaling activities for parents and children can be a useful way to identify what they are 'looking forward to / excited / worried about' so this can be talked through and supported. If scaling, use **positive language** e.g. '10' being the things the child is most looking forward to /

excited by, and '0' least looking forward. This avoids reinforcing that something needs to be 'worried about'.

What have been your most positive experiences for you and your child during transition from Primary to Secondary school?
What were your main concerns before your child started Secondary School? What has helped you to address your concerns?
What advice or information about the transition to Secondary school would you like to give to prospective parents?

Embed **Review and Transition meetings** within the curriculum: one school is developing a fortnightly Year 9-11 programme of 'Review and Transition' meetings between pupils and key workers to review targets and plan effectively for transition. Literacy and numeracy skills are embedded within these sessions.

Review and Transition Plan

Learner:		Keyworker:	
Long Term Goals:			
Focus	Action	Who?	When?
Action required to achieve short term goals: (IEP outcomes)			
Action required to achieve medium term goals: (AR outcomes)			
Action required to achieve long term goals: (transition outcome)			
Learner's Comments/Signature:			Date:
Keyworker's Comments/Signature:			Date:
Parent/Carer's Comments/Signature:			Date:

Hold celebration meeting and events e.g. celebrating holistic success and inviting staff from the previous settings.

Co-design transition materials with pupils. For example:

Transition / Welcome Booklets – these include maps and photographs of key areas within the school as well as photos and a little about members of staff such as their personal interests.

Some welcome books also include quizzes which require pupils to find particular locations around the school when visiting. Remember to keep materials as **visual** as possible and include photos of locations that children want to know about.
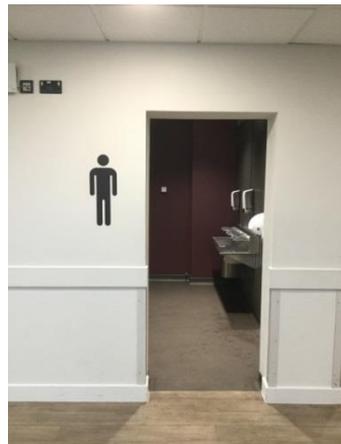
I must try to remember to go the toilet at break time

I can go to the canteen for lunch

I will have my lunch in the hall with my friends. I will have lunch at 12.00.

First I will eat my food and then I will go out to play.

Transition Profile / Pupil Passport /Pupil Profiles / One Page Profile - These provide a summary of key things about the pupil along with their strengths and how adults can help them. They include input from the child and family and share what they feel is important. The information enables staff to understand and anticipate any triggers.

Transition Profile: See Appendix 1 for further examples

Transition Plans –to highlight the support that an individual child may need in addition to that on their Transition / One Page Profile. Staff should approach a Transition Plan with flexibility to ensure emerging needs of pupils are fully supported throughout the transition process.

"I felt that the school were interested in gaining as much information as possible to give an accurate picture of my child" Parent

"I felt the profile gave me a chance to give my opinion of my child and what works for him." Parent

"Pupils felt secure in the knowledge that the receiving school has additional information about them and that they had chosen what information to include. Parents were pleased they had the opportunity to add in information about their child and this gave them a sense of being listened to and confidence in staff." School

"School Staff need to approach a transition plan with flexibility to ensure emerging need of pupils are fully supported throughout the transition process." School

Transition Groups – for identified students to explore what has worked well, what could be 'even better', how they feel about change as well as resilience and confidence building exercises. One school called its Transition group a 'Chill and Chat' group and provided information on how timetables work and a safe space to explore the emotional change around transition.

Transition Objects – On an individual child basis, consider the use of transition objects, photos and **facilitating closure** (positive ending to previous setting and welcoming new experience). This can be particular important for a child who may have experienced early trauma.

Rehearsal of situations e.g. Timetable use, classroom access.

I will use the side entrance gate to get to my classroom which opens at 8:40 and closes at 8:50.

I will come into my classroom via this door.

1. When do you spend time with your tutor?

2. Which days will you do P.E?

3. What equipment will you need to pack for Thursday's lessons?

4. Which room or rooms will you have English in?

5. When is your Favourite lesson?

6. What time is lunchtime? How long does it last?

7. How many times in week one will you have a Maths lesson?

8. How many science lessons will you have over the two weeks?

	Mon	Tue	Wed	Thu	Fri
1	English LBR F26	PSRE JWH F45	French SHE S19	Maths JTO S33	Stem JST S36
2	English LBR F26	Geography CCH F22	Drama MPA F09	Art HCH G42	Stem JST S36
3	Science ACA S05	PE JGO GA2	Music GIM F07	History BPA F27	Maths JTO S33
4	PE FPO GA1	PE JGO GA2	History BPA F42	Mandarin SNA S18	Science ACA S05
5	French SHE S19	Maths JTO S33	Maths JTO S33	English LBR F26	Geography CCH F22
6	Computing KFR S29	English SBR F41	Science ACA S05	Science ACA S05	English LBR F26

Homework expectations – whilst a child is getting used to a homework routine, some schools only set homework in the core subject areas for some of their children and also provide one to one sessions to assist with homework completion.

Wiki – a personal website which can be used as a way of sharing information between the parent, professionals and the school. For example, if a child needs specific equipment to meet their needs such as a medical or physical difficulty, the wiki can contain a short video or information on how the equipment needs to be used. Further information can be found on The West Sussex Local Offer.

PATH. A PATH is a person centred planning tools which enable a structured conversation to be held that will help to discover what is important to a person and agree the opportunities and support required. The facilitated PATH discussion is captured as large graphic which allows the child to visually share their 'dreams and aspirations' or long term outcomes with parents and staff.
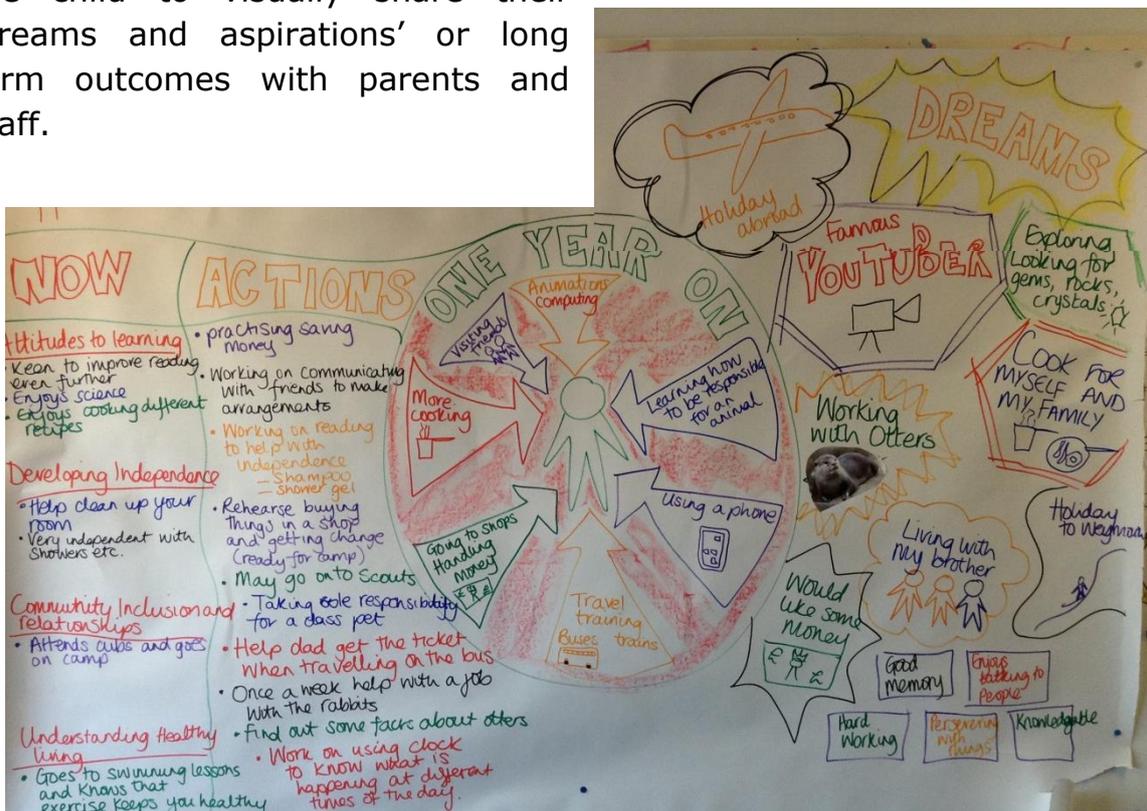
A PATH can be very useful at times of transition. It captures the future dream / long term ambition of the child and how steps towards this can be achieved in the medium and short term. A full description and guide to the process is available on The West Sussex Local Offer

Scaling activities – useful to identify what a pupil is looking forward to / excited / worried about so this can be talked through and supported. If scaling use positive language for the scale e.g. 10 being the things the child is most looking forward to / excited by, and '0' least looking forward to as this avoids reinforcing to children that something needs to be 'worried about'.

Personalised Social Stories - keep them visual. PECS can be included.
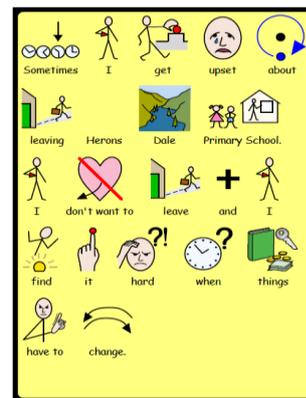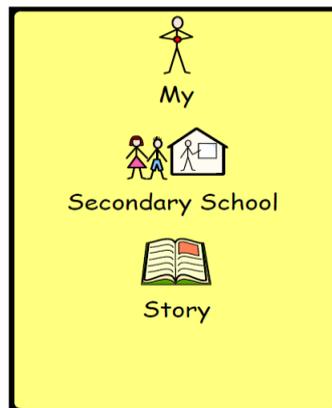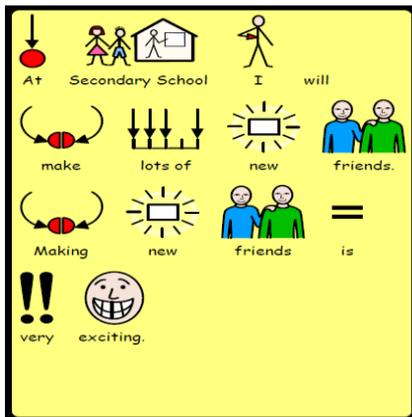
Breakfast clubs can support students who find it difficult to manage the home / school transition.

Provide quiet areas for students to go to during break and lunchtime – often pupils who are likely to be vulnerable in terms of friendship and socialisation come to the space to eat, socialise, play board or computer games.

