

Successful Transition in Solihull



A Guide for Schools and Academies

June 2024

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Context

This guidance was originally written in 2019. It was written in response to the Local Authority's drive for consistent inclusion. It continues to be a generic framework which can be personalised by all education providers to ensure that every child and young person in Solihull has equality of opportunity. The guidance relies on there being a commitment from education providers and families to work co-operatively to support the transition process and also acknowledges the significant impact of involving external professionals for those children and young people with SEND.

Some minor tweaks have been made for this academic year; a full review is already underway for 2024-25 which will include the voices of our children, young people and their parents and a standardised Transition Document.

The guidance has been written in consultation with the following:

- Educational Psychology Team
- Headteachers and SENCOs
- Parent Carer Forum
- SENDIAS
- SISS
- Local Authority Officers

Appendices:

- i. Activities to Support Effective Transition
- ii. Reasonable Adjustments
- iii. AET Transition Toolkit
- iv. Moving on
- v. Life Ready Skills for successful transition SMBC
- vi. Life Ready Transition Document
- vii. SEND Transition

Acronyms:

AET	–	Autism Education Trust
EAL	–	English as an Additional Language
EHCP	–	Educational Health Care Plan
EPPSE	–	Effective Pre-School, Primary and Secondary Education
EYPP	–	Early Years Pupil Premium
GCSE	–	General Certificate of Secondary Education
KS	–	Key Stage
LAC	–	Looked After Child
PLP	–	Personalised Learning Plan
SATS	–	Standard Attainment Tests (UK Education)
SENCo	–	Special Educational Needs Co-Ordinator
SEN/SEND	–	Special Educational Needs & Disabilities
SENDIAS	–	Special Educational Needs and Disability Information Advice and Support
SISS	–	Specialist Inclusion Support Service
UFSM	–	Universal Free School Meals
FSM	–	Free School Meals

Introduction

Much research has been done into the effects that managing change can have on an individual person and the importance of developing emotional resilience. Why do some people seem to sail gently through all the changes life brings, while others become distressed, or unsettled?

The key is how we view change and our level of acceptance over uncertainty - there is plenty of evidence to show that what we find most stressful as human beings is uncertainty, not change itself.

During times of stress and uncertainty our ability to retrieve and encode information from stored memories is impaired and we are less likely to be able to learn and retain new information, or indeed to perform at our best.

For this reason, we need to invest time in ensuring that our children and young people are prepared for the change that occurs during transition and to support families in managing the uncertainty for their child. We can only truly achieve this, if we work in partnership together and create a clear and consistent pathway for all children, young people, and families.

Principles for Transition

Underpinning this guidance document for schools are the fundamental principles and beliefs that have influenced and shaped our collective thinking:

- Emotional resilience is fundamental to the wellbeing of our children and young people and the realisation of their true potential.
- Children and young people, who feel safe, secure and a sense of belonging, are far more likely to flourish and be engaged, motivated learners.
- Children and young people who feel listened to and understood as an individual, are less likely to become disengaged and therefore at risk of exclusion.
- Children and young people who feel part of a community are more likely to have good attendance.
- Children and young people with good attendance are more likely to achieve well and to have increased life chances and opportunities in the future.

Aims for Effective Transition – Why Transition Matters

All children and young people in Solihull are entitled to a well-planned successful transition, between year groups, key stages and schools. The aims for transition in Solihull are listed below:

- Learning outcomes and children's and young people's **mental health and well-being** are not compromised.
- The receiving class teacher(s) and/or school will have a **secure knowledge** of the individual before they arrive, ensuring any reasonable adjustments are put into place in a timely manner.
- All children and young people should have **equality of opportunity** regardless of any additional needs.
- Schools will work collaboratively in the best interests of all children and young people and build trust with families to engender successful transition.
- Transition will be consistent, across schools, yet personalised to meet the needs of all children and young people regardless of additional needs.
- Transition arrangements will be well communicated, and children, parents and staff will have access to relevant and timely information.
- Schools will work effectively together, supported by families and professionals
- All partners/professionals will work together.

As a result of a well-planned and successful transition, children and young people will be equipped to manage the change and thrive in their new environment social, emotionally and academically.

Successful transition for disabled children and children with SEN has its foundation in good practice for all children. Where a child's needs have been identified before they are admitted to the setting, transition is likely to require more detailed planning, the closer participation of parents and the sharing of a wider range of information.

SEN & Disability – A Toolkit, Council for Disabled Children

Successful Transition

Successful transition preparation begins early so that there is time to establish good communication and build a trusting relationship between home and the setting by the time the child starts attending the setting.

SEN & Disability – A Toolkit, Council for Disabled Children

What does this look like for children, young people and families?

The findings of a sub-study on transitions undertaken as part of the Effective Pre-School, Primary and Secondary Education 3-14 (EPPSE) project, included work on transition from Primary to Secondary schools. Data analysis showed that a successful transition for children involved:

- ☐ Developing new friendships and improving their self-esteem and confidence.
- ☐ Having settled so well in school life they caused no concerns to their parents.
- ☐ Showing an increasing interest in school and school work.
- ☐ Getting used to their new routines and school organisation with great ease.
- ☐ Experiencing curriculum continuity.

