

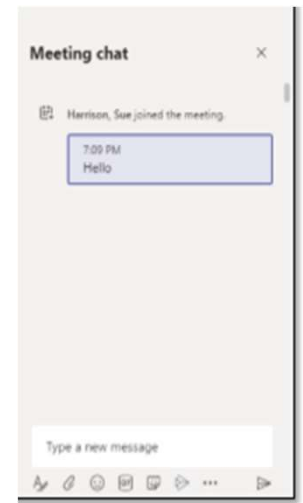
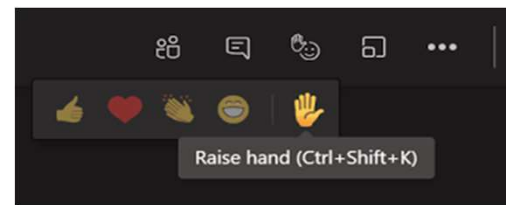
# Effective Transition



Kate Eyre, Ruth Cook, Laura Leedham  
SFSS Cognition and Learning Team



Housekeeping



## Aims of today's session:

- Consider different transitions and how these might affect us
- Develop strategies to support effective transition
- Think about a 'blended' approach to transition
- Share resources to support transition
- Share examples of transition activities that have worked well



# Life Transitions



**Although very different, each transition has similar themes. By understanding the significant changes in our own lives, we are better placed to support our pupils through theirs.**



# Transition is a process, not an event.



## Educational Transitions

There are many different types of transitions.

Each deserves its own consideration, reflecting on how each child can be given the appropriate level of support to manage it successfully.





**List as many different  
educational transitions  
as you can.**

**Type in the chat bar.**

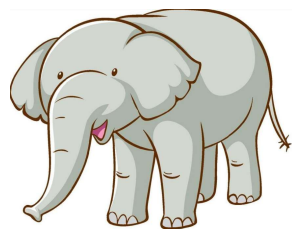


# Educational Transitions

- In/out of PVI or child minder
- Starting Foundation Stage
- Moving to Key stage 1
- Moving to Key stage 2
- Key stage 2-3 – primary to secondary move
- In and out of school for health/medical reasons
- Covid 19 related school closures
- From one year group to the next
- Leaving secondary into post 16 - 6th form, college, apprenticeship
- Leaving post 16 provision to start university or work
- Exclusions/managed moves/Alternative Provision
- Forces families
- New to the area - mobile families, GRT, refugees, CLA
- Move to specialist provision
- In/out of elective home education
- Daily educational transitions e.g moving from classroom to playground, ending activity etc.







Big

### Vertical Transitions

Major life changes for children, young people and their families. Examples include moving from early years to primary, primary to secondary, transitioning back into education or to other destinations.

### Horizontal Transitions

Children may experience more than one horizontal transition in the course of their day - these transitions are part of everyday life. Examples include leaving home to go to the school or setting, moving to and from periods of learning to mealtimes, outdoor activity or other locations in school etc.



Small



# Who is more likely to struggle with transitions?

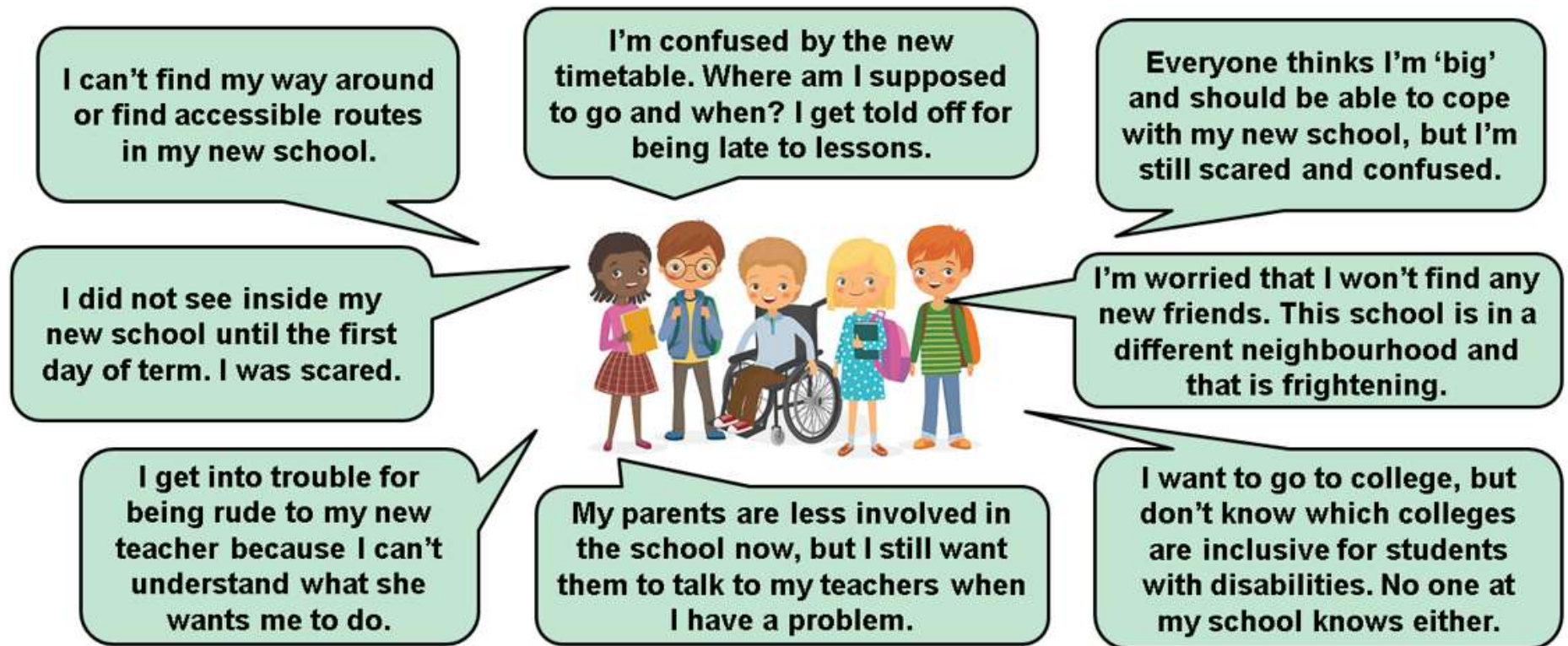
It's important to prepare pupils who are more likely to struggle with moving to a new school or phase of education. This includes children and young people with:

- additional learning needs (also known as SEND)
- mental health problems
- behavioural problems
- limited parental support
- experience of transient living, such as being in care
- anxiety
- experience of being bullied
- experience of trauma

[www.mentallyhealthyschools.org.uk](http://www.mentallyhealthyschools.org.uk)



# What challenges do learners face during transition?



## Post 16 Pupil Voice

"Give yourself time to plan, and always have a back-up plan in case your first choice doesn't work out."

"Speak to friends. They'll probably have the same worries as you."

"Bit overwhelmed about all these changes in my life."

"I feel excited!"

"I don't want to leave school – I'm pretending it's not going to happen."

"Looking forward to earning my own money."



# Can recent research inform our transition planning?

**Primary-secondary school transition under Covid-19: Exploring the perceptions and experiences of children, parents/guardians and teachers.** Research by Bagnall, Skipper & Fox, 2022:

- Y7 children and parents, and primary and secondary teachers (UK wide) were surveyed about their experiences of transfer children and that of their parents and teachers under Covid-19.
- All reported negative impacts on the pandemic on transition in terms of missed opportunities, different environment, emotional impact and children being 'less ready' for the changes.
- Numerous strategies were reported that were used to meet children's needs pre and post-transition, highlighting areas of good practice for the future.
- Standing out was the importance of maintaining healthy and positive well-being pre, during, and post navigation of key life changes, such as primary-secondary school transition.





# Primary to Secondary transition during the height of the Covid Pandemic

(Research by Bagnall, Skipper & Fox, 2022)

A number of recommendations for managing transition more effectively were suggested.