My Safety Network. Schools found this a useful activity at a time of change as it enabled children to recognise 5 adults that they could trust and feel reassured by. The exercise can be physical tactile activity as the 5 people can be counted on the child's own hand so they 'stay with them'. This exercise can also be called '**Helping Hands'** with children counting people and places they can contact and talk to if sad, upset or scared – as well as people they can contact about good times and experiences.

Helping Hands

My Safety Network

These are 5 adults that I trust.

I can tell these people anything and they will believe me.

If I feel worried, scared or unsure, I can tell someone on my safety network how I am feeling and why I feel this way.

Name:
Class:
School:
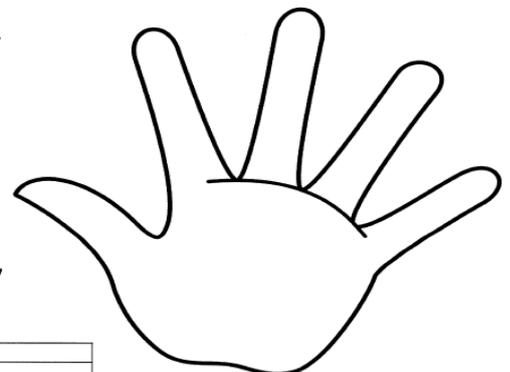
Meet and Greets. Members of staff and pupils available to welcome new students on transition days and during the first few weeks of term.

Who do I go to board/poster? Develop a picture of adults who are there to help, record positive comments made by adults about the pupil. Peers can also be added. This helps to remind the pupil that they can trust many people in the school.

h) Strategies / materials used to support emotions and sensory and social communication needs that can increase during transition

Make sure you are aware of the **strategies** that have been used to support the child in their **previous school**, which were successful and which less so. Take opportunities to observe how the strategies were used, for example resources, language, timing etc. If a strategy has been successful it is helpful to replicate this practice in the new school.

> "We have learnt to teach children to be prepared for any difficult feelings…and to be more aware of how to take responsibility if they feel unsure and to ask – empowering them." School

Sensory equipment and areas for soothing and calming – in all school types. Several schools also offer the school's main sensory room / space as a 'safe space' or 'time-out' area to all pupils. One school in the project invited students to use the sensory room as a quiet reading area 20 minutes before the start of the school day. Another used part of the library as a quiet space.

Calm area in Primary

Personalised Sensory box from a Primary school

Sensory Resource used in Secondary school

Mindfulness and Relaxation techniques – these are often led by a Teaching Assistant at the start of the day, after break and lunch. This could be a whole class activity combining simple relaxation techniques such as deep breathing with positive visual imagery. There are also some great mindfulness Apps. Some schools arrange **drama, art or music therapy** activities which focus on **change and transition.**
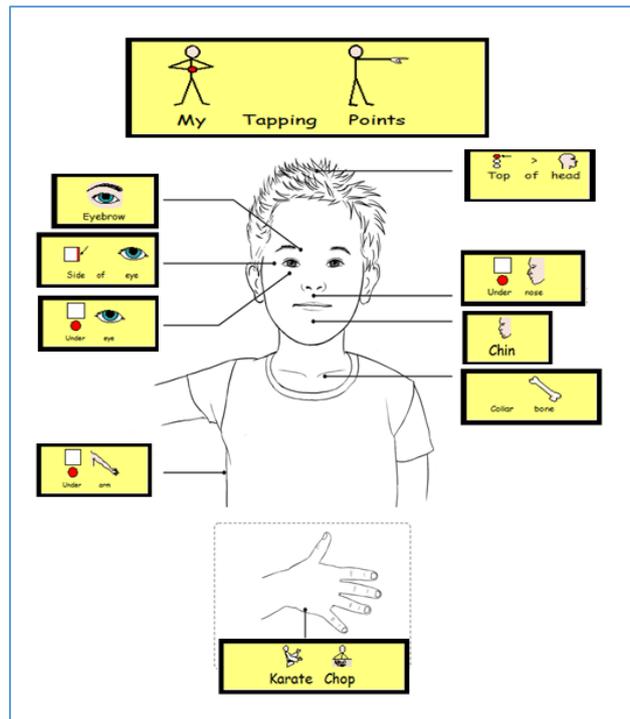
Emotional Freedom Techniques – used in one school to enable pupils to independently self-calm when experiencing anxiety.

Social Communication and Interaction Group. Peer based groups which model good examples of social interaction, and unpick friendship issues e.g. reviewing what has happened. It is not always obvious to children and young people, especially those with communication and interaction or social and emotional and mental needs.

Self-awareness and self-regulation techniques - Are key to help pupils understand how they are feeling – specific language needs to taught (**emotional literacy**) along with strategies for managing challenging behaviours, anxiety and developing resilience. Let pupils know that it's normal and Ok to feel concerned about the change.

Tools	How does it make you feel?		
	Calmer	**More Awake**	No Change
Bumpy seat			
6 sides of breathing			
Lazy 8 breathing			
Counting to 10			
Velcro			

The TEACCH Iceberg

The CASCADE scaffold – from the Anna Freud National Centre for Children and Families was used by one school to structure conversations with the safeguarding lead. It enabled vulnerabilities, triggers and positive things to be summarised.

		Working well	Challenges	Next steps
C	Clarity on roles, remit and responsibilities of partners involved in supporting CYP mental health			
A	Agreed point of contact and role in schools/colleges and CYP mental health services			
S	Structures to support shared planning and collaborative working			
C	Common approach to outcome measures for young people			
A	Ability to continue to learn and draw on best practice			
D	Development of integrated working to promote rapid and better access to support			
E	Evidence-based approach to intervention			

Peer to Peer support - activities that enable relationships to be built with peers e.g. buddy system, buddy chair, Circle of Friends, playing non-competitive games such as Lego, craft or construction, supported by an adult.

Comic Strips – this post-it comic strip was used by a school to capture and manage emotions.
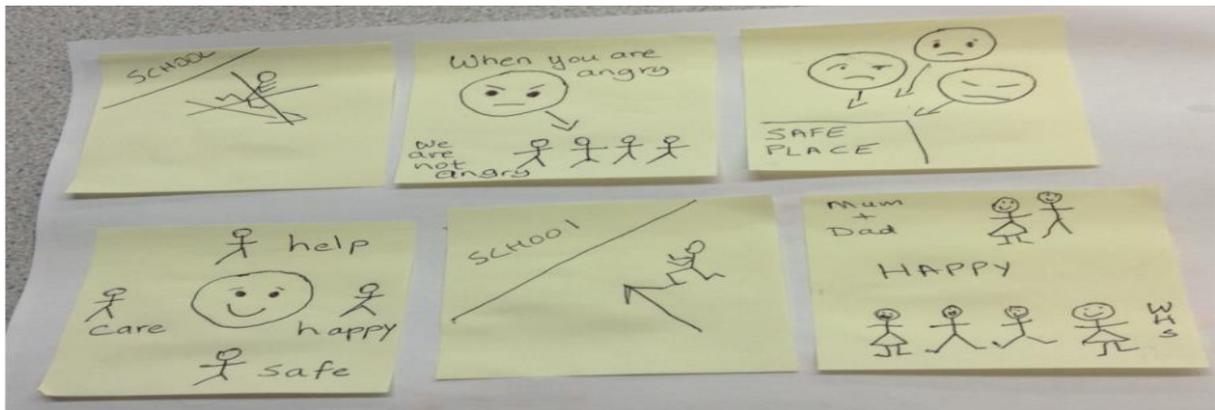
Visual Individual timetables – these need to be personalised and can help to reduce adult dependency. For example, **Now and Next** Charts, **Task Boards**.
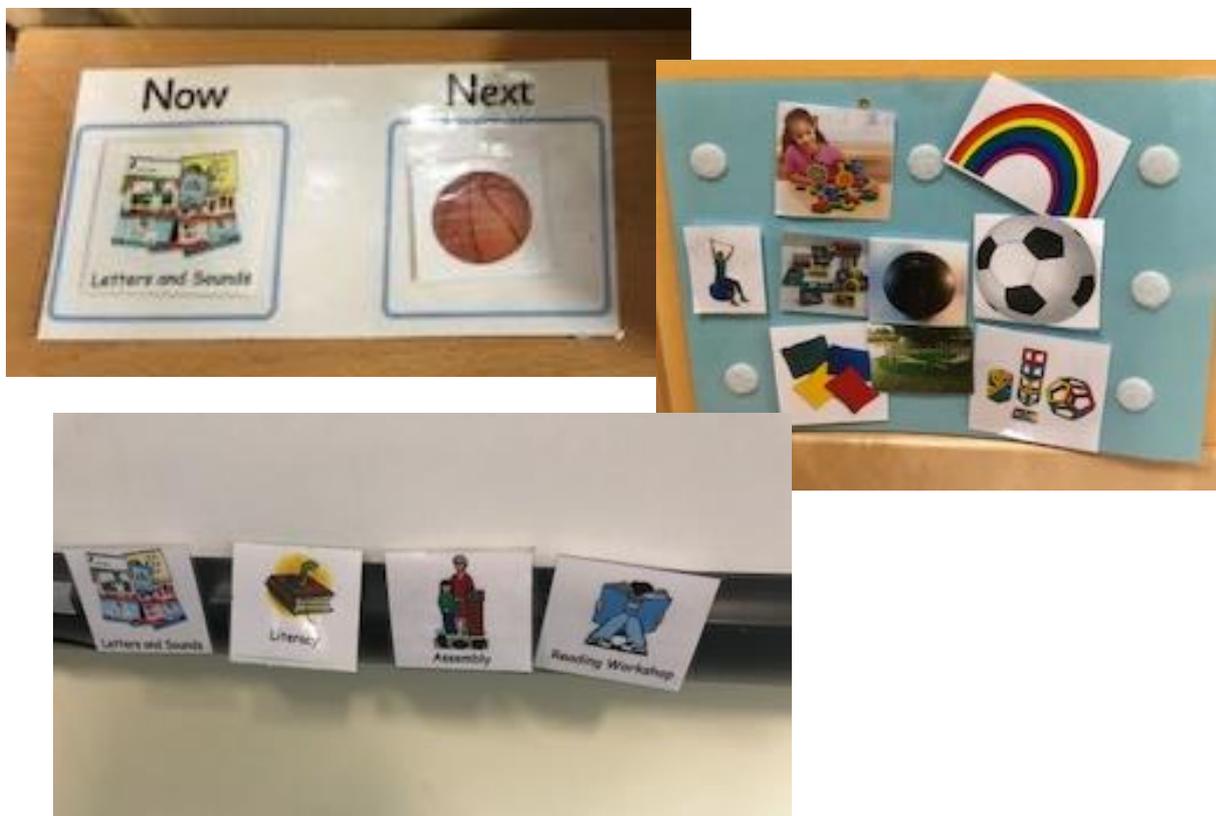
Reward System such as token system, stickers or points can help to remind pupils what is being worked for. Check what systems have been used in the **child's previous school** and if they have been successful for the child, try and replicate these in the new school. Once the child becomes settled work can be undertaken to help the child understand how a token equates to the main reward system within the new school.