We believe that successful transition puts families at the heart. Examples of documentation to support transition can be found in the appendices.

What might this look like for staff?

- Transition meetings between staff – within school and across partner schools e.g. Infant to Junior, Junior/Primary to Secondary.
- Child Protection Meetings between DSLs.
- Individual meetings prior to the start of September with Heads of Year/SENCo/Pastoral Team/Family Support Worker.
- Open Mornings/Afternoons.
- SENCos attending final review meetings at their feeder schools.
- Opportunities to moderate children's work with partner schools e.g. Years 2/3, 6/7. ☐ Undertaking relevant training e.g. SEND related.
- the development of a 'One Page Profile' or a 'Pen Portrait' which can be highly effective in providing school staff with an overview of additional needs.

Please see Appendix (i) for further activities

Role of Parents

AET suggest that families can support transition by:

- ☐ Meeting with transition staff to share any concerns, anxieties and things that have gone well.
- ☐ Using countdowns, calendars, passports to support the run up to starting at a new school.
- ☐ Familiarising the child with the new uniform, school bag etc.
- ☐ Practising the independent journey to school.
- ☐ Visiting the school with their child.
- ☐ Establishing links with a contact person at school.
- ☐ Establishing a homework routine.

AET Transition Toolkit

Parents can also support the transition process by visiting the school without the child, which may include an opportunity to talk to the Headteacher or SENCo about any concerns they or their child may have. In addition, parents should support their child's transition by attending relevant transition meetings and supporting them to:

- Develop relationships with key members of staff.
- Share key information about their child, through completion of transition documentation, relevant SEND information.
- Be well-prepared for school.
- Complete their homework.
- Empowering the child to be independent.

Inclusion

It is well known that transition is especially difficult for children and young people with Special Educational Needs and neurodiverse differences. Where needs have been identified before transitioning it is likely to require more detailed planning, the closer participation of parents and the sharing of a wider range of information.

SEN & Disability – A Toolkit, Council for Disabled Children (2019)

Support can be offered by:

- Being made aware and acknowledging the needs of students with ASD and additional needs.
- Sharing the banding and any funding information in good time allowing incoming settings to prepare. This also allows setting to understand the needs outlined in EHCPs.
- Building good links between secondary SEND provision and primary SEND provision.

In addition to the good practice outlined above, it is imperative that support for children and young people with additional needs including SEND and LAC is bespoke and personalised to meet their specific needs; this may result in education providers needing to make some reasonable adjustments. This could include organising for additional ISP support in consultation with SISS, attendance at review meetings, seeking advice from external professionals and the development of resources such as visual prompts and personalised timetables.

The STARS (School Transition and Adjustment Research Study) outlined two core areas to reduce vulnerabilities:

- School belonging
- School adjustment

Using a range of tools to capture the children and young people's views, relationship, and concerns can also help staff to support individuals more effectively.

These can include:

- Relationship maps - helps you think about the people who are involved in all areas of the child or young person's life. [relationship-circle.pdf \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/relationship-circle.pdf)
- What's working, what's not working tool - helps you to identify what is working that you would like to keep and is not working which needs to change. [what-is-working-and-what-is-not-working.pdf \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/what-is-working-and-what-is-not-working.pdf)
- Decision making tool - this is both a decision-making profile and a decision-making agreement. [making-decisions.pdf \(norfolk.gov.uk\)](https://www.norfolk.gov.uk/making-decisions.pdf)

The following should also be considered to support and enhance the transition process for children and young people with SEND:

- Staggered in-take in EYFS.
- Additional Visits to the new school
- Accessible Transition information on school websites including photos of key members of staff and photos and /or videos of the wider provision
- Individual 'Passports' which include a range of information about the new school and can be kept by the family during the holidays to reflect on with their child.
- Sharing inclusion-related documentation e.g. EHCPs, IEPs, Behaviour Plans, Funding information
- SISS have developed a number of specific pathways to support children with SEND; these can be found on Solihull's Local Offer.
- Year 7 starting school earlier than the other year groups.
- Staff handover meetings.

- Reasonable adjustments and how these can be developed from one year group to another - see Appendix (ii).
- PLP targets linked explicitly to transition.
- Using Annual Review processes to talk about transition earlier e.g. Year 5.

How do we communicate transition arrangements with parents?

All schools in Solihull communicate with parents in a variety of ways throughout the school year. As part of the transition arrangements, the majority of schools will invite parents to a formal Parent Information Evening or have visits to school. A range of information sheets, newsletters and brochures are shared with parents – both hard copies and electronically via email or the school's website, this includes SEND.

Reasonable adjustments may need to be made to accommodate the needs of parents who are unable to access written English.

Transition Packs – what could they include:

As an example of good practice, AET suggest the following information should be included. See Appendix (iii) for children and young people transitioning to secondary schools, however, these principles can be adapted for children transitioning at all age ranges.