- **Recommendation 1: Focus on children's resilience, emotional well-being, and coping skills throughout primary school to support children to view primary-secondary school transition more positively**
  - = transition visits, activities gradually over time to reduce anxieties
- **Recommendation 2: shared communication between parents, primary and secondary schools is key to best support transfer children**
  - = online and face-to-face discussions, secondary welcome videos and packs, telephone information sharing



# Primary to Secondary transition during the height of the Covid Pandemic

(Research by Bagnall, Skipper & Fox, 2022)

- **Recommendation 3: support for children's emotional well-being should be at the forefront of transition provision and not end as transfer children leave primary school**
  - = more discussions in class and 1:1, discussions at home, supporting wellbeing through additional PSHE lessons and support to build relationships once at secondary
- **Recommendations 4: primary-secondary school transition is a significant milestone for children and parents, and needs to be recognized as such to promote educational progression**
  - = marking the milestone of leaving primary so the sense of loss is reduced
- **Recommendation 5: teachers need support too**
  - = online mental health support, policymakers to provide extra support at an institutional level particularly dedicated time and space in the curriculum to support children during 'turning points'



## Moving Up! The transition to secondary school

Animation & Teacher Toolkit



<https://www.annafreud.org/schools-and-colleges/resources/moving-up-the-transition-to-secondary-school-animation-teacher-toolkit/>





## Transitions FAQs

What does transition mean? ▼

PLAYGROUP TO PRIMARY SCHOOL ▼

PRIMARY TO SECONDARY SCHOOL ▼

SECONDARY TO FURTHER EDUCATION ▼

EDUCATION TO WORK SETTING ▼

How do I find out more information on transitions for children with special educational needs? ▼

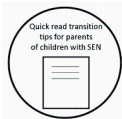
How can I best support my child with transition? ▼

Are there any materials that can be used to help my child's transition be successful? ▼

What support can my child expect as they move towards adulthood? ▼

How do I find out more information on transitions for children with SEN? ▼

You can find find a series of tips from the Schools and Families Specialist Services (SFSS) for parents/carers of children with specific special educational needs by clicking on the icon below:



### A Handful of Transition tips for children with a hearing or visual impairment starting school

Whether it's the move from one school to the next or moving home, transitions can be difficult!

Here are a handful of tips to help promote a positive transition experience for all involved.

A Good  
Goodbye

Visit and do  
your  
homework

Share information  
and ask questions

Individualised  
preparation

A Warm Hello!



Make an appointment to visit the school/setting to speak to SENCO. Make a list of questions and take someone to support you. Ask to walk around the school/setting while the children are there. Take information about your child and the professionals involved, don't forget their contact details!



Put together a transition /photo book so child will know who key adults are, where to go, what classroom, lunch hall etc will look like. Let your child see and try their uniform. Lots of pre-visits at different times. Consider a visit if your child will be in before or after school care. Share books about starting school, walk past school and keep conversations going with your child about starting school and what they will do there. Be positive!



Share important information about your child with the new setting. Including specific health information, well-being concerns, personal care needs, specialist equipment they use, agencies involved, preferred methods of communication and any strong likes and dislikes. Ask how school can support any anxieties your child has shared with you. Find out the names of key people you can contact and establish the best methods of communication.



Keep regular conversations going with key staff and SENCO to check how they have settled in. A home/school book can be useful if you can't get into school. Share upcoming appointments with staff too. Ask for the dates of parent evenings and review meetings. Communicate any emerging worries and concerns that the young person may have raised with you, so these can be addressed.



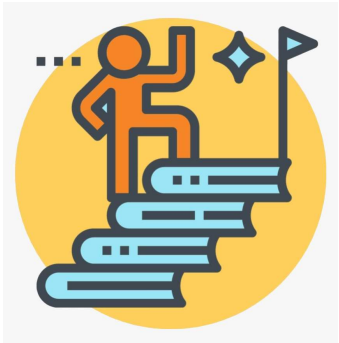
NDCS (National Deaf Childrens Society) starting school information [www.ndcs.org.uk](http://www.ndcs.org.uk) and search for choosing a deaf-friendly school.  
RNIB (Royal National Institute for the Blind) [www.rnib.org.uk](http://www.rnib.org.uk) and search for starting school resources.  
Access Local Offer – read about your child's school/setting at [www.nottinghamshire.gov.uk](http://www.nottinghamshire.gov.uk) and search for Local Offer.



# What about your worries?

Type in the chat bar





## Five indicators of a successful transition are:

- Developing new friendships and improving self-esteem and confidence
- Parents feel children have settled well and don't have any concerns
- Showing an increasing interest in school and schoolwork
- Getting used to their new routines and school organisation with great ease
- Experiencing curriculum continuity, for example, where learning in primary links to learning in secondary school.



Effective Pre-school, Primary and Secondary Education 3-14 Project 2008

What Makes a Successful Transition from Primary to Secondary School?

Maria Evangelou, Brenda Taggart, Kathy Sylva, Edward Melhuish, Pam Sammons and Iram Siraj-Blatchford

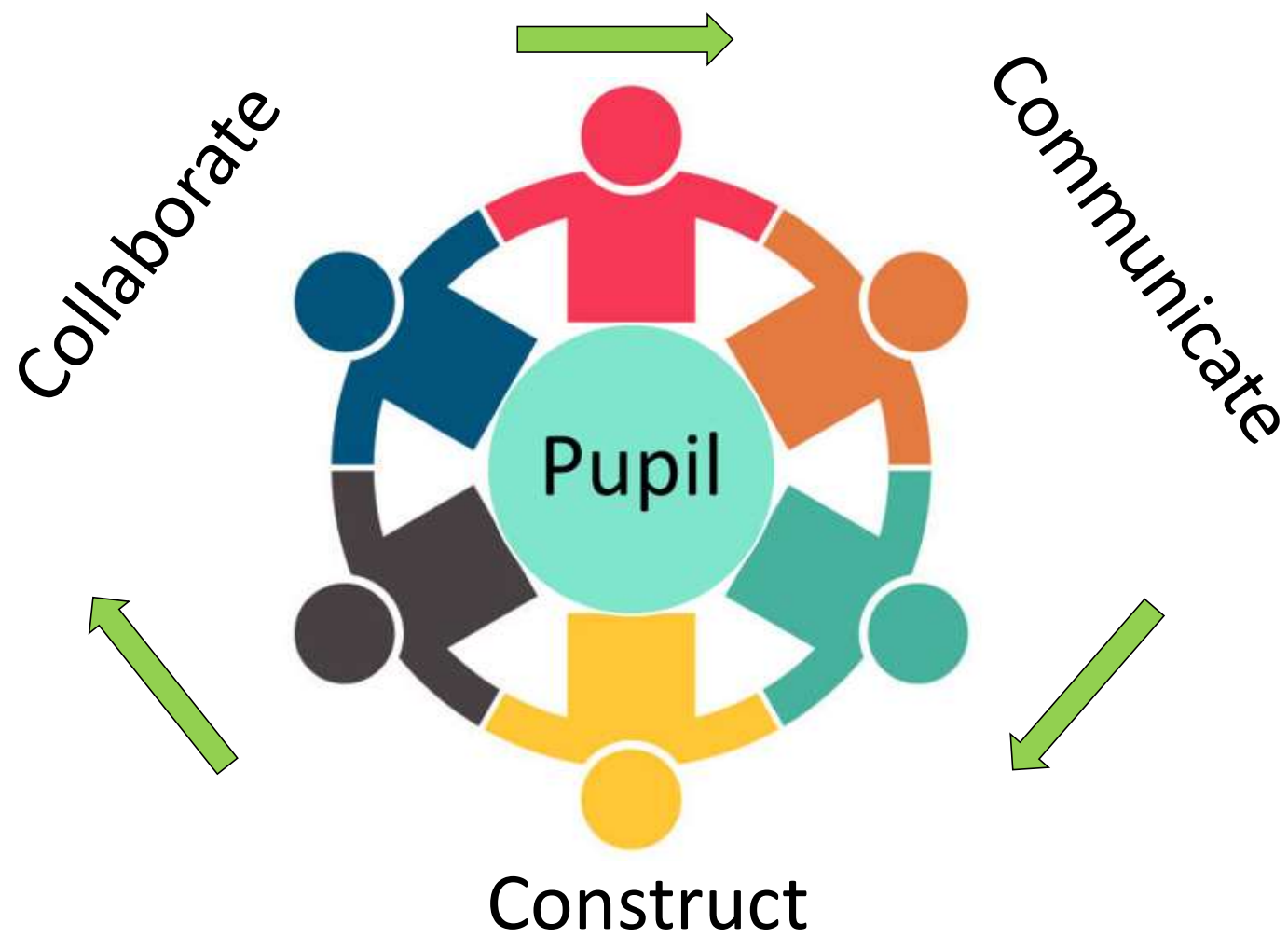
# Identifying the signs of a less successful transition

Here are a few things to look out for which may suggest a child or young person is struggling with their transition to a new phase of education:

- Struggles to make friends
- Doesn't feel that they belong
- Has ongoing difficulties coping with daily routines
- Increased number of unauthorised school absences
- Challenging or disruptive behaviour
- Lower than expected progress or a disinterest in school.