?

Summer Holiday Programmes and Activities

Several schools also organised activities over the summer holiday. These included:

- **Bikeability –** a short course that enables a child to develop their skills and confidence to cycle safely on today's roads.
- For the child to **spend time at the new school** with a Teaching Assistant / key contact person **in the summer holiday** to build relationships and transfer strategies from the previous setting.
- **Summer Schools** – several secondary schools held summer schools for identified children who needed additional transition support - some of whom were on the SEND register. During summer school, pupils take part in a range of activities such as cooking, textiles, physical activities and drama which are designed to develop social communication skills, confidence and self-esteem, as well as literacy and numeracy. One school survey highlighted that the biggest reason (77%) for parents sending their child to summer school was to alleviate anxiety, with 95% of parents agreeing that the summer programme enabled their child to feel more prepared for September.

4: Top Transition Tips for schools, settings and professionals

Schools identified the following 'Top Tips' for effective transitions.

- **Take and maintain a positive view** from the start - transition will be successful. Gaining knowledge and having a flexible creative approach to introducing children with a high level of need helps them to settle in a gradual and effective way.
- **Communication** between all settings, the child and their family. Good communication goes hand in hand with higher transition rate. Remember to acknowledge receipt of information received; the person who sent it will be keen for it to be used. As well as the needs of the child, it is helpful to share information on past and current strategies and whether they have worked well or been less successful.
- For transition meetings with schools, provide **clear evidence of attainment and progress** made over the **whole time in primary school and additional information.** Include progress across all areas of learning, wider than cognition, for example communication and interaction, social, emotional and well-being. Include additional information, such as an explanation of school assessment records to help ensure the data is interpreted accurately. For pupils who struggle under 'test' situations it is key to show progress over time and what they have achieved academically and personally.
- **Face to face meetings** are helpful to gain a greater understanding: SENCO / INCO / Parent Carer / child / class teacher / other professionals.
- **Co-design letters / documents** e.g. parent questionnaire, transition information, welcome books, welcome tours with the intended audience i.e. parent and child. Parents may be as or even more nervous than their child about going to a new place. Supporting parents will improve their confidence and help them to in turn to support their child more effectively.
- Keep communications as **visual** as possible – include photos of key places in your welcome booklets and brochures e.g. toilets, pegs, drawers, lunchtime playgrounds, where the children will eat their lunch. Remember to **update these photos** as school layouts and decor change. Include a brief structure of the day – now and next boards can take this a step further.
- **Start early** – Start in Year 5 for primary to secondary transitions and in Year 9 for Year 11 Transfers – one project school is developing a Year 9 programme of 'review and transition' meetings between pupils

and key workers to review targets and plan effectively for transition. Literacy and numeracy skills are embedded within these sessions.

- **Timing is crucial** – settings need sufficient time to gather information to ensure appropriate staffing and support is in place – this all has a budget implication so it needs to happen prior to budget setting. Have a clear **Transition Timetable.**
- **Be pro-active**. Don't wait until someone contacts you.
- **Make use of specialist advice**. Make further enquiries with partners and support agencies to gain a clearer picture about what steps need to be put into place prior to and after transition. E.g. Speech and Language, IPEH, Continence Team.
- **How do you know that your transition support is effective?** How are views of parents and pupils obtained once they are at their new school and utilised to inform practice? At what point is information collected after transition has occurred (6 weeks later / one / two / three terms in)?
- Consider how the transition programme (including summer schools) helps pupils to understand the **emotions** they are going through. Include activities that support a child's **social and emotional needs** – building this into the programme will help to provide a strong foundation for the change that they are experiencing.
- **Empower pupils** by enabling them to see that you will also learn from them – **they have the experience of their home and previous setting**. Help them to feel safe by letting them know that you will listen and you will decide what happens for the best.
- Try to **replicate strategies, language, resources and approaches** that work well at the previous setting / at home. New and different expectations can be introduced gradually through the child's **Transition Plan.**
- **Genuinely listen to parents** about their hopes and dreams for their child. Discuss with parents and staff what your hopes and dreams are for their child in the short, medium and longer term. Whilst listening, recognise the issues parents may have. It is important to **recognise behaviours and stages** that are **developmentally appropriate**.
- Ensure there are **clear lines of communication with home**, whether a book, email, text, daily touch-base or phone call to deal with any concerns in the first instance before they escalate into something bigger.
- Recommend to parents that they visit **a range of schools** they feel might meet their child's needs. Remember your role is not to recommend a particular school but help the parent to gain the

information they need to make an informed choice. Encourage parents to talk through the questions that they might like to ask the school SENCO. **Offer to attend the meeting with parents**, if necessary, and during the visit create opportunities for parent to talk to key staff.

- Families who have low literacy levels or communications skills, English as a second language or those who did not have a positive school experience can find transition particularly daunting. Consider how information can be **translated** into different languages and made as **visual** as possible. The EMAT and LBAT / Social communication team maybe able to offer support. Support families to complete paperwork. Cultural differences in transition approaches and systems may also need to be explored.

- Talk to **parents about effective strategies** which support transition – include those that the school will be doing as well as what the parent can do at home.

5: Top Tips for Parents

- Make time to visit a range of schools well in advance of transition – for example for primary to secondary school when your child is in Year 4 / 5. Open days are often held late September / early October.
- Ask to speak to the SENDCo at each school personally about what support that school is able to offer. Think of some questions before you go. If you feel you would like the school SENCO or Teaching Assistant from your child's current school or setting to attend, ask them…but be aware they are unable to advise about your choice of placement. If they are unable to attend with you, talk through with them the questions that you might like to ask.
- Read through your school's 'Moving on' guidance. Think about the key things you need to do when your child is still at nursery / primary / secondary school, over the summer holidays, when they first move to their next school e.g. first day, first week, first term.
- When you have decided on the school and accepted a place, make sure you have the contact details for a key person at the school (e.g. class teacher, form tutor, SENCO, year head).
- Even though you may be feeling anxious about the school move, try to be positive about the move – when talking through worries that your child might have, focus on the opportunities that the move will bring.
- Remember when someone goes through change it is normal and appropriate for you and your child to experience a range of emotions. This does not mean that anything is wrong. Learning to cope with the emotions is a positive thing.

Appendix 1 – Resources used by schools and settings during this project.

My name is:

I am in Year

Here I am.

Things I want you to know about me:

My special friends are:

I like...

I don't like...

Things I find difficult:

Things that help me:

Feeder School name

Transition Profile for Childs Name

Destination School name

What I am excited about:

Photo

What I am worried about:

Things I want to find out:

What I find difficult:

Is there anything else you would like your new school to know about you?

Parents View E.G strengths, additional information and any difficulties you may foresee)

All About

....
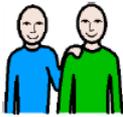
Photo

Please support students to fill this page with anything they want to tell us about themselves. This could be their favourite hobbies, things they like to eat, important people in their lives, or anything else! They can write, draw, stick in photos/symbols – whatever they like!

Child Case Study

WHAT OTHERS LIKE AND ADMIRE ABOUT ME e.g.

- I am funny
- I am playful
- I am very helpful.

WHAT'S IMPORTANT TO ME e.g.

- My dog Bounce.
- My parents.
- I love my cat but he has passed away (I have good memories).
- M is important to me – he is close to me.

HOW BEST TO SUPPORT ME (child's thoughts)

- Having time with Mrs C, Mrs K, Mr W and the nurse lady.
- My family are very good to me.

HOW BEST TO SUPPORT ME (in class)

- Use clear instructions – one at a time.
- Use things I can look at and practical resources to help me with my work.
- Time with an adult before a lesson and after to go through the important learning points.
- Make sure I understand what has been said, and explain words that I am unsure of.
- Encourage me to let an adult know if I don't understand something.

To help us make the best start for your child please could you list the following information and return it back to me at school as soon as possible.

Pupil Name	
Family members names	
Pets names and type	

If you could also let us have photos of your child, parents/cares, siblings, house, pets, car and garden we can scan them and send all originals back. This will support topic work and language skills as well as us getting to know you faster too!

Favourite food	Favourite snack	Favourite books	Favourite toys

Favourite colours	Favourite games	Favourite Songs or music	Favourite TV progs/characters

Please add any other comments on the reverse that you'd like us to know about your child. I can be emailed if you need to check anything at

An extract from a new intake form completed.

35

One Page Profile

Student	
Tutor Group	
Date Completed	

What people like and admire about me	What is important to me
What worries me	**What I would like to be doing a year from now**
How to best support me	

One Page Profile

Secondary example from a Transition Book

ABOUT ME

Hobbies:

....

....

Favourite subjects:

....

....

What I want to be when I am older?

....

....

What I am interested in outside of school?

....

....

What things don't you like?

....

....

Describe yourself in 3 words!

....

....

Going to Secondary School
How do you feel?

These could be useful to think about when you think about changing school.

Use two different coloured highlighters, highlight the phrases that you are looking forward to in one colour; use a different colour for those you are worried about. Or draw an emoji next to them to show those you are looking forward to and those you are worried about.

Making new friends	Learning a new timetable
Dinner time	Taking a shower
Having a different uniform	Being on time
Finding way around	Break times
Getting to school	Learning new subjects
Meeting others my own age	Joining clubs
Being with friends	School rules
Homework	Meeting my new tutor
Meeting my new teachers	Being able to do the work
Being with older pupils	Getting changed for sport / PE

Secondary School question sheet

Questions about how the School works	Best way to find out	Answer
What time does School start/ finish?		
What times are break-times and lunchtime?		
What sort of food is sold? How much do things cost?		
Where do students go at lunchtime?		
What snacks can you buy?		
How much homework do you get?		
What happens if it isn't done?		
Where can I do my homework in my free time?		
What happens if I get into trouble? What are the sanctions?		
Who's the best person to talk to if I am having problems?		
How am I rewarded for my work?		