- ☐ **New Environment** – maps, locker, bells.
- ☐ **New Expectations** – break, lunchtimes, transition between classes.
- ☐ **New Vocabulary** – ‘tutor group’, ‘head of year’, subject specific vocabulary.
- ☐ **Key People** – mentor, form tutor, SENCo, who/how to ask for help.
- ☐ **Quiet Area** – library, allocated area for stress management.
- ☐ **The Timetable** – how to use it, formatted for the individual's understanding.
- ☐ **Systems for Organisation** – diary, checklists for materials and books.
- ☐ **Homework** – expectations and explanations.
- ☐ **Transition Workbook** – addresses differences between primary and secondary school.
- ☐ **Personal Profile** – written by pupil (with LSA/parent/teacher support), includes all the information new staff should know about the pupils.

AET Transition Toolkit

Along with the above, it is also good practice to include the following information:

- Letter from Headteacher, giving details of the teaching team, any staggered intake dates, and appointment dates and times
- Admissions Form
 - Birth certificate required to be seen
 - Baptism Certificate (Church Schools)
- EAL Form
- Dietary Form
- UFSM information – parents required to complete this online
- FSM information – parents required to complete eligibility check online
- Consent Form (photos, trips, food tasting, medical treatment, face paints, email)
- Fair Processing Notice
- Cool Milk Scheme information
- School Nurse Pack
- Uniform Expectations
- Attendance Letter
- Term Dates
- Solihull Catering Packs

- Home School Agreement
- Parent Declaration Forms (includes EYPP info)
- 30 Hour Eligibility Forms (Nursery only)
- Behaviour Policy
- Acceptable Use Policy

What information should be passed to the next class teacher/ school?

It is imperative that information is passed on to the next teacher whether that is when transitioning between years groups within school or when transitioning to a new school. Information may include:

Essential	Optional
<input type="checkbox"/> Copies of annual reports.	<input type="checkbox"/> Current English & Maths books where transition has started in the summer term.
<input type="checkbox"/> Data, including SATS results.	
<input type="checkbox"/> Relevant SEND information e.g. PLPS, Needs-Based-Plans, My Plan, EHCPs, review meeting notes, assessments written by external professionals, any reasonable adjustments that are in place, Gifted & Talented.	
<input type="checkbox"/> Relevant Child Protection/Safeguarding information (signed by new school to say they have received it).	
<input type="checkbox"/> Medical/Dietary information.	
<input type="checkbox"/> What do parents want the new teacher/school to know? e.g. reasonable adjustments.	
<input type="checkbox"/> Any relevant background information which might impact on the child's well-being and academic progress e.g. family context, who has Parental Responsibility, Prohibitive Steps Orders in place, illness in family.	

Conclusion

The majority of schools in Solihull have highly effective transition arrangements in place; however, there continue to be some inconsistencies. The aim of this guidance is to ensure that all schools have a relevant Transition Policy in place which forms part of their suite of policies to support all children in managing change including those with SEND. This will ensure that all children, young people, families and schools in Solihull will benefit from an effective transition.

Since 2020, schools in Solihull share the same Transition day(s) regardless of their location.

Appendix (i) - Activities to Support Effective Transition

EYFS

- Home Visits/Individual meetings with parents prior to the children starting.
- Visits to previous settings to meet and observe the children who will be coming into school.
- Curriculum Meetings – new to Nursery/Reception.
- Nursery children are invited to stay for lunch with their parents prior to moving into Reception.
- Regular visits for Nursery children to explore their new environment and meet their new teachers, including Reception teachers visiting the Nursery to read stories etc.
- Staggered in-take in the first week of the Autumn term for both Nursery and Reception, including stay and plays in Nursery which allows parents to meet each other too.
- Personalised Passports for children with additional needs – may include additional visits to new classrooms, schools so the children can take photographs of their new learning environment, staff etc.
- Additional transition days for children with SEND, dependant on need.
- Timetabling for the final half-term in Reception is mirrored in the first half-term of Year 1.

Year 2–3 (separate Infant & Junior Schools)

- Curriculum Meetings/Open Evenings, Year 3.
- Transition Days.
- Buddy Mornings – Infant to Junior Transition: Children in Year 2 and 3 complete questionnaire devised by the Junior school; Year 3 buddy the children up based on the feedback from the questionnaires and then the children have a morning together where they get to know their buddy.
- Year 2 start their Year 3 books in the last half of the summer term.
- Regular visits to the new school to watch plays etc.
- Year 3 children come with Year 3 staff to talk about their transition into their Junior School as well as to answer questions from Year 2.
- Year 3 staff spend the afternoon in Year 2 to get to know the children.
- Headteacher from the Junior School comes to lead an assembly in the Infant School.
- Personalised Passports for children with additional needs – may include additional visits to new classrooms, schools so the children can take photographs of their new learning environment, staff etc.
- Additional transition days for children with SEND, dependant on need.