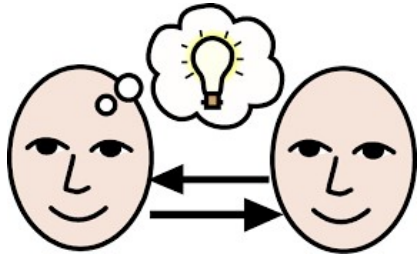
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- Be transparent about the need to change arrangements, creating intentional and responsive plans.
- Early open and honest communication with parents. Regular check-ins with families to share concerns, issues and plan arrangements. Take time to establish and build relationships.
- Respond to concerns and acknowledge you may not have all the answers.
- Listen to the young persons worries, views, wishes, hopes, aspirations and goals.
- Assign a key worker to identified children. They will attend meetings, communicate with parents and establish a 1-1 relationship with the child.
- Establish a good working relationships between establishments (Early years provision to primary, primary to secondary, secondary to post-16).
- Develop a shared understanding of effective teaching and learning strategies and expectations.
- Start early and plan ahead.
- Support the pupil to become school ready by developing their independence and organisational skills.
- Gather/share information about the pupil. This might include; diagnosis, what works well, what doesn't, preferred method of communication, levels of support, interests, likes, dislikes, friendships etc.
- Acknowledge the importance of saying goodbye .
- Be flexible (during the transition period and after)



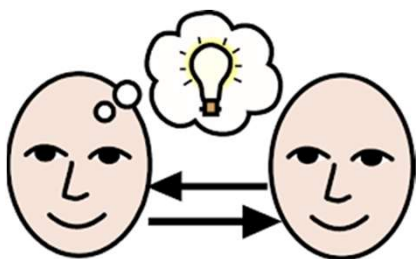


# Sharing information in different ways

All about me		My name is
Things that help me learn	This is me	What I need from my teachers
Things that don't help me learn	..... at a glance	
Find out more @		








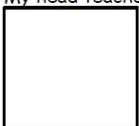
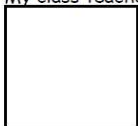
# Sharing information in different ways

All About My New School




My name: \_\_\_\_\_

My new school name: \_\_\_\_\_




My school uniform: 



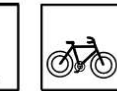

My head teacher  My class teacher 

I will start P1 on \_\_\_\_\_


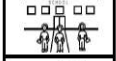






At lunch time and play time I can:   

Play with \_\_\_\_\_

At lunch time I will:   




I will go to school and go home by:    




Visual time line - school day

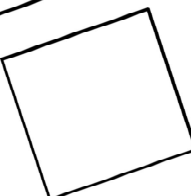
- Leave home 
- Arrive at school 
- Class time 
- Playtime 
- Class time 
- Lunch 
- Class time 
- Home time 

Meeting new people will be part of starting a new school. All the children will be going through the same thing.

I can make new friends by:

- Smile 
- Tell them my name 
- Ask them their name 
- Ask them what they like doing
- Tell them what I like doing
- Choose things we could do together at play time or after school.
- If I am worried about anything I can talk to: \_\_\_\_\_

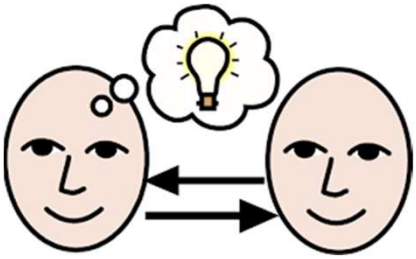
If I need help I can ask:   

My buddy will be: 

They can help me:

- In the playground
- At lunch time
- To find things





# Sharing information in different ways

**All About Me**

My Family	My Pets	My Favourite Toy
Things I am good at:		
Things I like:		

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Things I don't like
Things I might need help with
Things that help me
Things I liked in nursery

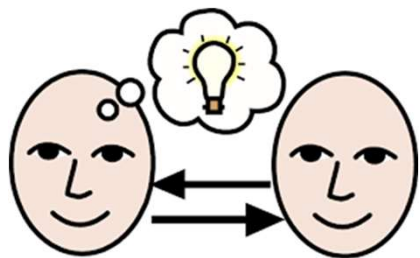
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**Activity Page** ✂

Cut and paste your morning routine


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# Sharing information in different ways

**Topic Ideas**

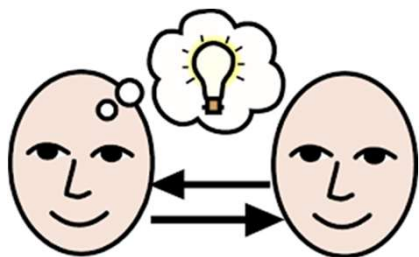
Name	Friends
Age	Favourite football team
Primary School	Favourite food/food you don't like
Where you live	Favourite colour
Where you come from	Favourite sport
What languages you speak	Favourite singer/type of music
Family, brothers/sisters - names and ages	Favourite film/TV programme
Pets - What kind? What is their name? What colour are they?	Favourite place to eat
Hobbies/things you like to do	What job you would like to do
Holidays you have been on	Anything else?

## b. Vocational Profile

Name:	
Dreams and Goals	Interests
Talents, Skills and Knowledge	Learning Styles
Values	Positive Personality Traits
Environmental Preferences	Support System
Work Experiences	Support System
Specific Challenges	Solutions and Reasonable Adjustments
Career Ideas and Possibilities to Explore	

## b. (iv). Transition Profile 3

Things people like and admire about me:	People who are important to me:	Where I live and who I live with:
What I am good at:	<b>All About Me</b> Name: Date: School:	What I need to stay safe and healthy:
What I enjoy doing:		My religious and cultural needs:
Places I like to go:		My worries:
<b>Transition Plan</b> To be successful in supporting me and communicating with me you need to: Do: Know:		
What works for me/things are easier for me when:	What doesn't work for me/things are more difficult when:	



# Sharing information in different ways

## a. (ii). Transition Meeting Plan

Name of Young Person	Date of Birth	Current Education/Training course
Name of Parents/Carers (if needed)		Address
Date of Meeting	Current setting	Next setting (if known)
Agencies involved in supporting the child and their family		
Who attended the meeting today		
Young Person's Views on Deciding next steps • What options are being considered? • What further information needs to be gained? • What are the positives and negatives of these options?		

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Support over Transition • What support is required in the coming months? • What support will be needed following transition? • What needs to happen to make sure this is in place?		
Actions	Who will do this	By what date
I agree for this form to be shared with relevant professionals. Young Person's Signature _____ Date _____		

Section 3: Student-Centred Planning • 29

## c. (iii). Draft Social Story about leaving school in Year 11

This draft script can easily be adapted to increase or decrease the complexity of language and personalise it. You could add pictures/images/symbols with software packages if appropriate.

### (Young person's name) is leaving school

In July (Young person's name) is leaving (name of) School.

(Young person's name) is going to start at (name of) College and/or workplace and /or start an apprenticeship at...).

There will be induction days on (dates).

Induction days are when you go to find out about (the college/place of work).

You can look around, find out where things are and meet some of the people.

You can ask questions and talk about anything that might be worrying you.

Leaving school is a big change.

(Young person's name) might feel excited or sad about leaving school.

(Young person's name) might feel excited or worried about starting at (name of) College and/or workplace and /or starting an apprenticeship.

This is all OK.

Everyone has different feelings about changes.