Organisation at school

School times

School starts at:	Break time is at:	Lunch time is at:	School finishes at:
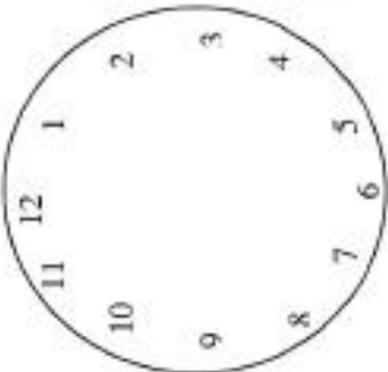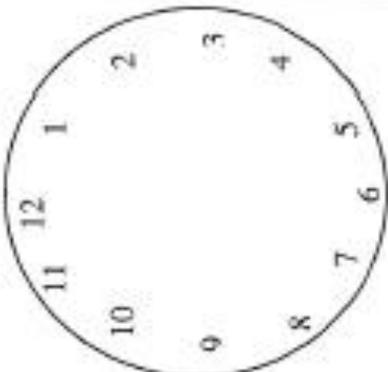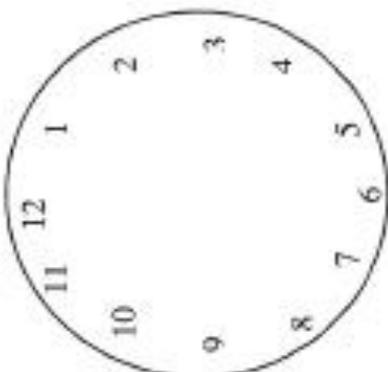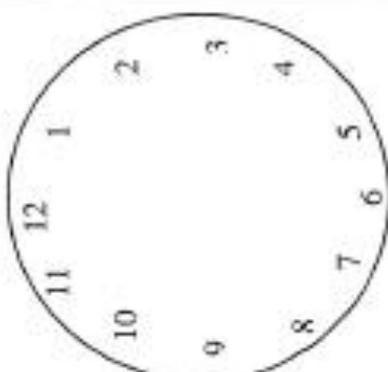
House Systems

Some schools divide pupils into groups that include pupils from all year groups. These groups are often known as Houses. Often there are inter- house competitions to earn the most points. Points can often be earned for good work or behaviour. It is possible to lose points as well.

The name of your house is _____

The name of your Head of House is _____

I may earn points for:

1. _____

2. _____

3. _____

4. _____

I may lose points for:

1. _____

2. _____

3. _____

4. _____
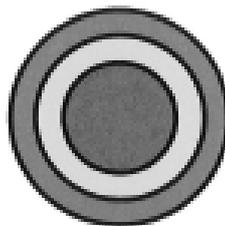
School equipment

Things I need to bring every day

Every day you will need your equipment. Remember "7 a day".

The Regis 7
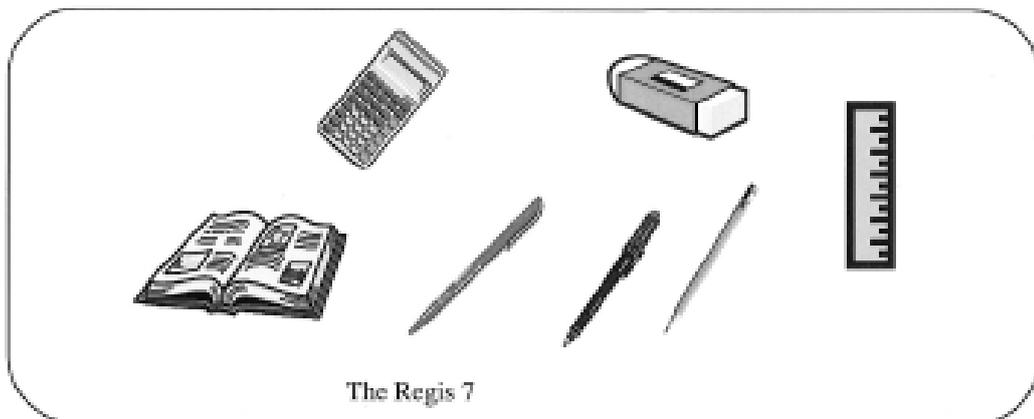
Some days you will need extra equipment. This will depend on the lessons you have that day. Look at your timetable and work out the additional equipment you need each day.

Day	Things I will need to bring
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Form Activity wordsearch :-)

s	r	k	r	o	w	m	a	e	t	g	c	c	y	d
c	n	e	v	i	s	u	l	c	n	i	o	i	l	u
w	e	o	m	h	n	t	t	i	c	n	n	t	d	o
m	s	l	i	a	o	o	d	p	u	e	s	s	n	r
a	g	s	e	t	r	n	i	f	a	c	i	a	e	p
e	v	a	r	b	a	k	e	t	f	r	d	t	i	t
s	m	a	r	t	r	t	a	s	c	t	e	n	r	h
h	o	d	s	n	i	a	c	b	t	a	r	a	f	e
u	e	t	n	b	p	v	t	e	l	o	a	f	d	l
s	u	o	r	e	n	e	g	e	p	e	t	t	n	p
o	e	v	i	t	c	a	o	r	p	x	e	m	i	f
n	o	i	t	i	t	e	p	m	o	c	e	k	u	
s	s	e	n	e	v	i	g	r	o	f	i	b	n	l
c	o	n	f	i	d	e	n	c	e	n	e	r	g	y
g	o	o	d	h	a	b	i	t	s	l	o	y	a	l

Words to find:

action, brave, celebrate, competition, confidence, considerate, energy, expectations, fantastic, forgiveness, friendly, fun, generous, good habits, helpful, honest, inclusive, kind, loyal, outstanding, proactive, proud, remarkable, smart, teamwork.

Extension:

Do you know what all of these words mean?

Choose some and talk to your friend about what they mean to you

e.g. kind = to lend someone my pen

How to be a friend

Here are some positive things friends do for each other to keep their friendship strong.

- **Empathise**. Put yourself in your friend's situation to understand what they're going through.

- **Support**. You can show your support for your friends by just listening when they want to share.

- **Compliment**. Everyone likes to receive a compliment. Compliment your friend on a new hairstyle, a great score on a test, a smooth football move. Be specific and keep it simple. Choose the right moment to give the compliment.

- **Respect privacy**. Sharing secrets is a fun part of a friendship. It's hard to regain your friend's trust if you tell secrets you weren't supposed to share.

- **Encourage**. Use encouraging statements like, "You can do it".

BE THE TYPE OF PERSON YOU WANT TO MEET

When you wonder if you are being a good friend, ask yourself this question:

Am I treating my friend like I want my friend to treat me?

What makes a good friend?
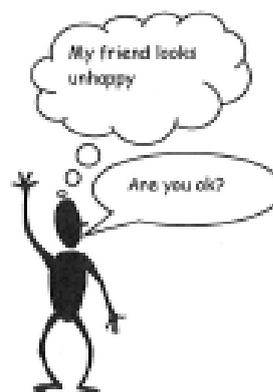
Settling into Secondary School

(and how to solve the problems you might face)

Sometimes something can happen at school that makes you upset or anxious. A lot of people feel like this especially when they are starting somewhere new.

- **Keep calm.** Tell yourself, "I can solve this problem if I stay calm."

- **Decide what the problem is.**
  - Are you frustrated because you could not do something you wanted?
  - Are you upset because someone did something to you?
  - Are you worried because something has gone wrong?

- **Think about possible solutions.**

- **Think about the consequences.** What will happen if you try different solutions?

- **Pick the best solution.**

Talk with a friend about what you would do in each of these situations in school.

1. You haven't done your homework.

2. You have forgotten your student planner.

3. You are in a crowd going upstairs and you think someone pushed you.

4. You think you are lost.

5. You see someone being bullied.

6. You find someone crying in the corridor.

7. You've lost your purse/ wallet.

8. You see someone stealing money from someone's bag.

9. You find someone's purse.

10. You've ripped your trousers/ skirt.

You should now know what High School you will be going to in September. Changing school should be exciting but you might also feel a bit nervous. Moving school involves a lot of changes and you will have new experiences. These sessions will help you to prepare for the move to your chosen high school and help you find the answers to any questions you may have.

During the next few weeks we will work through some activities to help you prepare for high school. Our final session will take place after 'Transfer Day' so that you can share your experiences of your new school.

Things we will think about

Introduction and initial thoughts about high school
Finding out about my High School
Organising myself.
Rules and Rumours.
Meeting new people and making friends.
What was my High School like?

3

My High School Questionnaire

Find a photo of
your New High
School from
their website

When you are moving to a new school it is a good idea to find out as much as you can before your first day there. See how much you can fill in today and then try to find out more information. You could talk to your friends, adults or look on the Internet.

The name of my school is _____

The address is _____

_____

_____

The telephone number is _____

4

The email address is _____

The school day starts at _____

The first break is at _____

The lunch break is at _____

Where will I eat my lunch? _____

What can I have for lunch? _____

How will I pay for my lunch? _____

How long is each lesson _____

The school day ends at _____

What time can I get to school? _____

The name of the headteacher is _____

5

Thoughts about High School

0	5	10

In one colour put a line where you think you are today and then in a different colour mark where you would like to be. Using the scale above put a score in each bubble 0-10. Fill in any other thoughts in the empty bubbles.

Being teased

Forgetting things

Equipment

Getting on with the teachers

Getting lost

School uniform

Getting on with other children

Finding my friends

Being on time

Being hurt

I am looking forward to:

1. _____

2. _____

3. _____

I may need help with:

1. _____

2. _____

3. _____

I would like to find out:

1. _____

2. _____

3. _____

7

Which of my friends are going there?

_____
_____

How will I get to my new High school?

_____
_____

—

8

Common worries about High School and strategies to deal with them.

We will cover these in more detail in later sessions.

Getting Lost
- Stay with your class between lessons.
- Get a map of the school.
- Check out where you've got to go in plenty of time.
- Ask for help if you get lost.

Being bullied by older students
- Hardly ever happens- always horror stories, always the same ones.
- Stay with your friends/tutor group when walking around school.
- Tell your tutor if anything happens.
- Stay in busy areas of the school.

Forgetting things
- Keep a list of the things you need for lessons each day and check it.
- Ask a friend if you can borrow a pen/pencil etc.
- Tell the teacher at the beginning of the lesson so they can help you.
- Keep a spare pencil case in your locker.

Getting Detentions

9

- Make sure you know the school rules and follow them.
- Hand in homework on time.
- If you do get one, don't get upset, just go and get it over with! Learn from your mistake and try not to get another one.
- Don't skip a detention or you will end up getting in more trouble. Take the consequences and move on.

Work is too hard
- Try your best, ask for help.
- Listen carefully to instructions.
- Ask your teacher to explain again if you don't understand (at an appropriate time)

Strict Teachers
- They may seem strict but they usually just want you to achieve your potential at school.
- They have chosen to work with kids so should like children!
- Follow the school rules and they have no reason to tell you off.
- Tell your tutor if you find a teacher is worrying you.

10

Finding your way around...

Most people feel a little scared about going to a school, which is much bigger than their middle school. They are worried they may get lost, or be late for a lesson because they're not sure where the room is.

Using a map can help you to find different rooms and the quickest way to get there. Your teacher will give you a map that you can stick on the next page.

Use the map and find the rooms where your favourite subjects take place or you could look for the canteen.

11

Stick a copy of the school map here.

12

Getting organised

In one colour put a line where you think you are today and then in a different colour mark where you would like to be.