Year 6-7

- Curriculum Meetings/Open Evenings, Year 7.
- Transition Days.
- Questionnaire from school for children and parents eg tell us what you want us to know/what should we ask your child's previous school, wider curriculum interests.
- Weekly newsletters sent to children about the school.
- Personalised Passports – may include additional visits to new classrooms, schools so the children can take photographs of their new learning environment, staff etc.
- Primary schools sharing secondary school websites with children.
- Additional transition days for children with SEND, dependant on need.

NASEN's Transition guide states that:

Schools should help pupils to start planning for their future adult life as early as possible, and by Year 9 at the latest. They should go beyond thinking simply about the transition to post-16 education and training. Schools should focus on raising aspirations and support pupils to achieve the best possible outcomes in education, employment, independent living and participation in society. This could involve for example:

- Including preparation for adulthood in planning meetings with parents and pupils at an early stage.
- Making sure that careers advice and information provide high expectations and a wide range of options for pupils with SEND.

- Helping pupils and parents to understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

NASEN, Transition, 2014

Post-16

Preparation for the next stage of education, employment, and training begins as early as the options process in Key Stage 3. Activities may include:

- KS4 Options booklets.
- KS4 Options Evening presentation and talks.
- Developing, from at least Year 9, a careers action plan, which is reviewed at least termly.
- Meeting with the school's independent careers advisor.
- Discussion with both pupils and parents so they understand the different options that are available at Post-16.
- Attending events such as the Skills Show at the NEC, or the Solihull Apprenticeship Show.
- Mock interview days with employers.
- Work experience placements.
- Post-16 transition days.
- Making sure that there is a "plan b" for pupils, as many Post-16 placements are dependent on GCSE grade criteria's being fulfilled, which are only finalised in August of Year 11.
- Inviting Post-16 providers to attend reviews, where appropriate, as early as Year 10.

Appendix (ii) - Reasonable Adjustments

See <https://www.disabilityrightsuk.org/adjustments-disabled-students>

This material is copyright and available from Disability Rights UK.

Appendix (iii) - AET Transition Toolkit

See <https://www.autismeducationtrust.org.uk/resources/t4t/>

This material is copyright and can be purchased from the AET.

Appendix (iv) – Moving On

See <https://www.mentalhealth.org.uk/learning-disabilities/publications/moving-on-tips-for-pupils-withspecial-educational-needs/>

This material is copyright and available from the Foundation for People with Learning difficulties.



Solihull Metropolitan Borough Council

Life Ready Skills for successful transition to Secondary School

Schools' Transition Guide for Secondary
Transfer

Introduction

Transitions and change

The notion of transition can be a complex one. However, well planned and supported transitions can have a huge impact on a learner's ability to be successful when expectations, routines and environments change. Things that may often be taken for granted by one learner and their family can create extraordinary barriers for another. As such, it is essential that as professionals we remain open minded about the adjustments and approaches we may need to take to mitigate the impact of transition periods or change on both the educational development and wellbeing of the learner.

Why Life Ready skills

The core principles around Life Ready skills are:

- Preparation for the future
- The strong link to employment skills
- Growing independence/managing change.

This document is part of a suite of materials to support children and young people in Solihull and their families. With inclusion at the heart of our Solihull offer we expect that reasonable adjustments for children and young people with additional needs will be made, in order to ensure the best possible outcomes for all. I hope that you find it helpful and informative.

I would like to thank the following people from a cross section of schools who have given their time and commitment to producing this guidance.

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Phil Leivers

Assistant Director
Learning and Skills

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Life Ready Skill: *Determined**(Grit, perseverance, self-control)*

Description	
What a secondary school expects in lessons	<ul style="list-style-type: none"> • Take constructive feedback from your peers. • Take constructive feedback from your teacher. • Set your own targets for improvement. • Complete stretch and challenge tasks and activities. • Show how you have made an improvement based on the target you set yourself. • Try things that are new or challenging and don't give up. • Regulate your behaviours in different situations.
What a secondary school expects outside lessons	<ul style="list-style-type: none"> • Consider when it is appropriate to report an incident to the teacher and when you are able to solve the problem for yourself. • Attempt all aspects of the homework that is set. • To give something a go, even if it may be challenging.
What a secondary school expects from parents/guardians	<ul style="list-style-type: none"> • Clear, quiet space designated for homework. • Create a homework timetable at home with your child so that you can manage their weekly commitments efficiently/effectively. • Where a child is stuck, break tasks down. • Praise/acknowledge your child's perseverance and effort alongside outcomes for achievement. • Use key prompt questions to encourage self reflection e.g. What happened? Why? Who did you talk to at school about this? What could you have done differently? How will you resolve this tomorrow? • Encourage your child to attend homework clubs, where available. • Be mindful of how many extra curricular activities your child is involved in so as to plan.