Some feelings are nice. Some are not so nice, but this is OK too.

(Young person's name) can talk about how they're feeling.

Some of the things that might be bothering you could be:

Transport, getting lost, making friends, seeing old friends, missing staff, lunchtime, knowing what to do, feeling ill, needing the toilet, being late, remembering new names.

It's normal to worry about these things.

(Young person's name) will get help with all of this.

Things that might help you are:

A map, phone numbers, photos of who is who, a timetable, a plan, a diary, a "buddy" to help you, a profile "about me" so everyone knows what things you find hard and things that help you.

It will take a little time to settle in.

Going to a new College/ Workplace can be worrying.

It will be OK, and I can ask for help.

New things can be scary, but they are exciting and part of growing up.

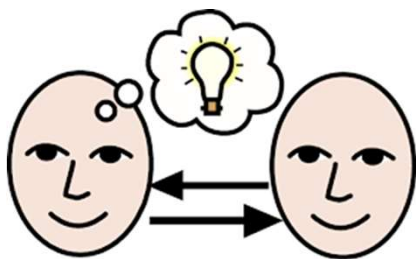
There will be good times at the new College/Workplace, new friends and great new things to learn.

**HAVE A GREAT TIME!**

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# Sharing information in different ways

It was Tuesday morning and George had just woken up. He had not slept too well because he was excited about starting his first day in Primary 1. He didn't know what it would be like!



George got out of bed and went down stairs to eat his breakfast. He ate his breakfast really quickly. George had a real struggle getting his new school sweatshirt on - they were really meant for little boys and girls and not little gorillas.



Eventually he managed to pull it on. He was ready for his first day at school.

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George had been getting ready for coming to school for at least a whole week. He had been busy buying things and doing things to make him look smart on his first day



George had a new school bag and a new pencil case for starting Primary 1. He even had to go down the street and get a new pair of gym shoes in D.E.'s shoe shop.

George also had to go and get a haircut before he started school. His Mum said that he had to look smart for his first day at school. She took him to the hairdressers. George felt it tickly when the nice lady called Amanda cut his fur. When she was finished he was pleased that he looked so smart. Now George was ready for his first day at school



George picked up his bag, and stood waiting for his mum at the front door.

"Wait, just there," said his Mum. "I want to take your photograph at the front door on your first day at school."

"Do we have to Mum?" asked George who was too excited to get his picture taken. "Of course, you do" said his mum. "I got my picture taken on my first day at school and you'll get your one just the same. Now stand up straight and say 'Smelly bananas'". George's mum pushed the camera button and 'Click' - the picture was taken.

55

When George arrived at school, it was quite busy with Mums and Dads dropping their children off. George saw the children cross the road when Mr. Manson, the lollipop man held his stick up to stop the traffic.



George thought it was a very big lollipop and was glad he didn't have to lick it.



George felt excited and a little nervous about his first day in the big school! He was glad that he could see some of his friends. George told them all about his holidays going back to visit his cousins in the jungle. They told him where they had been.



Finally, George arrived in the P1 cloakrooms. He looked for his peg to hang up his jacket and changed into his indoor shoes. It was just the same as the nursery so far.

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The Primary 1 door opened slowly and there was Miss Gray. She was George's new teacher. Mrs Mackay who helped in Primary 1 was also there. George knew them. Like all the other nursery pupils, he had been through to visit Primary 1 a few times to see what it was like. Miss Gray had also visited and spoken to George in the nursery. He liked her.



George's Mum waved bye-bye to him. She gave him a smile of happiness. She was so proud of her little gorilla! George was now in the big school. She couldn't call him her little baby ever again! George waved bye and went in to start his first day in Primary 1.



The first job George did in Primary 1 was a board game where George began to learn some new words. George played with some of his friends. Miss Gray was really pleased with how well they played the game together. Miss Gray was very pleased with his work.

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TIME FOR A  
BREAK!





# Ready For Secondary (R4S) Transition Project

Created by Louise Love (SFSS C&L Team) and Dr Nicki Hammill (EPS)

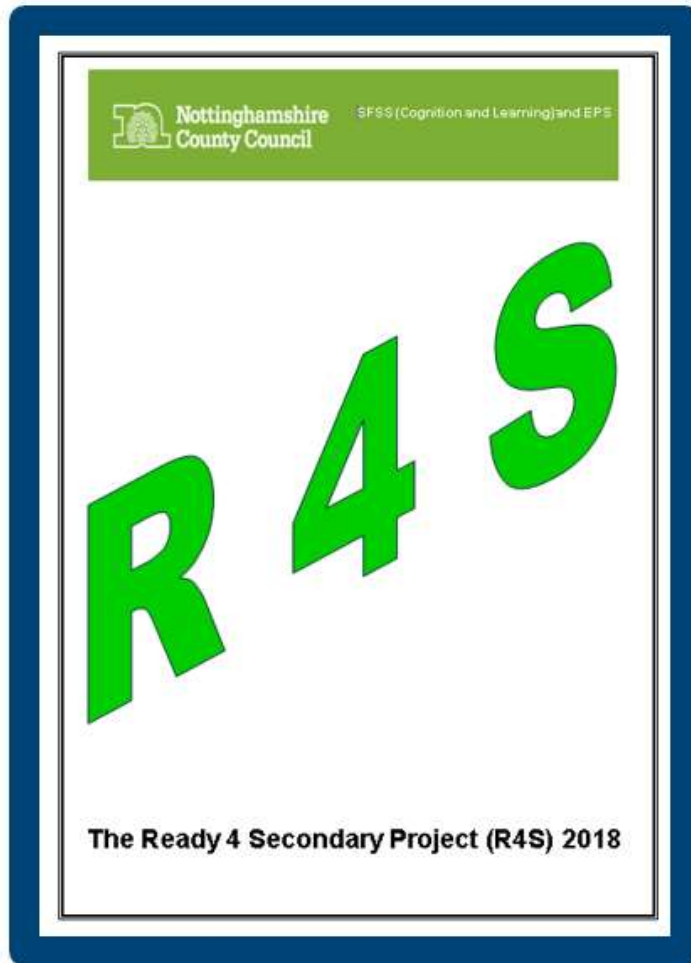


# R4S in a nutshell



- Developed jointly with EPS, SFSS Cognition and Learning Team and Nottinghamshire schools
- Most families of schools will now have this resource although the information may be a couple of years out of date
- Based on national research project called STARS
- Aims to help schools highlight those children who are coping well in the primary setting but may find aspects of secondary school life difficult to adapt to
- Children with complex SEND can access this, but will also continue to need a more bespoke package of transition work
- Based around a series of pre-planned and resourced activities and games for pupils in year six and year seven, which are taken directly from pupil (and parent) voice
- Resources can be built into everyday practice and require minimal preparation for the staff
- Can be 'dipped in and out' of – use the whole package or just certain resources to compliment other work being done
- Contains a parent section for resources/activities that can be completed at home
- It allows you to gather data to inform planning for individual pupils and to inform subsequent cohorts of pupils during their Key stage two to three transition
- Has provided good evidence about the positive impact this programme can have





# The R4S Pack

Rationale

Overview

Data

Pupil Voice

Parent Voice

Paperwork (Checklists and profiles)

Activities...





# R4S Games

You have lost your dinner money

Your teacher catches you checking your phone.

You haven't done your homework

**Scenarios game**

## LINGO BINGO

D & T	Break
Faculty	Period
Keep to the Left	Student Services



A girl in school walks with crutches. When the teacher isn't looking some kids imitate the way she walks.

