



Transition To Secondary

Strategies and Ideas to Support Managing a
Successful Transition For your Child

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Transition Planning



“I was sensitive to change. I was terrified of it, because change leapt into the unknown and I could not get my head around exactly what the unknown was.....I had to exert my control by building a definite routine out of school life.”

Source ; Jackson N. (2002) *Standing Down, Falling Up. Asperger Syndrome from the Inside Out* .
Bristol: Lucky Duck Publishing.

Why Support Transition



- ▶ Transition between schools can be an anxious time for both parents and children, and especially so for pupils with additional needs. Your child may need to learn new strategies to cope with an unfamiliar environments, new routines and new social settings.
- ▶ Starting Secondary school may be one of the biggest challenges and changes in their life so far. It can also be a very exciting time too.
- ▶ It is equally worrying for parents / carers and staff. Parents often find this a particularly stressful time and have their own set of worries; **How will my child cope in a new class? With new routines?**
- ▶ This year transition may look very different because of COVID 19 , but there are still strategies that can be put in place.

Factors That Contribute to a Successful Transition for Pupils



- ✓ Being confident and develop trust with the adults in your new setting. (Adults asking/ finding out the RIGHT information they need prior to transition. This involves both school and home).
- ✓ To be familiar with the new routines and environment. (try out a travel plan)
- ✓ Have a key person who can offer support when needed.
- ✓ Helping your child to have the confidence and skills to make new friendships. (See later slide for ideas)
- ✓ Good communication between schools, staff and parents. (Sharing relevant information – sharing your child's profile including strengths and difficulties.)

Pupils With Additional Needs

When planning any transition for any pupils with additional needs it is really important to ensure that the key information is shared with the new setting. Remember the SEN Code of Practice states that teachers and schools need to be *making reasonable adjustments to support the needs of the individual*.

The Code says that 'all teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required'.

IF YOUR CHILD HAS ADDITIONAL NEEDS HAVE YOU DISCUSSED HOW THEY MIGHT BE SUPPORTED IN THEIR NEW SETTING? HAS A TRANSITION MEETING BEEN ARRANGED ?

The following might be discussed

- ▶ What are the individuals strengths?
- ▶ What do they need support with?
- ▶ What strategies have been successful in primary school?
- ▶ How might the support look in a secondary school?

POSITIVITY AND MODELLING



Parent

How do you talk to your child about transition? Do you share your worries or talk positively?

Are there any activities you do with your child to support them (not to make them anxious – perhaps ask them about what they are looking forward to rather than what they might be worried about.)

*How do you share information about your child with school?
When your child asks about Secondary school – how do you respond?*

Think about the questions you ask about their school day presently? Can you reframe?

*What was the funniest thing that happened today?
Tell me something new that happened today?*

Consider the Following



Books / photos about starting school/ new class etc.
Uniform (let your child try it on and time how long it takes)

Packing their bag (what do they need?)

Lunchtimes/ food – does your child have any dietary needs

Travel Arrangements? (Route and timings)

Profiles (ask your child what they are good at / might need help with)

How do you share information ?

ARE YOU BEING POSITIVE?
WHAT ARE THE INDIVIDUAL'S STRENGTHS?

Some Points to Consider For the Pupil with Additional Needs?

- ❖ Have you planned in advance for familiarisation visits / perhaps this can be done remotely?
- ❖ Do you know what motivates / interests the individual?
- ❖ How best does the individual communicate?
- ❖ Are there any sensory issues that may need to be addressed in the new environment ?
- ❖ Are there opportunities within their new setting to teach the unwritten social rules / general rules?
- ❖ Are there arrangements needed for lunchtimes / break times?
- ❖ Are you communicating with the “best suited” person in school?
- ❖ Have you had an opportunity to talk with the new SENCO?
- ❖ Do you know what type of support is available for your child?





RESILIENCE

- ▶ Parents play an important role in developing their child's resilience and emotional well-being especially around times of change and transition .
- ▶ Remember children learn from watching how their parents cope with stress and are receptive towards the emotions of others.
- ▶ Try and focus on the positives



A Guide to Making Friends

Here are some ideas to talk over with your child.

- ▶ Making new friends can be scary. However, most new Year 7's will also have to make new friends.
- ▶ Here are some tips to help you make friends.
- ▶ Join a club at school
- ▶ Accept everyone is different
- ▶ Try to ask questions
- ▶ Try to be kind to others
- ▶ Find other who share the same interests

Homework




- ▶ Secondary Schools will usually have a homework timetable for Year 7. Homework can seem scary and will probably seem a lot after Year 6. Homework is given to help your child secure their understanding and knowledge.

You can help by

- ▶ Ideally help your child to find a quiet space to work at home maybe in their bedroom or at the kitchen table.
- ▶ Homework can feel quite scary to start with but you get used to it. It is easier if your child gets in a good habit and tries to do their homework every evening. If they can't do it or find it hard – then speak to an adult in school who can help.
- ▶ It might be helpful to time their homework. If they have been given 25 minutes to complete a task – then only do 25 minutes and encourage them to complete as much as possible. If a 25 minute homework takes you two hours and causes you and your child a lot of stress, this means something isn't working well and you need to let school know.
- ▶ Find out about homework clubs .

SOCIAL STORY SUPPORT

A Social Story to Support Transition to Secondary 2020

- ▶ Presently many of our schools are not working as normal due to a virus call COVID-19. This is order to keep everyone safe.
 - ▶ No-one yet knows when and how schools will be re-opening.
 - ▶ Things may be different when this happens, but your schools will let pupils and parents know.
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- ▶ I am in year 6 and will be a year 7 pupil in September 2020.
 - ▶ It is OK to feel worried or anxious about secondary school.
 - ▶ This is normal
- ▶ There are many things I can use to help me be ready for my new secondary school. Such as planning my travel route and looking on the school website for information.
 - ▶ If I have any questions, I can always ask adults for advice.
- ▶ When it is safe and I can go back to school it will be good to meet friends and teachers.
 - ▶ It is good to go to school.
 - ▶ Going to school is important



Have a go !



Remember the support you give the pupils will
reduce anxieties and boost self esteem