Life Ready Skill: *Emotionally Intelligent**(Humility, respect and good manners, adaptability, empathy and recognising a range of emotions)*

Description	
What a secondary school expects in lessons	<ul style="list-style-type: none"> • Listen to the person speaking in a respectful way. • Allow others to express their point of view and respond appropriately if you disagree. • Respect school property and uniform. • Presentation of work is of your best standard. • Recognise and respect the abilities of others as well as your own. • Cooperating with others. • Recognising own and other's emotions and reacting to them appropriately. • Be helpful and supportive of others. • Respond to change positively in an individual task. • Respond to change positively in a group task.
What a secondary school expects outside lessons	<ul style="list-style-type: none"> • Open doors for others. • Use manners for all members of staff e.g. please, thank you. • Consider other people's feelings in all situations. • Show common courtesy. • Respect the environment e.g. don't drop litter. • Respect school property. • Recognising each other's space and appreciate the different activities that others enjoy.
What a secondary school expects from parents/guardians	<ul style="list-style-type: none"> • Have a designated space for school books and resources. • Encourage child/young person to hang their uniform up at the end of each day. • Parents to model respectful communication and attitudes towards school professionals, with their child/young person.

Life Ready Skill: Self-Management (Punctuality, accepts responsibility, time management, smart appearance))	
Description	
What a secondary school expects in lessons	<ul style="list-style-type: none"> • Arrival at school on time with all of the correct equipment (including planner/diary). • Arrive at lessons on time. • Wear the appropriate school uniform, including footwear. • Focus in lessons on the task you have been set. • Accepting responsibility for your own actions (and any potential consequences – positive and negative). • Recognise who you work best with and ask for support to make the right decisions. • Can focus for extended periods of time (20-30mins). • Show a 'love of learning' – focusing and asking questions because you are keen to learn. Self-motivated. • Write your homework down in your diary.
What a secondary school expects outside lessons	<ul style="list-style-type: none"> • Knowing where you need to be and what equipment you need. • Maintaining your school uniform standards around school. • Balance your social time and time to get things done e.g. homework, lunch. • Completing homework on time and to the appropriate standard. • Plan your homework around your commitments. • Knowing when to ask for help and actively asking for support. • Knowing what to do in unstructured times. • Pack your school bag the night before.
What a secondary school expects from parents/guardians	<ul style="list-style-type: none"> • Have school/homework diary up visually at home. • Encourage your child to wear a watch (no smart watches). • Have set time at night for sorting out homework and school bag/resources for the next day. • Check your child's homework diary or journal at least weekly. • Resist the temptation to buy non-uniform items for your child to wear at school. • Encourage your child to write lists as a way of managing workloads. • Talk to your child about how to prioritise their workload e.g. quick tasks first.

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Life Ready Skill: Manages distractions (Can be absorbed for increasing amounts of time, avoids distraction, does not create distractions)	
Description	
What a secondary school expects in lessons	<ul style="list-style-type: none"> • Focus in lessons on the task you have been set. • Recognise who you work best with and ask for support to make the right decisions. • Listen to everyone, including your peers. • Can focus for extended periods of time (20-30mins). • Show a "love of learning" focusing and asking questions because you are keen to learn. • Self-motivated.
What a secondary school expects outside lessons	<ul style="list-style-type: none"> • Recognising each other's space and appreciate the different activities that others enjoy. • Understand how to structure your free time based on how you work best. • Knowing when to ask for help and actively asking for support. • Knowing what to do in unstructured times.
What a secondary school expects from parents/guardians	<ul style="list-style-type: none"> • During homework/study time, switch off mobile phones/minimise distractions.

Life Ready Skill: Team Working and Collaboration

(Respecting others, co-operating, empathy, negotiating, awareness of interdependence, leadership, listening)

Description**What a secondary school expects in lessons**

- Listening to the opinions of others and responding appropriately.
- Be open to the opportunity of taking on leadership roles.
- To share leadership roles with others.
- Contribute ideas to a group/class discussion.
- Work independently on a task which is towards a group outcome.
- To assess the strengths of various ideas and decide on a shared outcome.
- Step outside your comfort zone and try something new in a group.
- Understanding rules of team work.
- Take on different roles with a team.
- Accept working with familiar/unfamiliar people.

What a secondary school expects outside lessons

- Work well with others without direction.
- Understand how to 'play games' to set rules.
- Recognise your role in the school community.
- Showing respect to others even when unsupervised.

What a secondary school expects from parents/guardians

- Encourage your child to take on jobs and responsibilities at home, as part of the family unit.
- Encourage your child to be interested in the world around them, including what is topical and current in the news.

Life Ready Skill: Communication

(Analysing facts and situations, finding appropriate solutions, sharing information and insight appropriately)

Description**What a secondary school expects in lessons**

- Know what a fact is.
- Know what an opinion is.
- To come up with a short list of possible solutions to a problem.
- To come up with a criteria in order to make a judgement about something.
- Present information in different ways.
- Speak clearly and calmly.
- Explain your viewpoint, as well as someone else's, in order to reach conclusion.

What a secondary school expects outside lessons

- Communicate with respect in terms of body language, tone of voice, choice of words.
- Co-operate and participate with others.
- Behave appropriately in a range of settings.
- Get on with others.