0   5   10

When you start your new school in September you will be given a timetable. At High School your lessons will be in different rooms. Your high school may also have a two week timetable, therefore you will need to remember if you are on week one or week two, your planner may tell you which week it is.

At High School, you will be expected to have the right equipment every day, you have been practicing this throughout year 6. You could create a new checklist to help you remember and keep it in the holder your teacher will give you at the end of this course.

Circle the equipment you will probably need, draw in anymore you can think of. What are the most important items to remember?

13

Example Daily Checklist

Monday	**Tuesday**
Homework Diary Pencil Case Lunch/Money English Homework Science Homework Games Kit	Homework Diary Pencil Case Lunch/Money Reading Book
Wednesday	**Thursday**
Homework Diary Pencil Case Lunch/Money French Homework PE Kit	Homework Diary Pencil Case Lunch/Money History Homework Maths Homework
Friday	
Homework Diary Pencil Case Lunch/Money F/T Ingredients	

When you get your timetable use it to make your checklist, ask someone to help you to check that you have remembered everything.

14

Rules and Rumours

In one colour put a line where you think you are today and then in a different colour mark where you would like to be.

o   5   10

All schools have rules. Sometimes we agree with the rules and sometimes we don't but we know if we break a rule we may get into trouble.

Rules are made for different reasons.

- To protect other people and property.
- To help the school run smoothly.
- To provide the best possible education for all pupils.

See if you can find 5 rules that apply at your new High School.

1.	
2.	
3.	
4.	
5.	

19

Breaking the Rules

Some rules are carefully planned to make school life easier for everybody. For example, running is not allowed in school corridors because that would be dangerous, inconsiderate and noisy.

What might be the consequences for breaking these rules?

1.	
2.	
3.	
4.	
5.	

Apologising

If you do break a rule, it is usually a good idea to admit that you got it wrong and to say sorry.

Look at the scenarios on the next page. In each one a rule has been broken. It can be hard to keep your cool if you're being told off, but try to remember things will only get worse if you get angry!

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What should you do in these situations?

1. You have not done your homework because you didn't write the instructions down properly...

_____

_____

2. A teacher tells you off for talking in class but you were just answering your classmate's question...

_____

_____

3. You are late for school...

_____

_____

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Rumours!

Most people in your class will probably want to talk about going to secondary school because it's a big step for you all. It's good to talk about all the exciting things ahead of you and it's also good to tell each other about the things you're a bit worried about.
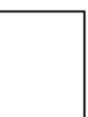
Sometimes though pupils can scare each other unnecessarily because they have listened to rumours about what the school is like.

Look up the word "rumour" in the dictionary and write the definition here:

_____

Very often rumours are exaggerated stories. For example, a story that there are gangs of older students taking money from new Y7 pupils could be an exaggeration of a one off incident where a Y11 boy ran off with £1 when a Y7 girl dropped it.

Rumours may have an element of truth in them but usually they contain a lot of things which aren't true. It's best to listen to the facts that members of staff tell you rather than the rumours pupils from the school might tell you.

Write down some of the rumours you have heard:

_____

_____

_____

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Meeting New People and Making New Friends

(🔊)   (🔊)   (🔊)

0   5   10

In one colour put a line where you think you are today and then in a different colour mark where you would like to be.

How many people are in your Y6 class?

How many years have you known them?

How many adults are there in the room?

☐ ☐ ☐

Most children in your class will feel comfortable and happy because they know everyone very well and feel like they belong. Just having one teacher can make you feel safe too. Going to secondary school can be different because you won't know everyone and it may take a bit of time to feel like you belong in your new form.

The important thing to remember is that EVERYONE will feel the same way and that you're not alone. It's actually a good opportunity to make new friends and learn from adults who have specialized in their particular subject.

I am looking forward to meeting...

I am not sure about meeting _____ because _____

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Making Friends

Everyone has strengths and weaknesses. Some pupils find it really easy to get to the top level on a computer game whilst others never get past Level 1. Some pupils have no problems drawing amazing life-like pictures whilst others find it difficult to draw a good stick-man.

It's the same with making friends. Some pupils love meeting new people, are very chatty and make lots of friends easily. Others don't know how to begin to make even one new friend.

What clubs are there at your new High School? Clubs are a really good place to meet new people and they will probably have similar interest to you. Use the box below to write down clubs you would be interested in, when you go for your induction day you can ask what clubs they have.

1.
2.
3.
4.
5.

24

Below are a few hints and tips to help you make a new friend.

- Smile and try to make eye contact.
- Tell them your name and ask what they're called.
- Find out what they are interested in.
- Listen to them.
- Talk about shared interests – you both might like computers.
- Ask them if they want to do something at break-time.

There is no such thing as a silly question!

Sometimes you have questions you don't want to ask your friends, teachers or parents because you think your question is silly. There is no such thing as silly question if it is worrying you.

What was it really like?

I found out that

_____
_____
_____

One thing I really liked about my induction day

_____
_____

I am looking forward to

_____
_____

One thing I'm still worried about

_____
_____

Prompt Cards

These can be used as a prompt to remind you what you can do if you have any problems; you could cut them out and keep them in the holder your teacher has given you.

If I forget to bring my homework to school.	**If someone calls me an unkind name.**
I will tell my form teacher.	I will try to walk away and not shout or swear at that person.
I will tell the subject teacher and say the reason why I have not got my homework.	I will tell my teacher or someone in learning support why I feel upset.
The teacher will tell me where I have got to put my homework when I bring it in tomorrow.	He/she will deal with it and talk to the person in question.
If I cannot find my way to class.	**If I have forgotten my timetable.**
I will get my plan from my student planner and see if I can work it out.	I will tell my teacher or whoever is taking the register.
I will try to ask someone in my class.	They will give me a spare timetable.
I will ask a teacher.	
If I arrive late.	**If I forget my dinner money.**
I will go to the secretary in the school office and tell her that I have arrived in school.	I will go to the school secretary and ask if she could phone home.
If I forget my P.E kit.	**People to help me:**
I will tell my form teacher during registration and he will make sure my P.E teacher knows I have forgotten my kit before the lesson.	My form tutor
	Learning Support Teacher
When I arrive for the lesson I will see if I can borrow a P.E kit.	Head of Year

Acknowledgements

Helping your child to get ready for school

Children will learn at their own pace and whilst they benefit from encouragement to develop new skills, it is important to let them achieve their milestones when they are ready. Whilst your child is being supported and cared for at nursery or pre school there are some things you can do to help your child prepare for school.

- Encourage your child to dress and undress independently. Buttons and zips can be tricky but will help strengthen fingers! Get your child to put on their own socks and tights.

- Encourage your child to tidy up after playing with toys at home: they will be asked to help tidy away in the classroom.

- Play board games: help children to understand turn taking and don't always let them win!

- Encourage your child to follow instructions that involve 2 steps e.g. put on your coat and welly boots.

- Support your child to use a knife and fork and try to cut their food (this is particularly important if your child has a hot school meal)

- Many children are not completely independent with the toilet so encourage your child to learn to wipe their bottom. If your child is struggling with soiling, wetting or wiping, nursery staff will help your child - you should also contact the health visitor to get advice. Once your child has a place at school let the school know of any medical difficulties your child may have with toileting.

If your child has needs that may not be easily addressed in the classroom it really helps the school if they know in advance. The types of problems that you may want to discuss are:

- Speech/language difficulties (including hearing problems)
- Difficulties following instructions
- Friendships issues
- Refusal to work as part of a group/taking turns/sharing
- Settling with unfamiliar adults/children
- Health issues (including allergies)
- Hygiene issues i.e. hasn't met the milestones for toileting
- Specific medical needs

May 2018

Helping your child to get ready for school

This booklet is designed to give parents some tips to help their child to get ready for school. They are merely suggestions and not requirements.

Sharing Books and Early Reading

Early reading is all about sharing books and stories to encourage a love of reading. Read to your child and find time to share books together from an early age. Having a range of different types of books is helpful in developing an interest in books. Let your child see you reading.

Reading activities at home:

- Read to your child.........lots
- Make time for a bedtime story
- Encourage your child to turn the pages
- Point to the title of the book
- Don't worry if they choose the same book every day. Memorising skills are part of learning to read. Encourage them to bring books into nursery to share.
- Join the library
- Make up stories, retell stories, use expression and different voices for characters
- Share comics and magazines
- Make books and story maps
- Role play-act out a story, use puppets and toys.

Fine Motor skills

Some children have well developed fine motor control when they start school but some may find this tricky. Pencil grips can help and using fatter pencils can make it easier for children. Simple fine motor activities can help to strengthen their grip.

These ideas will all support your child's fine motor control development:

- Help them to use scissors
- Make hedgehogs out of plasticine and playdough (pinch out the spikes)
- Threading (beads/pasta necklaces....)
- Using Lego/Duplo to make walls/bridges/houses/cars.....
- Tracing
- Chalking
- Painting
- Cutting
- Putting pegs on a washing line
- Playing with playdough and plasticine

Maths all around us

Counting and Numbers

Being able to count is an important skill, but be sure to make it fun! Help your child to count by asking questions...... how many teddies/how many steps to reach the front door/how many stairs/how many apples are in the fruit bowl?   Children may begin to recognise numbers that have personal significance - their age or house number.

Other activities to support number development:

- Let your child play with real money, children need to know and be familiar with real coins. Let them collect pennies in a money box or earn a penny for making good choices.

- Shapes are all around us! Talk to your child about the different shapes they can see. Square, circle, triangle and rectangle. Let them make pictures with them.

- Cook with your child. Let them help with baking so they can see and use weighing scales, talk about the ingredients, what is in the recipe? How much do we need? Let them count out the ingredients or cake cases. How many? What do they weigh? Can you count...?

- There are lots of different types of games that you can play at home which help children with simple basic mathematical concepts......Play snakes and ladders, dominoes and other games that depend on counting, calculation and scoring. This will also help your child with counting each space on a playing board and counting spots on a dice. Learn number rhymes ...... 5 currant buns...../one two three four five, once I caught a fish alive...../one two buckle my shoe....

- Sorting and Matching activities....... Putting cups out at meal times, setting out a teddy bear's picnic, sorting socks etc.

Playing games also helps your child to understand the rules of turn taking which is an important part of being in school.

It is not an expectation that children are able to write their name or know letter sounds when they start school. Nurseries and pre-schools do not have to teach phonics. This will begin when your child starts school where they will be taught according to the system the school has chosen.

The ideas below will help develop early writing and phonics skills.

Writing Ideas
Some children want to write their name:

• encourage your child to write using lower case letters with a capital letter at the beginning of their name.

• if your child wants to write, encourage them to use the hand which feels the most comfortable.