**What should you do?**



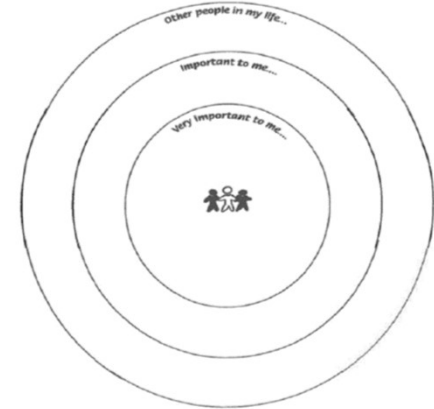
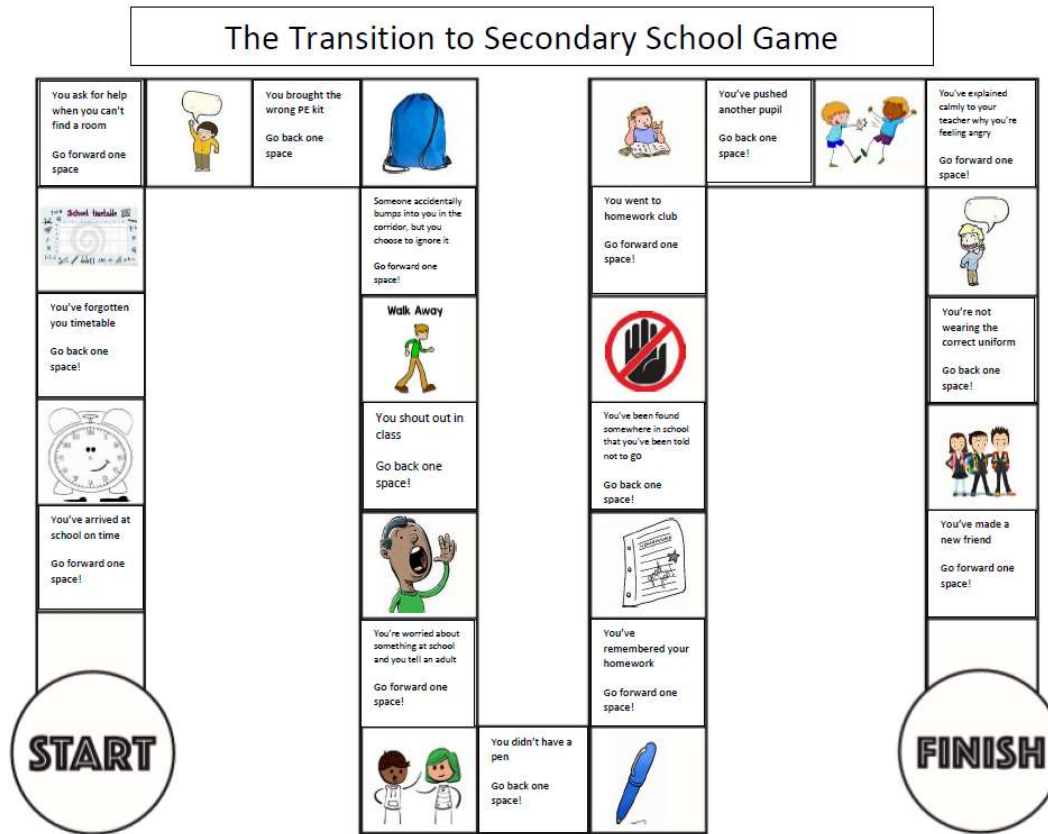
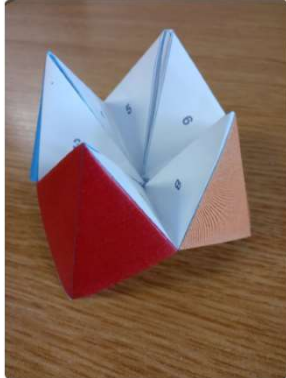
The new teacher asks some students what time school finishes at the end of the day. They tell her the wrong time

**What should you do?**

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# Examples of resources in Y6 -Y7 packs



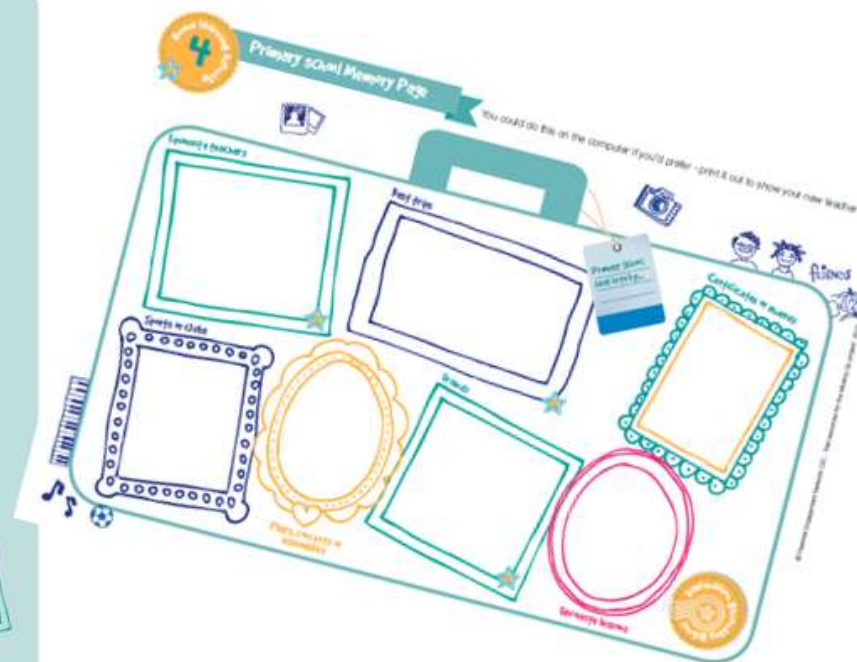
# Moving Up

Activities to do with your family over the transition to Secondary School

Part 1: Getting Ready

Name: \_\_\_\_\_

School going to: \_\_\_\_\_



2

## Getting organised



### Equipment

What you need to take to High School will be different from Primary school - you may well also need a bigger bag as you will be carrying lots of things around with you as you move to different classrooms.

Which of these objects will you need (and be allowed) to take to your new school? Tick the box next to the drawing and to make sure you have the right answer look at the information you have been given or on the school website. If you're not sure put a ? and check when you start at school in September. No one will expect you to have all the right things in the first week!

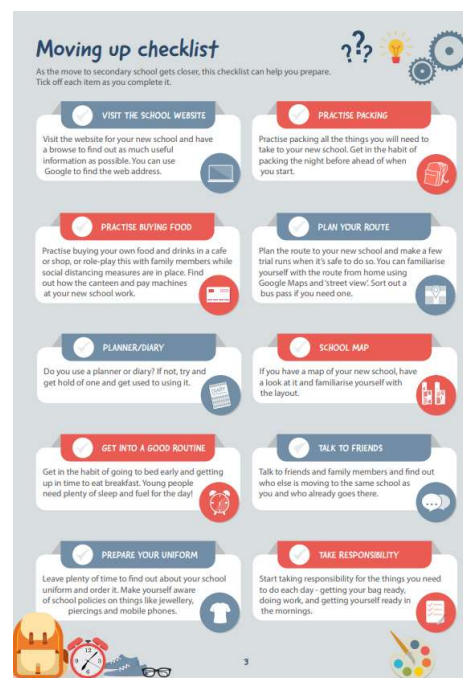
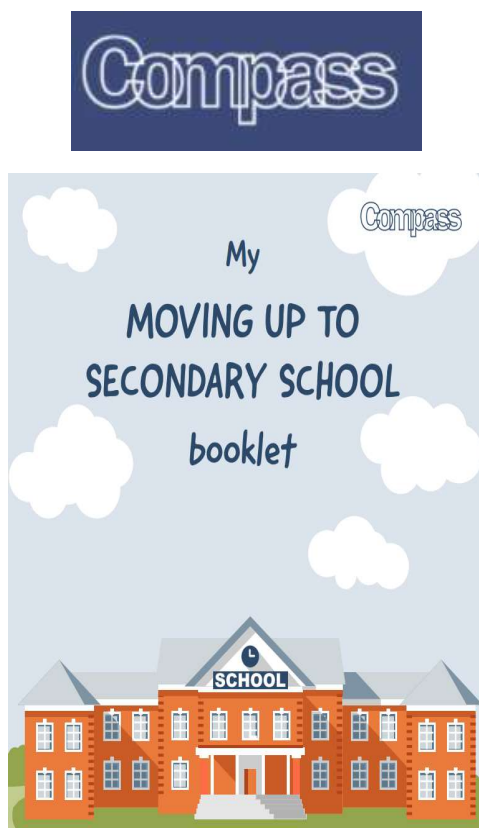
Books <input type="checkbox"/>	Ruler <input type="checkbox"/>	Bag <input type="checkbox"/>	Pencils <input type="checkbox"/>	Calculator <input type="checkbox"/>
iPod <input type="checkbox"/>	Money <input type="checkbox"/>	Pen <input type="checkbox"/>	Dictionary <input type="checkbox"/>	Swats <input type="checkbox"/>
Cuddly toy <input type="checkbox"/>	Planner <input type="checkbox"/>	Door key <input type="checkbox"/>	What do I need to buy? (tick it off when you have got it) ...	
Lunch box <input type="checkbox"/>	Make-up <input type="checkbox"/>	Mobile phone <input type="checkbox"/>		
Headphones <input type="checkbox"/>	Stamps <input type="checkbox"/>	Mobile phone <input type="checkbox"/>		

First Impressions - what impression do you want to give when you start your new school?