What a secondary school expects from parents/guardians

- Encourage your child to debate and challenge in an appropriate way in order to formulate their own opinions e.g. I disagree with what you said and this is the reason why.

Life Ready Skill: Problem Solving and Creativity (Applying creative thinking to develop appropriate or artistic solutions, curious, asks questions to deepend understanding or consider wider possibilities))	
Description	
What a secondary school expects in lessons	<ul style="list-style-type: none"> • Ask questions in class. • Make links with what you have learnt to another subject. • Link what you have learnt to the wider world and other communities and cultures. • Know what the 5 W's are (who, what, why, when, where).
What a secondary school expects outside lessons	<ul style="list-style-type: none"> • Be open to seeing things from a different perspective. • Follow routines and identifying when things go wrong. • Be solution focused and know what you can do for yourself. • Know when you need to ask for help from others.

Life Ready Skill: Optimistic (Enthusiasm, zest, confidence, ambition, aspiration))	
Description	
What a secondary school expects in lessons	<ul style="list-style-type: none"> • To respond and participate during group discussions and answer questions. • To have a positive attitude to learning. • To help someone get involved in an activity. • To not be afraid of trying a challenging task. • Reflect on your progress and identify a target for improvement. • Motivated to work. • Enjoyment of school. • Wanting to learn and setting goals.
What a secondary school expects outside lessons	<ul style="list-style-type: none"> • Participate in extra-curricular clubs and activities, including music, sports, the arts etc. • Take on leadership roles, as opportunities arise.
What a secondary school expects from parents/ guardians	<ul style="list-style-type: none"> • Encourage your child to have a balanced viewpoint about school – What's gone well today? Is there anything that didn't go so well? What happened? What could you do about it?

Life Ready Skill: Team Working and Collaboration*(Respecting others, co-operating, empathy, negotiating, awareness of interdependence, leadership, listening)*

Description	
What a secondary school expects in lessons	<ul style="list-style-type: none">• Listening to the opinions of others and responding appropriately.• Be open to the opportunity of taking on leadership roles.• To share leadership roles with others.• Contribute ideas to a group/class discussion.• Work independently on a task which is towards a group outcome.• To assess the strengths of various ideas and decide on a shared outcome.• Step outside your comfort zone and try something new in a group.• Understanding rules of team work.• Take on different roles with a team.• Accept working with familiar/unfamiliar people.
What a secondary school expects outside lessons	<ul style="list-style-type: none">• Work well with others without direction.• Understand how to 'play games' to set rules.• Recognise your role in the school community.• Showing respect to others even when unsupervised.
What a secondary school expects from parents/guardians	<ul style="list-style-type: none">• Encourage your child to take on jobs and responsibilities at home, as part of the family unit.• Encourage your child to be interested in the world around them, including what is topical and current in the news.

Life Ready Skill: Communication*(Analysing facts and situations, finding appropriate solutions, sharing information and insight appropriately)*

Description	
What a secondary school expects in lessons	<ul style="list-style-type: none">• Know what a fact is.• Know what an opinion is.• To come up with a short list of possible solutions to a problem.• To come up with a criteria in order to make a judgement about something.• Present information in different ways.• Speak clearly and calmly.• Explain your viewpoint, as well as someone else's, in order to reach conclusion.
What a secondary school expects outside lessons	<ul style="list-style-type: none">• Communicate with respect in terms of body language, tone of voice, choice of words.• Co-operate and participate with others.• Behave appropriately in a range of settings.• Get on with others.
What a secondary school expects from parents/guardians	<ul style="list-style-type: none">• Encourage your child to debate and challenge in an appropriate way in order to formulate their own opinions e.g I disagree with what you said and this is the reason why.

Life Ready Skill: Problem Solving and Creativity (Applying creative thinking to develop appropriate or artistic solutions, curious, asks questions to deepen understanding or consider wider possibilities)	
Description	
What a secondary school expects in lessons	<ul style="list-style-type: none"> • Ask questions in class. • Make links with what you have learnt to another subject. • Link what you have learnt to the wider world and other communities and cultures. • Know what the 5 W's are (who, what, why, when, where).
What a secondary school expects outside lessons	<ul style="list-style-type: none"> • Be open to seeing things from a different perspective. • Follow routines and identifying when things go wrong. • Be solution focused and know what you can do for yourself. • Know when you need to ask for help from others.

Life Ready Skill: Optimistic (Enthusiasm, zest, confidence, ambition, aspiration)	
Description	
What a secondary school expects in lessons	<ul style="list-style-type: none"> • To respond and participate during group discussions and answer questions. • To have a positive attitude to learning. • To help someone get involved in an activity. • To not be afraid of trying a challenging task. • Reflect on your progress and identify a target for improvement. • Motivated to work. • Enjoyment of school. • Wanting to learn and setting goals.
What a secondary school expects outside lessons	<ul style="list-style-type: none"> • Participate in extra-curricular clubs and activities, including music, sports, the arts etc. • Take on leadership roles, as opportunities arise.
What a secondary school expects from parents/ guardians	<ul style="list-style-type: none"> • Encourage your child to have a balanced viewpoint about school – What's gone well today? Is there anything that didn't go so well? What happened? What could you do about it?