Don't worry if they are not yet interested in mark making or writing:

• Provide opportunities to write, colour, cut and stick using a range of different pencils, felt tips or chalks in different sizes. Larger felt tips and pens are easier for some children to hold.

• Let your child see you writing—try not write in capital letters, this can be a difficult habit to break in young children and they will need to learn the correct use of upper and lower case.

• Make letters or words out of playdough or plasticine.

• Trace over their name

• Rainbow letters (writing the letter with different colours so they overlap)

• Make a card for a family member

• Writing a shopping list—help them to write their own list.

• Colouring in and cutting

• Playing playdough to develop finger strength

Model writing letters and words.

Phonics Ideas

• Play puzzles and phonic games and point out sounds e.g. that sound is the beginning of your name! there are lots of games available and the internet is a good source of ideas.

• Clap out the syllables in names and words

If your child is interested in letters and sounds that's great:

• talk about the sound the letter makes

• Help them to find the letter sound in their books.
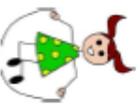
Personal, Social and Emotional Development

This is a key area in developing children's self confidence, making positive relationships and managing their feelings and behaviour. There are many ways to support and encourage your child within these areas.

Making relationships

• Try to organise play dates with children of a similar age to help them to learn to turn take, negotiate and be social.

• Talk about different feelings that they may have and feelings that others may have: that made me feel happy, cross, worried. How did that make you feel? Can you see how I am feeling from my face?

• Encourage sharing and turn taking: letting another child to go first on the slide in the park.

Self -confidence and self -awareness

• Encourage your child to talk about how they feel and share what they think about something: what did you like at the park today? How did you feel when you had to wait?

• Encourage your child to talk about things they are good at—encourage a positive self im-age to help them feel good about themselves and have the confidence to 'have a go'.

Managing feelings and behaviour

• Talk to your child about how they made someone else feel: do you think you made that boy happy when you pushed him? How is he feeling? How did your friend feel when you played nicely at that game?

• Talk about changes in your daily routine that might happen

• Have clear boundaries of behaviour at home (speak to nursery if you need help dealing with challenging behaviour at home)

• Talk to your child about your own feelings; help them manage negative feelings safely.

• Give them the vocabulary to help understand feelings—words such as nervous, angry, frustrated can all be used with young children if you put them into context for them. (It's really frustrating when you can't put your socks on....)

• Encourage your child to ask for help if something is tricky

Communication and Language

Good speaking and listening skills are essential for all children. These can be developed in many ways. Here are some ideas for games and activities you can do with your child to develop their speaking and listening skills. They will help your child to get ready for school and underpin early reading and writing.

Your child will be learning rhymes, songs, sound games, playing simple instruments and may also be clapping out syllables in words at nursery. All these activities help your child to hear and understand different sounds ready for school. Ask your child to repeat rhymes and sing songs they have learned at nursery (or with you) - this helps them to develop their memory.

- Join in pretend play with your child. Play alongside them, let them take the lead. Listen and talk about what they are saying and doing rather than asking lots of questions.
- Give longer instructions for them to follow. E.g. 'Can you get the plates, knives, forks and place mats out for dinner?'
- Get your child to think of words that belong to the same category.
  - E.g. how many different animals can you think of that are big/small/that live in the forest etc.?
- Make up a story together:
  - think of a character,
  - where does he live?
  - where does he go today?
  - what does he do?
  - are there any mishaps?
  - what happens at the end?
- Read to your child, choose rhyming books and don't worry if they ask for the same story each night this will help build confidence and make them feel like a reader. Ask questions about the pictures in the book.
- Playing games with your child that involve taking turns helps them to listen; even young children can wait their turn, use the language first, second, third.
- Don't always let your child win games: help them to understand that they can't always win.
- Introduce new words and phrases to help them continue learning. Think of lots of different words that mean a similar thing e.g. words that mean the same as big: large, huge, enormous, massive, immense.
- Remember to give your child will need some thinking time before responding to questions and instructions.

Pen Portrait

	6C	
Last updated:	PHOTO	Age when updated:

A bit about me: I love drawing and playing with my tweeties (Owls)	
Things I like:	**Things I don't like:**
What I am good at:	**What I find tricky:**
How I might behave:	**What can set me off:**
Ways which might help me:	**Ways which don't help me:**
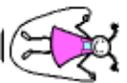
How can I prepare my child for starting school?

You can help your child by ensuring that the move to school is seen by all of you as a happy and exciting experience. You may feel anxious and this is natural, but if your child picks up on this, it may make their start to school more difficult. Your child will be beginning to develop their independence – please encourage this as much as possible, by supporting him/her in mastering the skills listed below;

- Dressing and undressing independently, including fastening and unfastening buttons, zips, coats and shoes

- Going to the toilet independently, washing and drying own hands

- Playing and sharing with other children

- Tidying away toys

- Listening to and following instructions.

- Managing to be left without you for periods of time.

- Learning to trust adults other than parents to provide help and comfort.

Prepare yourself too!

- Stay positive about starting school – your worries can affect your child!

- Prepare for your child to be very tired! – even if he or she has attended pre-school or nursery

- Try not to ask your child too much about their day (and don't be concerned if they tell you they haven't done anything).

- Keep yourself busy on the first few days of school!

- Help us to meet your child's needs effectively by keeping us informed of any changes in circumstance at home or if your child shows any signs of distress.

Induction Programme

We want to make sure that the transition from home to school is as smooth as possible for your child.

Before your child starts, there are two occasions for us to meet and to find out as much about your child's development, personality, likes and dislikes as we can.

Stay and Play Session

As a first step to help your child settle into school, you will be invited to a Stay and Play session. This will be for 45 minutes and will take place after school. It will be a chance for you and your child to become familiar with the classroom environment, play and meet the teacher and teaching assistant.

Story Time Visit

Your child will also attend a story time session during the school day.

At this visit we ask you to leave your child with but you very welcome to stay in a separate room provided to meet some of the other parents.

You will be sent a personal invitation to these sessions, including a map of the school, showing your child's classroom ready for the stay and play/story time sessions and for starting school in September.

Pre-School Settings

During the Summer Term, the Reception teachers visit as many pre-school settings as possible, to meet your children and start to build a picture of your children's pre-school experiences.

Individual Parent Meetings

In September, you will have a 20 minute meeting with your teacher. This is a time to share any information which may be relevant to your child's education and well-being. This may include any additional needs or any current or previous situations at home or at nursery that may impact of your child's school life and development. It is important to share as much information as possible in order that we can make your child's transition to school as smooth as possible.

What does my child need when they start school?

When your child starts school there are a few things they will need:

School Uniform

All items of clothing MUST be named as they are easily lost, especially on P.E. days!

White Polo Shirts

Grey trousers (in reception children can wear jogging bottoms at anytime of the year)

Black shoes or boots

Grey skirt or pinafore dress

Blue school sweatshirts or cardigans

In Summer

Grey shorts

Sandals, socks must be worn (no crocs)

Summer dress

Our school uniform providers are Broadwater Sports First Uniform & Tesco Online.

You will also need:

A book bag. This book bag will go home daily and is essential for carrying letters, any work your child may want to bring home to share and, of course, their reading books.

Each child will need a named pair of wellies for outdoor learning. These remain in school all the time as the children will spend a lot of time in the outdoor environment.

A raincoat that can stay at school so we can use our outside area even in bad weather.

A water bottle, (any type) and we ask that you fill it with fresh water each day. Your child will be encouraged to drink regularly throughout the day.

P.E. Kit

In addition to the school uniform your child will need a P.E kit with:

- White T-shirt
- Blue shorts
- Tracksuit and plimsolls for outside games.
- Named P.E. bag to keep their kit safe.

← White T-shirt

← Navy blue Shorts

← Black plimsolls or trainers
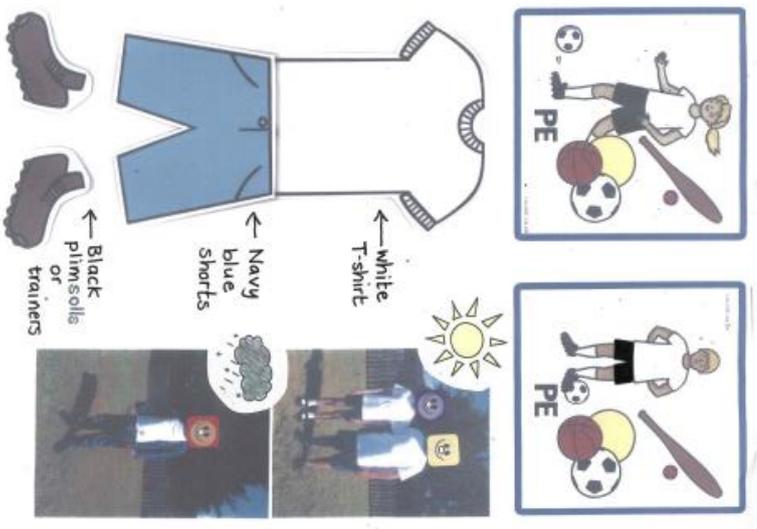
Forest School

At our school, the children will have regular Forest School days where they will be in outside all day. For these sessions they will need:

hot

sun hat

long sleeve   long trousers

Forest School

cold

wooly hat

scarf

coat

gloves

Wellington Boots

water proof trousers
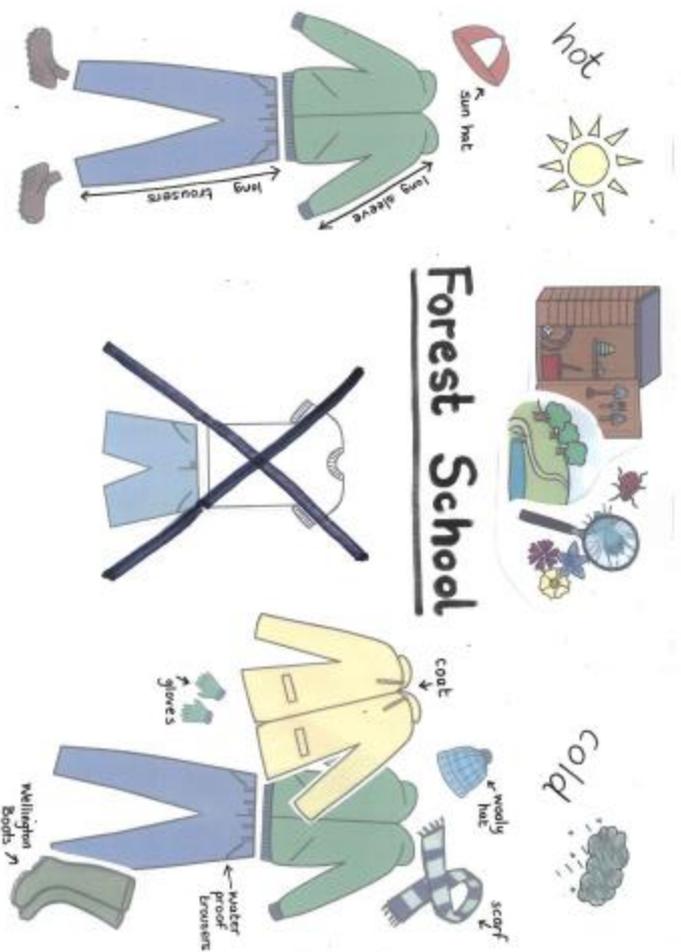
All items of clothing MUST be named as they are easily lost, especially on P.E. days!