When you have finished the activity, complete the page in your passport. You will get a stamp/sticker from the teacher.





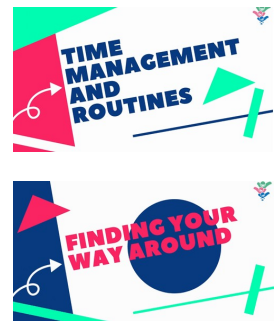


# Skills for Secondary School

Information and activities to help you in secondary school.



- <https://www.nhsggc.org.uk/kids/skills-for-secondary-school/>
- Designed for young people but contains parent tips too
- Managing anxiety
- Organisation skills (time management, organisation at home, organising your school day, finding your way around)
- Life skills (shoelaces, school tie, managing money)
- Includes activity ideas to practice
- Presentations contain lots of useful tips





## Moving Up! The transition to secondary school

Animation & Teacher Toolkit

<https://www.annafreud.org/schools-and-colleges/resources/moving-up-the-transition-to-secondary-school-animation-teacher-toolkit/>

This animation and accompanying teacher toolkit is aimed at supporting pupils who have recently started Year 7 or who will be preparing to transition to secondary school later in the year (Years 6 and 7). They were developed in collaboration with young people, teachers and mental health experts. The animation aims to support pupils to:

- Identify potential worries associated with starting secondary school
- Know they're not alone if they are feeling worried
- Talk to a trusted adult or friend if they have any concerns
- Identify solutions and strategies for looking after their mental health, including self-care



The Teacher Toolkit for school staff to use alongside the animation includes:

- a Lesson Plan and various lesson activities
- an Assembly Plan and PowerPoint slide show
- a list of helpful resources
- a copy of the animation script
- a blank signposting poster for you to print and use in school



# Emotional health and wellbeing

Heightened levels anxiety

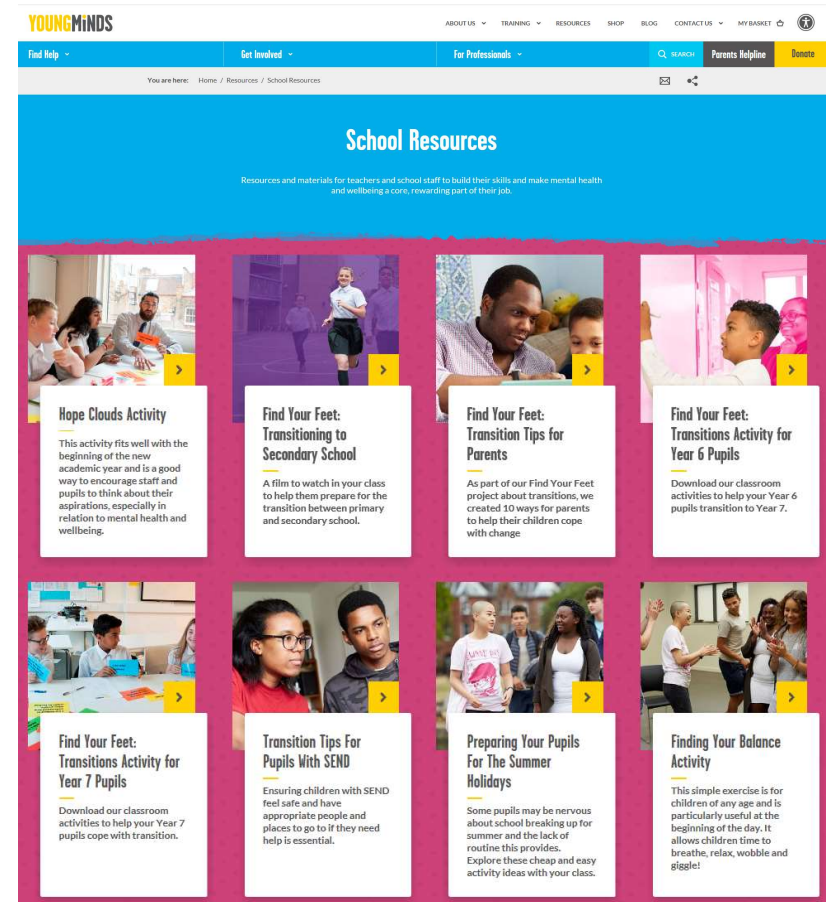
Acknowledge experiences

Promote 'It's good to talk'

Recovery curriculum

EPS, PSED Team and nasen resources

Young Minds



**MENTALLY  
HEALTHY  
SCHOOLS**



**Anna Freud**  
National Centre for  
Children and Families

<https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions/#>

Provides information for schools, further education settings and parents to help support young people pre and post transition.

Links to other resources include:

- 10 practical tips for school staff to help children settle when starting primary school
- Transition to reception class – video link (PACEY – profession association for childcare and early years)
- What a good transition process from primary to secondary looks like – five simple steps
- Day in the life of a Year 7 – video (links to BBC bitesize)
- Leaving secondary school and future plans
- Helping your child prepare to leave school
- Learning about career sectors
- Know before you go: guide to navigating university life





## Starting secondary school



### The size of the school

Get used to the size of your new school and find your way around.



### Year 7: A day in the life

Follow Alfie through a typical day in Year 7.



### Secondary school slang

Students give you a heads up on the words you may hear at your new school and test some celebs on their knowledge.



### Coping with classwork

Getting used to new lessons, new teachers and avoiding detention!



### Older students' advice to new starters

Students who've been at secondary school for a few years give their advice to students who've just started.



### Celebrity tips for starting secondary school

Celebs from the world of music, TV and sport give their advice on how to prepare for the move to secondary school.



### Parental survival guide & cheat sheet

Everything you'll need as a parent to survive the start of secondary school.



### Supporting a child moving to secondary school with Dr Radha

Dr Radha Modgil advises on how to support children moving to secondary school.



### Starting secondary school with Special Educational Needs (SEN)

SENDCo Trudi Skinner gives advice for parents of SEN children about to start secondary school.



### How to spot the signs of cyberbullying with Dr Anna Colton

Looking at the common signs of cyberbullying, and what can be done to help.



### A brief history of the humble school dinner



## Transitioning to secondary school



### YoungMinds teaching resources

A selection of films and resources that can be used in the classroom to help students about to transition.