Helping children with Transition

“I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.”

Nelson Mandela



This booklet is based on research carried out by the Nuffield Foundation into transition from primary to secondary school



For the full report visit:

https://www.nuffieldfoundation.org/sites/default/files/files/STARS_report.pdf

The Fiveway Café is a drop-in for children and young people aged 11 to 16. During the sessions children are free to come and go as they please. Activities at the café have been designed to help reduce stress, develop confidence and increase physical activity

The Café provides a safe space for children and young people to come together where they can meet new people, learn new skills and have fun.

All sessions are free!!

Activities at the Café are based upon the Five Ways to Wellbeing which can be thought of as your "5 a day" for mental wellbeing!

Connect... Keep learning... Be active... Take notice... Give...

<p>MONDAY</p> <p>5-7pm</p> <p>Bishop Wilson Hub</p> <p>2 Craig Croft, Chelmunds Cross,</p> <p>Solihull, B37 7TR</p>	<p>WEDNESDAY</p> <p>5-7pm</p> <p>Hatchford Brook Youth Centre</p> <p>Old Lode Lane, Solihull, B92 8JE</p>
<p>THURSDAY</p> <p>3.45-5.45pm</p> <p>Dickens Heath Village Hall</p> <p>1 Main Street, Dickens Heath,</p> <p>Solihull, B90 1UB</p>	<p>WEDNESDAY</p> <p>6.30-8.00pm</p> <p>The Lant Sports and Community Centre</p> <p>Meeting House Lane</p> <p>Balsall Common, CV7 7GE</p>



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Introduction

The move from primary to secondary school can be a difficult and anxious for both your child and yourself and you'll be glad to know that the majority of pupils will have a successful transition. To assist with a successful transition we have created this booklet to help you talk to and support your child with the main concerns pupils have around moving to their new school

'Parents can be an important source of support in preparing children for the transition to secondary school. Parental expressions of warmth and affection have a long-term influence on how self-controlled children are which in turn affects how well they do at secondary school both in academic and behavioural spheres'

Nuffield Foundation

It has been shown that an authoritative parenting style will have the best outcomes for your child where you are able to set boundaries and show warmth and affection for your child. For further information visit:

<https://www.verywellmind.com/what-is-authoritative-parenting-2794956>

Losing Old Friends

To support your child in addressing this concern you can look together at ways in which your child can maintain contact with their friends. This may include:

- Phone calls
- Text messages
- Social Media

The best way however, is to help create the conditions whereby they can meet with old friends face to face. This may include visits to their friends home or inviting their friends over, joining a local club, or participating in activities that they can all take part in.



Remember—Talk to your child about the best ways in which to maintain contact with their friends.

For further information about local activities and clubs visit

<http://www.solihullactive.co.uk/>
<http://www.solihull.gov.uk/familyinfo>

Messages from Yr. 7

Last year Engage worked with young people in Solihull who were anxious about moving to secondary school.

We contacted the pupils after the first term and this is the advice they wanted to pass on to anyone moving to secondary school

'Do not worry you will be fine. Believe in yourself'

'I would say at first your nervous but then after its ok'

'To just be yourself'

'To stay calm, not worry about your first day and ask a teacher for help'

'It's not as bad as you imagine its going to be'

'Don't worry because they are kind at secondary and helpful'

Don't worry about meeting new people because you will find someone everyone is kind'

'There is always someone you can talk to'



Discipline and Detention

Schools will have a behaviour code and discipline policy setting out the expectations of pupils behaviour before, during and after school.

To help your child it is important for you to know what is expected of them and what discipline they may face. Many of these can be found on the schools website or you can ask the school for a copy.

Talk to your child about what is expected of them so they are aware before they get to school for the first time.

Keep a school timetable and a list of what equipment is needed for each day somewhere visible at home e.g. on the fridge. It could help you and your child settle in to the new routine.

Talk to your child if they do break these rules in a calm manner looking for solutions of how they are able to stay within the rules.

For further information you can visit the following website

<https://www.gov.uk/school-discipline-exclusions>

Making New Friends

Many young people when they move to secondary school will feel anxious about making new friends and many parents are concerned about their child making the right friends.

This is a good opportunity for you to talk to your child about what qualities makes a good friend and a healthy relationship

You can talk to your child about starting conversations including

- How to introduce yourself to others.
- What questions can you ask? A good starter is asking which primary school they went to.
- Ask about their hobbies and interests and see if there is a school club you can join with them.
- Telling other people about themselves.
- Listening Skills.

But most important they need to be themselves

For further information and advice visit

<https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/top-tips-making-friends/>

<https://paceuk.info/>



Getting Lost

Many children have concerns about getting lost either on the way to school or at school.