Our school uniform providers are:

My First Day at School Checklist!

On my first day at school

1. I will wear my school uniform.

2. I will bring a coat (dependent on the weather).

3. I will have my water bottle filled with fresh water and clearly labelled. (Available from the school office).

4. I will bring my book bag and PE bag.

5. I will have my 'Memory Box' activity.

Mum and Dads'
Checklist! Day 1

Come into school with a big smile!

1. Come into your child's classroom with your child and help them find their peg in the cloakroom. Each class has a box to put water bottles in for snack time.

2. You are welcome to stay with your child for a few minutes until they are happy and settled. If they are happy to come in on their own then feel free to go!!

3. Go and get a coffee with a friend and try not to worry, they will be fine!

Our aim is to develop your child's independence as soon as possible. This will really help them develop confidence and settle quickly into school, so let them carry and put their own things away each morning. There may be some mornings when your child may not want you to leave you and may become tearful. It is better to hand them over to us and we will settle them. If you are worried, we will always call you.

After the first week, we will be encouraging you to help your child to come into class independently.

My thoughts and feelings about the day that I spent in my new class:

Name:_____

My new class is called:_____

My new teacher is called:_____

My class TA is called:_____

I can't wait to _____

I feel worried about _____

I will help myself by _____

_____
_____

Here is your new classroom!

And this is the cloakroom where you will put your coat and PE bag

What do I do at the start and end of school?

This is the door you will come in through in the morning

And this is where you will be picked up at the end of the day

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Things that will stay the same in Year 1

- We will still have forest school with Mrs

- We still have our lunch in the hall

- We will still go to the library every week

- We will still have singing assembly

- We will still learn lots of new things and have fun!

Some things that might be different...[1]

- The time we go to lunch and playtime

- We will have assemblies in the hall more frequently

- The teachers who are teaching us (but they are all lovely!)

ALWAYS ASK A GROWN UP IF YOU ARE WORRIED OR UPSET ABOUT ANYTHING AND THEY WILL ALWAYS HELP YOU

HELP!

All About Me

full time/part time

My name is

My favorite things at home are......
Toys, games, comfort objects, stories I like

Important people in my life are....
People in my family, friends....

Drop Off and Collection
Who will be dropping off and collecting me?

Routines
How well do I sleep?

Hot school meal or packed lunch? Any allergies or food intolerances/vegetarian? Any religious dietary needs?
We will be tasting different foods throughout the year-is there anything I can't have?

Communication/SEN
Any speech and language? Other SEN?

EAL children-
home language/diet changes with celebrations/clothes worn/what their understanding? Do parents need support? Who speaks what at home? Can they read and write? And other family members

Behaviour
Early help plans? EYParm, any issues raised? Any issues with behaviour at home? Any additional help needed?

My emotions and feelings
What upsets, frightens, worries me?   How can the adults help me....

Health care needs
Am I independent with the toilet? Any past problems with toileting?

Have I had all my immunizations? Was I a premature baby? Any medical needs?

Are there any family issues that you feel would be helpful for us to know?

Any changes since the form was completed?
Phone numbers up to date, address?

Any questions you would like to ask?

Upcoming things-
6 weeks in meeting in October
Parents evening October
Reading and Phonics evening-November

Early Years Welcome Profile

General Information

Name:

Date of birth: Place of birth:

Date of arrival in UK: Religion:

Child's position in family(e.g. BBGB):

Who does your child live with?

Does your child have any health problems?

What playgroups or nurseries has your child attended?

What does your child enjoy doing?

What makes your child happy if they feel sad?

Language Information

What language(s) does your child understand?

What language(s) does your child speak?

What language(s) does your child speak at home to different members of the family?

What language(s) do members of the family speak to your child?

Will you need help to understand / translate letters that are sent home?

One school found the use of EFT a successful strategy in supporting children to regulate their emotions. The following provides some additional information.

What are EFT (Emotional Freedom Techniques)?

The Origins and Background

EFT - **Emotional Freedom Techniques** is a relatively new discovery and a fast-evolving treatment within the field of Energy Psychology which is catching the attention of healers, scientists, spiritualists and lay people.

Often referred to as "Psychological acupressure", the technique works by releasing blockages within the energy system which are the source of emotional intensity and discomfort. These blockages in our energy system, in addition to challenging us emotionally, often lead to limiting beliefs and behaviours and an inability to live life harmoniously. Resulting symptoms are either emotional and/ or physical and include lack of confidence and self-esteem, feeling stuck anxious or depressed, or the emergence of compulsive and addictive behaviours. It is also now finally widely accepted that emotional disharmony is a key factor in physical symptoms and dis-ease and for this reason these techniques are being extensively used on physical issues, including chronic illness with often astounding results. As such these techniques are being accepted more and more in medical and psychiatric circles as well as in the range of psychotherapies and healing disciplines.

An EFT treatment involves the use of fingertips rather than needles to tap on the end points of energy meridians that are situated just beneath the surface of the skin. The treatment is non-invasive and works on the ethos of making change as simple and as pain free as possible.

EFT is a common sense approach that draws its power from Eastern discoveries that have been around for over 5,000 years. In fact Albert Einstein also told us back in the 1920's that everything (including our bodies) is composed of energy. These ideas have been largely ignored by Western Healing Practices and as they are unveiled in our current times, human process is reopening itself to the forgotten truth that everything is Energy and the potential that this offers us.

In the short time since its inception by Gary Craig in the 1990's, EFT has provided thousands of people with relief from all manner of problems and conditions, often in startlingly quick time and after long and painful periods of searching for a cure. The diversity of successful treatments have ranged from trauma and abuse, phobias, self-sabotaging behaviour patterns, to deep set emotional conditions of anxiety and depression, addictions, physical illness, to name but a few.

EFT is drawing attention from the broad spectrum of healing professionals; from the scientists to the spiritualists and everyone in between. It is at the heart of the re-joining of the old and new paradigms.

EFT restores awareness and trust in the natural healing abilities of our mind and body, providing ground-breaking opportunities to achieving physical and emotional well-being in a faster time frame.

Because the techniques are so simple, they can be used effectively as a self-help tool, which empowers people to actively contribute to their own healing and development process. This facilitates a much faster relief process, previously believed impossible by healthcare professionals who advocated lengthy (& often painful) hours in psychotherapeutic or medical care, often with limited results. These techniques do not discredit the medical and psychotherapeutic professions, but rather serve to contribute to a holistic healing process.

How does EFT work?

Working on its discovery statement that:

"*Our negative emotions are caused by a disruption in the body's energy system*"

EFT works to clear such disruptions and eliminate the resulting emotional response or intensity to restore emotional harmony and offer relief from physical discomfort.

This is done by focusing on the specific problem whilst tapping with fingers on the end points of energy meridians. The combination of sending kinetic energy to our energy system, whilst uncovering and focusing on root causes facilitates a "straightening out" of the energy system thereby eliminating the "short circuit" to the body's learnt response or negative emotion.

Please familiarise yourself with the **EFT tapping points** used during a treatment.

Why choose this form of therapy?

- It is a positive, proactive experience
- Often works where nothing else seems to
- Usually rapid, long lasting relief from symptoms
- Can be self-applied (some cases are more complex, however, and may require more detailed attention from an experienced EFT Practitioner)
- No drugs or equipment needed
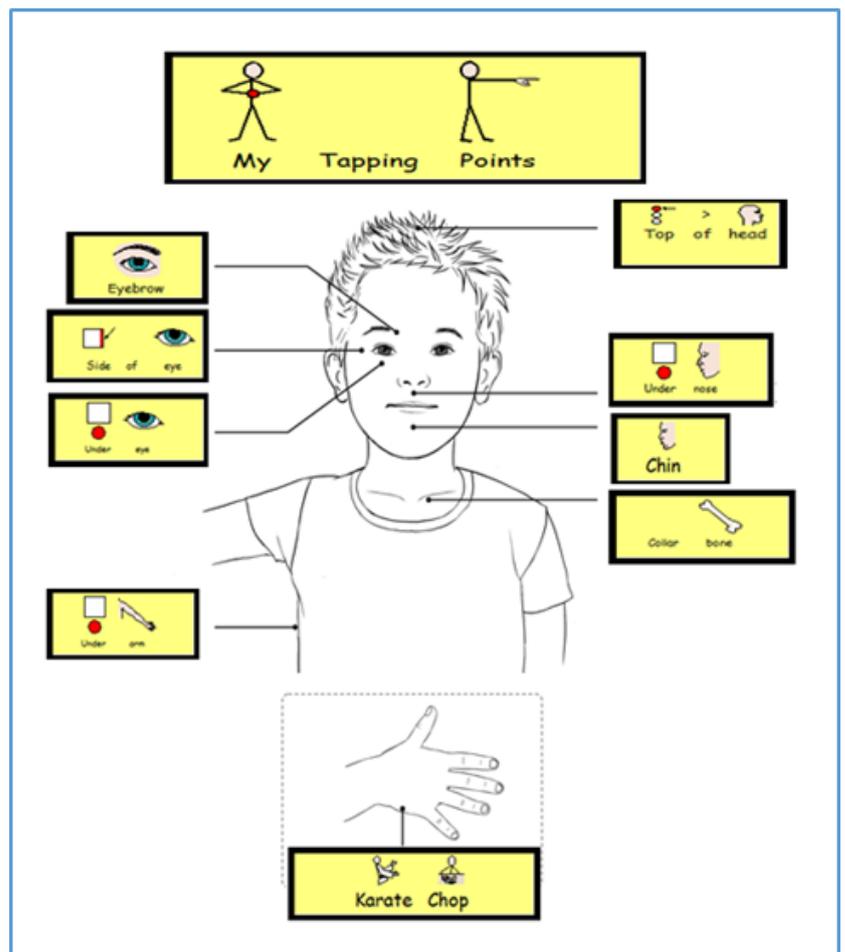
Appendix 2 – Useful Transition Resources