### Inspirational transition projects

Helping students bridge the gap between primary and secondary school



### Starting Secondary School

### Transitioning to secondary school

BBC Bitesize has peer-to-peer advice for students and parents



# BBC Bitesize PDMU lessons

## KS2 transition







Year 6 Transition PowerPoint



SEN Year 6 Transition Resource Pack



Editable SEN Transition to Secondary School Transition Ideas



CfE Primary to Secondary Transition PowerPoint



Is Secondary School the Same or Different to Primary School? Worksheet



Year 6 Transition Scenario Cards and Action Plan Activity Pack



Top Tips for Secondary School



Year 6 to Year 7 Transition Question and Answer Postcard Templates



SEN Transition Pack Secondary



Top 10 KS2 Transition Resource Pack



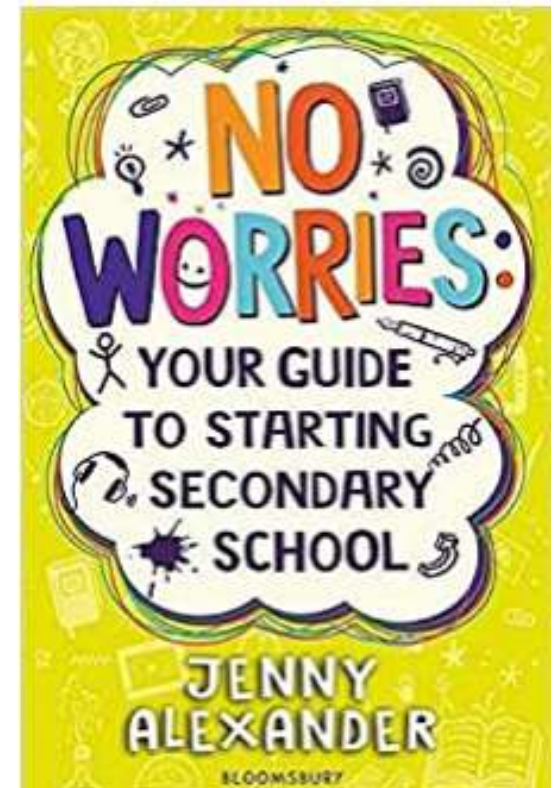
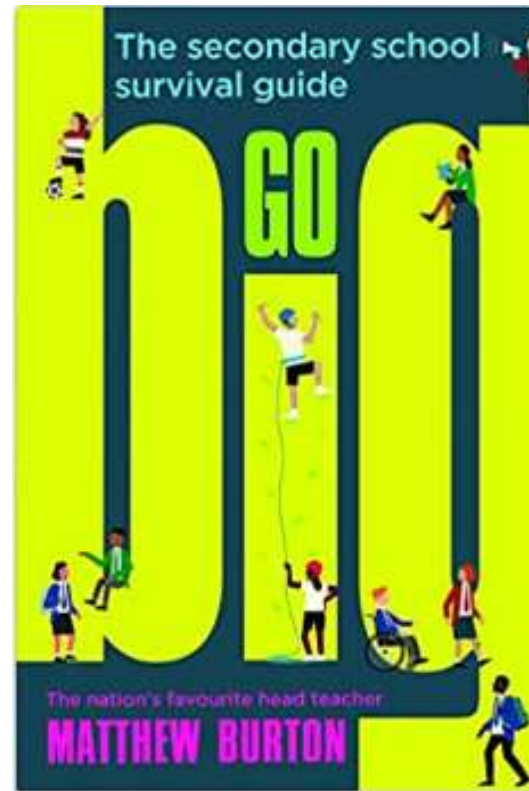
Getting Ready for the Secondary School Day Worksheet



Top Tips For Moving On And Moving Up



# Books







# SFSS Inclusive Transition Website



new school sometime!

## Top tips:

- Visit the school before the first day, and find out where everything is. With help from an adult at home or school, make a list of questions to ask when you visit and take this with you. If you forget to ask, someone in your family or from your current school will be able to get in touch with your new school and find out for you. You could ask if you could take a camera with you when you visit, to take photographs of your new school. You will need permission to do this though.
- Find out if there's anybody you know going to the school and see if you can buddy up. Arrange to meet them on the first day and travel to school together.
- Start planning your journey to school if you need to travel by yourself. Perhaps try it in the school holidays with your parents. Then you can plan how long it will take you to get there so you know what time to leave in the mornings.
- Get organised! Before your first day, ask for some of the things that will make your first day easier, such as a copy of your timetable, and a map of the school. Find out where to go or who you can ask when you need help.
- Make a list of everything you will need, and then organise your books, stationery, uniform, backpack and anything else you'll need well in advance – don't leave it until the night before you start!
- When you go out to a café or restaurant with your friends or family, practise ordering and paying for food yourself – this may come in handy if you have school dinners.
- Plan your morning and evening routine – you'll probably have to get up at a different time, and you'll have more homework to fit in when you get home.
- If you are feeling worried about things, talk to someone you can trust. This might be someone in your family, a teacher or teaching assistant at school, or one of your friends. It's natural to feel worried, as it's a really big change.
- Visualise your first day going successfully - try to stay positive and calm.

The web links at the side of the page contain some great advice if you're feeling worried about starting a new school, or if you're going back to school after a break.

If you're moving up to secondary school for the first time, you might find it useful to complete the 'Moving Up' activity pack during the holidays or before the big move! It's got lots of activities which can be done on your own, or with some help from your family, and it will hopefully make the move to your new school a little bit easier!

## Pupil Voices

Children speak about their experience of transition using the 'Ready for Secondary (R4S) programme in a pilot primary school.

Starting a new school or college is a big deal! You're going to meet lots of new people and be thrown into new situations. That's bound to make you feel lots of different emotions.

It could be exciting and fun, but for some of you, it could make you feel scared and worried. If that sounds like you, then read on for our tips on how to make your first few days a little easier. Just remember you're not alone...everybody has to start a

Contact Provider

## Inclusive Transition

Return to the inclusive transition section where you will find links to the other sections



Inclusive Transition

## Websites

Useful links to relevant websites

- [Moving on to Secondary School](#)  
The move from primary to secondary education can be stressful for any young person. It can be especially difficult for people with learning disabilities or people with special educational needs
- [CBBC Newsround page all about starting se...](#)  
CBBC Newsround page all about starting secondary school. Also has information on starting in year 9 and year 10.
- [A film created by the Young Minds charity](#)  
A film created to reassure children that they're not alone when it comes to their worries about secondary school, that there are ways to cope with change and that there are people to talk to.
- [Great advice from Childline](#)  
Advice regarding returning to school after the holidays, after being away for a while, or following a mental health issue. Information and tips about confidence, work and stress.

## Reference materials

[PDF | Guidance on transition](#)

## Documents

Documents and worksheets for children and young people in transition

[PDF | Moving up activity pack](#)  
Activities to do with your family over the transition to secondary school

em-edsupport.org.uk



# Starting nursery or other early years provision

- Take time to communicate and develop relationships with parents. If a home visit isn't possible, how could this be facilitated? (Telephone, video call, meeting outside.)
- The more involved the parent feels, the better the relationship and communication is likely to be
- Gather information about the child and their family, e.g. using an 'All about me' or one page profile document
- Put together a plan to address any barriers before and when the child starts
- Facilitate visits to the new setting where possible
- Provide photographs of the new setting, this may be in the form of a photobook or social story
- For new pupils with additional needs, ensure staff receive any training that may be needed before the child starts at the setting or school. Seek advice from other professionals involved and make sure any additional equipment or adjustments to the setting are made
- Encourage parents to help their child become 'school ready'.



## Starting primary school



### Game - My First Day at School

### Improving fine motor skills



### How to help your child improve their fine motor skills



### Primary school life: favourite things

### Language and listening



### How to help your child with language



### Game - Bud's Number Garden

### From home to school



### How to help with the transition from home to school



# Moving On To Nursery



<https://www.nhsggc.org.uk/kids/child-development/interactive-childdevelopment-questionnaires/moving-on-to-nursery/>

- Interactive questionnaire for children aged 2½ to 3½ years old
- It gives parents activity ideas to develop some of the skills children need to join in at nursery
- Focus on the skills that they have not yet mastered and practice these.
- Covers a range of developmental skills including fine motor skills, activities of daily living (e.g. dressing, and eating), listening, understanding, and talking and interacting skills
- Provides activities to try with the child if they have nearly or not yet developed the skill
- Creates a downloadable document of activity ideas and suggestions to try with your child, based upon your responses to these questions.



# Moving On To Nursery



## Activity Ideas for Nearly

Here are some activities you might want to try with your child:

### Drawing with your Index Finger

Get your child to use their index finger for drawing in shaving foam, sand and/or steamy windows.



### Finger Songs

Play finger songs with your child e.g. 'Tommy Thumb' song, 'Two Little Dickie Birds', 'Round and Round the Garden' and 'Incy Wincy Spider'.

### Finger painting

Get your child to draw a picture with paint using their index finger instead of a paint brush.

### Blow Bubbles

Try blowing bubbles and getting your child to pop them with their index finger only.



Moving On To Nursery

Question 2 of 15

Fine Motor

Can Jade point with their index finger?