Discuss with your child about their concerns, you can include discussions around:

- Teachers will be expecting children to take some additional time to get to class during the first few week.
- All Yr 7's will be in the same position so they will not be alone feeling concerned about getting lost.
- There will be teachers and pupils at the school who can help you and point you in the right direction if you ask.
- See if you are able to get a map of the school and look through this with your child.
- Plan the journey to and from school and do a trial run with them.
- Speak to them about meeting up with friends to walk to school with.

Although this is one of the top concerns for pupils this soon goes away after a few weeks.

Bullying

Bullying is defined as repeated behaviour which intends to hurt someone either physically or emotionally, it can be both physical and verbal and can happen in a variety of setting both in and out of school and on-line

- All school and every teacher have to take bullying very seriously and will have Anti bullying policy. You can find these on the schools website or ask the school for a copy
- Always encourage your child to speak to someone and take appropriate action when this happens
- Make yourself aware of the signs and symptoms that someone is being bullied

If you are concerned that your child is being bullied speak to the school about your concerns

For further information and advice about the signs, talking to your child and how to deal with bullying visit

<https://www.bullying.co.uk/advice-for-parents/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>

Appendix (vii) – SEND Transition

SEIS SEND Visits

What does Transition look like across the borough? General approaches and strategies



Documents and Evidence

- Risk reduction plans give more granular guidance in certain scenarios for classroom practitioners.
- Every child on the register receives booklet relating to the next steps.
- Transition booklets/passport are adapted to include any personal items, social stories and some interactive activities such as drawing their teacher!
- SENDCO writes learning plan and keeps for Autumn term for next setting.
- On-going year group registers are updated in chronological order that documents the journey of the child and input of provision. Updated termly.
- SENDCO/Welfare officer is responsible for ensuring resources are transferred along with documentation.
- All paperwork is handed over. Involve secondary SENDCO on final EHC review before they move on to Year 7.

Curriculum, Teaching and Learning

- Mentor to run a 'be confident' course and the summer term is a focus on transition targets.
- Summer camps available
- Transition lessons are built into the curriculum as an explicit focus.
- Sports day and holiday clubs are collaborative with Secondary partners.
- Transition conversations/sessions are extra for those with SEND to build relationships – this is when the one-page profile is created.
- Transition programme (Big games day, inspire workshops, arts and drama).

Transition Events

- Additional visits – some have weekly visits and a team around the child.
- SEND children have additional visits and they have a visual social story and passports.
- Internally year to year – meet the teacher and 'keeping you in mind' postcards are sent out during the summer holidays.
- Staged transition once a week from May half term until end of Summer term.
- Each year on year, there are handover meetings to new class teachers.
- The children have a 'sneaky peek' into the new classroom.
- Transition day and buddy mornings with new teachers and staff members
- Class teacher has new class for following academic year in the final week of summer.

SEIS SEND Visits

What does Transition look like across the borough? General approaches and strategies

Involving Parents

- ♦ Term before transition, letters sent to parents and set up parental meetings prior to starting.
- ♦ Parent workshops delivered about how to support anxiety around transition.
- ♦ Lots of resources for parents including transition.
- ♦ Additional visits to new setting to support parents and children. Enhanced transition arrangements for Y6 to Y7 (extra visits with SENDCO) and Specialist teachers/support in Y6 to help children or called upon the AET team if necessary.
- ♦ Extra transition visits with members of our school staff, pupil and parents.
- ♦ Pastoral team also follow up to support SEMH children – phone calls home.
- ♦ Email parent of leavers to check-in gradually throughout the Summer term.
- ♦ Check-ins over the summer responded to with the open email address for those who were anxious.

Formal and Informal Meeting Cross-Phase

- ♦ SENDCO visits new settings (eg KS2/KS3), or previous setting or home settings. These should be shared with class teachers in advance.
- ♦ Staff have conversation about needs and go over any external agency input
- ♦ SENDCO attends the SEND reviews in Spring and/or Summer prior to child joining the school – builds relationship with parents.
- ♦ One school plans the next target with parents, and SENDCO attends.
- ♦ Attend EHC reviews.
- ♦ Higher needs children have a TAC meeting. Parents also attend.
- ♦ *Home school one day a week and supported visits to integrate.*
- ♦ *Work closely with new setting – several meetings and additional visits.*
- ♦ Any multi-agency meetings SENDCO attends in advance, SENDCO is named teacher for LAC.
- ♦ Meet key adults in advance of starting – this supported SEMH in particular.
- ♦ Similar arrangements to secondary school accompanied by SENDCO for those who need it.
- ♦ Joint meeting with both schools, pupil and parents.
- ♦ Each year on year, there are handover meetings to new class teachers discussing reasonable adjustments – designated time and in-depth transition notes and profile is passed up.
- ♦ Joint meeting from SENDCO/DHT from both schools attend transition conversations.
- ♦ Attend secondary meetings and complete follow up visits to secondary settings.
- ♦ Meeting with feeder school to cross check starting points with curriculum development.