Useful Links for Transition from the
Learning and Behaviour Advisory Team

Link	Summary
https://www.westsussex.gov.uk/education-children-and-families/childcare-and-early-education/moving-from-pre-school-to-primary-school/	Advice for parents on transition from pre-school to school.
https://www.westsussex.gov.uk/business-and-consumers/information-for-childcare-providers/supporting-good-practice/including-all-children/	Guidance and strategies to support and extend inclusive practice.
https://www.westsussexconnecttosupport.org/s4s/WhereILive/Council?pageId=909	Information for parents of children with additional needs, including Education Health and Care Plans (EHCPs).
http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR019.pdf	Research report entitled, 'What makes a successful transition from primary to secondary school?'
http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwiDwa3m1ZvTAhXEvRoKHdC2Bv8QFggtMAA&url=http%3A%2F%2Fwww.nasen.org.uk%2Futilities%2Fdownload.E57C5F2E-CFE0-4B75-BA50C7BF00085DBE.html&usg=AFQjCNEOepgYsMV-bqiZqzvdNPnjY4FO_g	NASEN guide to transition for children and young people with SEND from 0-25.
https://www.mentalhealth.org.uk/sites/default/files/moving-on-15042013-d2125.pdf	Moving On… suggestions for busy teachers to support pupils with SEN moving from primary to secondary school.
https://www.mentalhealth.org.uk/sites/default/files/moving-on-top-tips-for-pupils.pdf	Moving On…top tips for pupils moving on to secondary school.
https://www.mentalhealth.org.uk/sites/default/files/moving-secondary-school-17042013-d2146.pdf	Moving On…suggestions for busy families with a child with SEND who is moving on to secondary school.
https://www.pdffiller.com/en/project/106995178.htm?f_hash=6ea7bd&reload=true	Example of primary to secondary transition booklet.
http://schools.westsussex.gov.uk/Page/10483	WSCC Emotional Based School Avoidance guidance

Useful links from other local authorities and partners

Foundation for people with learning disabilities. Moving on: a guide for pupils with special educational needs moving on to secondary school - guides for teachers, pupils and parents.

https://www.mentalhealth.org.uk/learning-disabilities/publications/moving-on-tips-for-pupils-with-special-educational-needs

https://www.mentalhealth.org.uk/learning-disabilities/our-work/employment-education/moving-on-to-secondary-school

Healthy Schools Brighton and Hove. Moving on 2. A resource to support Year 6 and Year 7 students in developing social and emotional skills for transfer.

Oxfordshire's 27 page colour booklet on Early Years transition
https://www.oxfordshire.gov.uk/residents/good-practice-and-ideas-childcare-providers/transition-pack

NASEN – Transition Guide

http://www.nasen.org.uk/resources/resources.transition.html

Top tips for pupils moving on to secondary school - Buckinghamshire

https://search3.openobjects.com/mediamanager/buckinghamshire/fsd/docs/moving-on-top-tips-for-pupils.pdf

Bournemouth - Moving Between Schools

https://www.bournemouth.gov.uk/childreneducation/LocalOffer/EducationForChildrenWithSpecialEducationalNeeds/MovingBetweenSchools.aspx

I Have to Change School

https://www.bournemouth.gov.uk/childreneducation/LocalOffer/EducationForChildrenWithSpecialEducationalNeeds/IHaveToChangeSchool.aspx

Oxfordshire County Council

Excellent Transition pack for preschool providers but could be adapted for other transitions

https://www.oxfordshire.gov.uk/cms/content/early-years-foundation-stage-transition-pack

Centre on the Social and Emotional Foundations for Early Learning. Helping Children Make Transition Between Activities.

www.vanderbilt.edu/csefel/

School Study and Assessment Research Study

http://www.ucl.ac.uk/stars

Anna Freud – see link below for information on the Cascade tool.

https://www.annafreud.org/what-we-do/schools-in-mind/our-work-with-schools/mental-health-services-and-schools-link-programme-cascade/

What makes a successful transition from Primary to Secondary School?

http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR019.pdf

Moving on to Secondary School

https://www.mentalhealth.org.uk/learning-disabilities/our-work/employment-education/moving-on-to-secondary-school

Early Childhood Service- Transition Support Pack

https://www.westsussex.gov.uk/media/5878/inc_transition_pack.pdf

Discover Starting School- a guide for parents and carers

https://www.westsussex.gov.uk/media/1302/discover_starting_school.pdf

Transitions- ideas for different transition times throughout the school career

https://www.tes.com/articles/transitions

DfE Guide to the 0-25 SEND CoP

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf

Western Australia Department for Education- Transition Guide

http://det.wa.edu.au/ssen/detcms/navigation/pathways-and-transition-planning/what-is-transition-planning/

Devon County Council

https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/education/transition

A Transition Project for Anxious Students. The study breaks down effective transition initiatives into four key components; promoting relationships with peers and staff, developing staff understanding of peer group/ transition issues, effective management of transition processes and working with parents. http://www.babcock-education.co.uk/ldp/content_view.asp?did=308954&backto=u_search3.asp&curpage=&search=transition

A summary of the project is also available here:

http://www.babcock-education.co.uk/ldp/content_view.asp?did=308955&backto=u_search3.asp&curpage=&search=transition

The Devon website also contains several other interesting documents:

-   Supporting Vulnerable Children Through Transitions: Good Practice Guidance
http://www.babcock-education.co.uk/ldp/content_view.asp?did=307579&backto=u_search3.asp&curpage=&search=transition

-   Transition guidance for schools
http://www.babcock-education.co.uk/ldp/content_view.asp?did=307037&backto=u_search3.asp&curpage=&search=transition

And although focusing on EYFS some of the documents accessed via this link may be useful

http://www.babcock-education.co.uk/ldp/v.asp?rootid=2346&depth=2&level1=2346&level2=6858&folderid=6858&level2id=6858

-Transition document and grid

Appendix 3: Research to support thinking

"School refusal isn't just a child whining about yet another long day at ... It can resurface during the transition to middle school and high school......Separation anxiety disorder is common among younger children an includes excessive anxiety concerning separation from parents and an overwhelming fear of harm (including death) befalling parents or loved ones when separated. It can resurface during the transition to middle school and high school." (Kate Hurley, Psychology Today 25.10.2017) *https://www.psychologytoday.com/us/.../how-help-child-overcome-school-refusal*)

Australian research shows that one of the factors that might be involved in school refusal is "difficulties with transition, such as moving to a new school, returning to school after a long absence due to illness or entering/exiting primary school" (https://www.kidsmatter.edu.au/sites/default/files/public/SchoolRefusalInformationSheet.pdf)

Schools were also given information and examples of transition information in a wider context, see Appendix 2, which has involved looking at information available to parents/carers and schools across 36 Local Authorities. This was carried out through:-

- Email contact with Local Authorities
- Creation of questionnaire distributed to 19 L.As
- Scrutiny of 36 Local Authority's Local Offers and Websites
- Search of L.A. SEND OFSTED inspections
- Identification and recording good practice
- Recording of links to references to transition

Information searched for focused on:-

- Transition packs for parents
- Advice for schools
- Information for children and young people
- Good practice

Appendix 4: Prompt Sheet for Case Studies

Age-phase transitions for students with SEND – Case Study Prompts

**Project Outcome – To improve the experiences and outcomes for children with
Special Educational Needs and Disabilities (SEND) through age phase transitions.**

Please ensure your case study report is anonymised so students cannot be identified by name or by a specific characteristic. Parent carer consent will need to be gained if specific students, rather than general SEND cohort are the focus of the report.

There is no official word limit for your case study – however as a guide, they should be no more than 4 sides of A4. Please include a level of detail that would enable the reader (parent, professional, another school) to understand what you have done and the impact this has made in order that they could replicate the work.

Case Study Context: Why are you doing this work?

- Describe your school / setting and the type of provision your students will they be transferring to? Consider size, area etc.
- Describe the student(s) profile or SEND cohort e.g. age, gender, type of SEND - including level and area of need.
- Is the transition occurring within one setting e.g. EYFS to KS1 or between two settings e.g. primary to secondary? Please state which age related transfer is taking place.
- What is currently working well in your school/setting for transitioning students with SEND? How is this evidenced?
- What are the challenges in your school/setting for transitioning students with SEND? How do you know? Are there key trigger points?
- Are these views shared by students and their families? How do you know?
- What strategies / interventions has your school previously used to support transitioning SEND students or those with similar needs? What helped? What hindered?
- What strategies are used to support smaller transitions that occur as part of everyday school / home life? E.g. before and after school, lesson changes, lesson to break etc.
- What works well, what hasn't worked? Why?
- How do students and parent carers co-design transition support in your setting?
- What prior learning can you draw on for this case study?
- What does your school hope to achieve by engaging in this project?
- What is the intended outcome?

Case Study Focus: What will you do to support transitioning SEND students?

- Describe the focus of your case study –will this be on general cohort or for an individual?
- If the case study is for an individual: How long has the student been at the current setting? Did the child / young person join at the same or different transition point from most children? Are they impacted by other factors (in addition to SEND) e.g. Looked after Child, Adopted, Special Guardianship, Traveller community, English as an Additional Language,

Service Family, Pupil Premium etc. Are any other agencies involved e.g. Early Help? What are their strengths / challenges?

- What data and information for children with SEND is currently shared at age phase transition? How are all stakeholders involved in this process? E.g. child, parent carer, supporting professionals
- Describe the activities and practice you will be using to support transitioning SEND students and their families. How will you co-design this with students and parent carers?
- Explain the measures and data that will be used to show the impact of this work for transitioning SEND students(s). e.g. behaviour log, sanctions and rewards, ABC charts, Internal and external exclusions, attendance figure, academic levels, pupil and parent voice, scaling.
- How will the knowledge and skills of key staff be strengthened to support effective transitions for students with SEND?

Outcomes and Next Steps: What was the impact of this transition work?

What impact has this project had on:

(1) the child – how do you know? What evidence is there to support this?
(2) their family – how do you know? What evidence is there to support this?
(3) whole school approach, policy and practice? - how do you know?

- What are the next steps for the child and their family? Do the child and their family feel included in these 'next steps'? What evidence is there to support this?
- What are the next steps for whole school practice and policy?
- What outcomes have been achieved? How does this compare to the intended outcomes?
- Did you need to adjust your transition support plan? If so, what changes did you make?
- What worked well? Why do you think this was?
- What hasn't worked? Why do you think this was?
- What further adjustments could you have made to increase effectiveness?
- What strategies, interventions, training and changes will need to be implemented at both whole school and individual student level as a result of this transition work?
- How did you co-design and captured the 'voice of' the student and their parent / carer throughout the process?

Reflections and recommendations for practice

- What is the impact of this work on your own professional practice?
- What will you do differently as a result of this project?
- What learning has happened as a result of this project?
- What recommendations would you make to other schools to support effective transition for SEND students?
- What recommendations would you make to students and their families?
- How will this work be sustained and embedded beyond this project?
- How has this work impacted on cultural change?

Communication: Data Sharing: Whole School Policy & Practice: Support for Students & Parents