YES

NEARLY

NOT YET

If you would like some activity ideas for your child to develop these skills please click here >

← BACK

NEXT →

**Question 3: Can your child use their thumb and index finger only when picking up a small object e.g. raisin?**  
You answered: **Nearly**

**Pincer Grasp**  
Can your child pick up small objects? Watch how they do this. We want them to use their thumb and index finger. This is called a pincer grasp. The pincer grasp is important for doing zips and buttons, holding a pencil and lots more.



**Activity Ideas**  
Here are some activities you might want to try with your child:

**Threading**  
Practice threading using:

- Cotton reels and laces
- Dried pasta tubes and wool
- Large beads and thick laces
- Drinking/crafting straws (cut into small pieces) and laces
- Buttons and thin laces
- Lacing cards (or a piece of card with holes punched into it)



Get your child to hold the lace and the item being threaded between their thumb and index finger. It can help to give fingers a name 'Tommy Thumb' (thumb) and 'Peter Pointer' (index finger).

**Coin Races**  
Ask your child to post coins in a piggy bank (or a box with a slot cut in the lid). Get them to pick up the coins with their 'Tommy Thumb' (thumb) and 'Peter Pointer' (index finger). Get them to use their helping hand to hold the piggy bank.



**Pegs Races**  
Ask your child to place clothes pegs on the side of an ice-cream tub as fast as they can. Get them to use their 'Tommy Thumb' (thumb) and 'Peter Pointer' (index finger) to squeeze the pegs open. Get them to hold the tub with their helping hand.

**Tongs and Tweezers**  
Get your child to pick up items using kitchen tongs and tweezers. Start with tongs and larger items e.g. balls of cotton wool or balled up tinfoil or paper. Move onto smaller items using the tweezers.



**Precautions:** Supervise your child whenever they are playing with small items. Make sure they don't put these in their mouth as they may choke.

## Your Child's Results



DOWNLOAD DOCUMENT

# Moving On To School



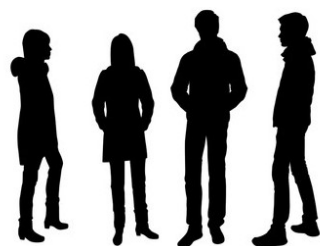
<https://www.nhsggc.org.uk/kids/child-development/interactive-child-development-questionnaires/moving-on-to-school/>

- Interactive questionnaire for children aged 3 ½ to 5 years old
- It gives parents activity ideas to develop some of the skills children need to join in at school
- Focus on the skills that they have not yet mastered and practice these
- Covers a range of developmental skills including fine motor skills, activities of daily living (e.g. dressing, and eating), listening, understanding, and talking and interacting skills
- Provides activities to try with the child if they have nearly or not yet developed the skill
- Creates a downloadable document of activity ideas and suggestions to try with your child, based upon your responses to these questions.





## Post 16 Transition



- Early planning is essential
- Pupil view/ student-centred planning - make sure young people's views are listened to and include them in transition meeting
- Prepare and support young people to make informed decisions about their future
- Prepare and equip young people to engage productively in post-school learning, employment and activities
- Resources to support this...



## University, college & apprenticeships



Post-16: What next?



Is college right for me?



The low-down on apprenticeships



Application and interview tips



How do I pay for university?



How to become an apprentice mechanic: Elsa's story



How to become a software engineer: Ekansh's story



How to become an apprentice joiner: Reid's story



How to become a nursery worker: Lucy's story



How to become a paralegal: Halimah's story



- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

## Preparing for Adulthood

5 key messages

4 Pathways

Prepared for adulthood

### Employment

### Independent living

### Community Inclusion

### Health





## Securing Good Transitions: A Resource Pack to support the Next Steps of Key Stage 4 Pupils with SEND



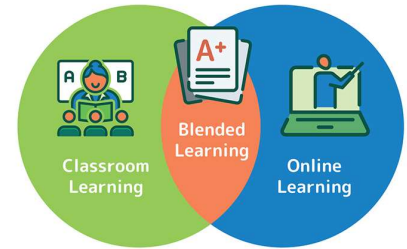
## Nasen resource

There is content across 10 areas:

- 1 Capturing Key Information ahead of Transition
- 2 Social Stories™ to support learners to understand, change and prepare for their next steps
- 3 Student-Centred Planning
- 4 Access and Communication tips
- 5 Navigating your LA local offer
- 6 Vocational Profiling Tools
- 7 Accessing Work: Inclusive Apprenticeships, Traineeships and Supported Internships
- 8 Examples of people who have completed supported internships and are now successfully in full-time work
- 9 Introduction to DWP Access to Work and Job Coach funding
- 10 Examples of schools based coaching programme (DFN MoveForward) that directly leads to employment



# A blended approach to transition



- Ideal offer verses safety/current constraints
- Be transparent about what can and cannot be done safely to environments
- Flexible-plan A, B, C scenarios and perhaps think about adjusting timings
- Reflect on what worked well last year
- Primaries and secondary work together to plan how transition will work to ensure a common understanding
- Provide activities for pupils to practice the organisational skills they'll need for their new setting e.g. packing bag and budgeting for lunch
- Run traditional transition activities in the first few weeks in September
- Secondary SENCO/Y7 transition lead attend summer term springboard meeting. Primary and secondary SENCO could collaborate on Y6 funding bids.





Option 1	Option 2	Option 3	Option 4
Visiting primary schools to lead an assembly (to Y6 or whole school)	Deliver assemblies to primary schools via video call or recording	Send welcome letters/postcards to all new pupils. This could also signpost to transition resources and forms on your school website	
Opportunities to meet new staff in person	Set up virtual meetings/video calls for vulnerable pupils or arrange a tutor group meeting on Teams	Video messages created by key staff (Principal, head of Y7, SENCO)	Provide photographs of staff members and summary of what they do. Create bios/all about me documents for staff, sharing information about themselves
Visits to the new setting for all students	Adjust timings, so visits are postponed until later in the summer term (after 21st June)	Invite individual students (requiring additional transition). This might be after school hours	Create resources to allow students to explore the school site virtually. E.G. video tour, photographs, map and related activities
Students visit the setting and take part in a lesson	Provide a bridging activity which could be worked on in Y6 and completed in Y7	Record lessons and upload to website/transition portal	Set mini homework projects for pupils to complete
Providing key forms and documents during school visits or parents meetings	Send forms and documents to parents electronically or in the post with a welcome letter. Name a member of staff they can contact if assistance is required	Record your headteacher introduction for new parents and upload it to YouTube or the school website/transition portal. Hold a virtual parents evening or host a live event/stream on video conference or social media	Post key forms /documents on your website and signpost parents to these.  A FAQ section on your website/transition portal would provide answers to the most common queries

# The importance of a good goodbye



**So long, farewell,  
auf wiedersehen,  
adieu!**



# Celebrating achievements and saying goodbye

Retrospective celebrations of school achievements are an important part of transition, and are a rite of passage, important to pupils, parents and school staff.



Leavers assembly	Y6 Production/performance	Prom, party or disco
Leavers song	Make a lip-sync music video	Awards ceremony
Class of... hoodies	Cards with a personal message	Personalised Wordle poster
Group photo	Photo montage	Then and now photos(EYFS/Y6)
Shirt signing	Group activities (water fight, sleepover, special outing)	Leavers poem (personalised to include all Y6 chn)
Memory book	Ask parents to make memory boxes	Event that includes parents



# The transition journey

## Remember...

- Transitions take time
- There will be bumps in the road
- Lots of mini transitions along the way
- Be flexible
- Transition is a process, not an event.

## Reflect...

- How can we draw on feedback from young people to influence and improve arrangements for next year?
- How will we monitor the effectiveness of our arrangements and draw collectively on our findings to refine and enhance our provision?



## Take away tips



- Start transition planning early
- Keep plans simple and easy to follow through
- Consider all pupils, not just those with additional needs
- Listen to the views of pupils and parents
- Be flexible and prepared to change
- Use a blended approach
- Make use of the R4S resource





# Sharing ideas

- What worked well last year?
- Is there anything that you'll be repeating, whatever the circumstances?
- What have you got planned for transition this year?
- Is there anything you're going to do (re: transition) following this session?



# Questions and comments



# Evaluations

