

## **Transition plan.**

For pupils requiring extra support with the transition to secondary school  
Jill Heyes 4.6.12

### **General transition work**

Secondary school staff and some pupils to visit primary school if possible.  
Primary pupils attend special events at secondary school, as well as specific transition visits.

Primary school to elicit questions from Year 6 pupils, which secondary school staff can answer. Possibly have pupils e mail the questions to the Head of Year 7, and feedback responses to rest of Year 6 class. Eg knowing how much moving about is expected at first - are they always in one particular part of school for lessons in the first week?

Will year 7 be the only ones in school on the first day?

What are the school rules, rewards and consequences? Etc.

### **Suggested individual transition plan**

**1<sup>st</sup> visit** after school hours (other pupils have left premises) with parent to meet key staff members

Show pupil: toilets, lockers, entrances and exits, "form" room, where to get lunch

Introduce to: Head of Year, mentor,

Give pupil: map of school, planner, sample menus

Let pupil explore premises

At primary school afterwards: ask pupil about the visit, ask them to share the info they received, sort any misconceptions, discuss any worries with pupil.

Complete appropriate pages in booklet.

Start to give pupil some responsibilities eg helping younger pupils, arranging playground games. Notice and reward extra responsibility taken.

With year 6 class: start any class transition topics which will be referred to in year 7/bridging materials ie using same books in Year 6 and year 7. Start to have pretend secondary days, where year 6 pupils experience: moving round classrooms, having a variety of teachers, having planners, having equipment to remember and take care of, more homework, having responsibilities eg playground duty.

If possible Year 7 teacher to visit the primary school and watch/speak to/teach the pupils.

At home: ask child about the visit, ask them to share the info they received, sort any misconceptions, discuss any worries with him/her.

Look through and share the booklet.

Start to give child some responsibilities eg helping younger children, looking after something, helping around the house. Notice and reward extra responsibility taken.

**2<sup>nd</sup> visit** during school hours when other pupils are in lessons

Show pupil: options for break/lunchtime, where to store bikes, outside space. Remind pupil how to find: toilets, lockers, entrances and exits, "form" room, where to get lunch, Head of year, mentor, where to get help if needed. Help pupil identify key places on map. Introduce pupil to: 2 more new teachers they will see often eg English/Maths/Science/PE staff, Headteacher.

At primary school afterwards: ask pupil about the school visit, ask them to share what they know about the school, identify any information they have misunderstood or not taken on board, discuss any worries with pupil. Complete appropriate pages in booklet. Continue to give pupil some responsibilities eg helping younger pupils, arranging playground games. Notice and reward extra responsibility taken. Identify what the pupil can contribute to whole class transition work.

With year 6 class: continue any class transition topics which will be referred to in year 7/bridging materials. Start/continue to have "pretend secondary" days, where year 6 pupils experience some of the things about secondary school which will be different from primary school.

At home: ask child about the visit, ask them to share what they know about secondary school, discuss any worries with him/her. Look through and share the booklet. Discuss how they will travel to school. Practice the route together. Continue to give child some extra responsibilities. Notice and reward extra responsibility taken.

**3<sup>rd</sup> visit** to cross end of a lesson, so pupil can watch changeover from a safe place.

Help pupil identify where they are on their map. Ask pupil to take you to another part of school they will need to find, by using their map. Give pupil: list of people he/she knows who are already at or will be going to the school, example timetable. Show pupil: samples of work and homework, so they know what levels of work are expected.

At primary school afterwards: ask pupil about the visit, ask them to share what they learned, sort any issues, discuss any worries with pupil. Complete appropriate pages in booklet.

Continue to give pupil some extra responsibilities. Notice and reward extra responsibility taken.

Identify what the pupil can contribute to the whole class transition work.

With year 6 class: continue any class transition topics which will be referred to in year 7/bridging materials, pretend secondary days.

At home: ask child about the visit, ask them to share what they have learned, sort any issues, discuss any worries with him/her.

Look through and share the booklet. Arrange visits/conversations with others who will be going to the same school.

Decide whether the pupil will have packed lunches or school meals and discuss sample menus.

Continue to give child some responsibilities eg helping around the house.

Notice and reward any extra responsibility taken.

#### **4<sup>th</sup> visit at play/lunchtime**

Adult or older child to accompany pupil in dining room and playground.

Explain: system of getting and paying for food, what is available and where.

Remind pupil where: toilets, key people are.

Show pupil: somewhere quiet they can go if needed for time out and break times (if allowed).

Give pupil chance to speak to mentor/other pupils and share any concerns, queries. Have them help with any appropriate pages of booklet.

Other pupils give: tips on how to cope with the move to secondary school.

At primary school afterwards: ask pupil about the visit, ask them to share the new information they received, identify any issues, discuss any worries.

Complete appropriate pages in booklet.

Discuss with the pupil what their plan will be should they have any difficulties at secondary school – where to go, how to behave (what the rules are), who can help.

Continue to give pupil some responsibilities eg helping younger pupils, arranging playground games. Notice and reward extra responsibility taken.

Start to discuss leaving primary school and how the pupil feels about it.

Identify what more the pupil can contribute to the whole class transition work.

With year 6 class: continue any class transition topics which will be referred to in year 7/bridging materials, pretend secondary days.

At home: ask child about the visit, ask them to share the info they received, sort any misconceptions, discuss any worries with him/her.

Look through and share the booklet. Arrange visits/conversations with others who will be going to the same school.

Talk about the adults at secondary school. Who has your child met? What is their job?

Continue to give child some responsibilities eg helping younger children, looking after something, helping around the house. Notice and reward extra responsibility taken.

**5<sup>th</sup> visit** to join in with lessons, to include moving between classes

Secondary school staff to identify and discuss with pupil any worries regarding: studying new subjects, homework, being with different pupils in different lessons.

Show pupil where to go for, and how to use, : computers, internet, library.

Pupil to use map to show adult how they can move between the 2 lessons they are attending.

Show pupils the uniform and equipment they will need.

At primary school afterwards: ask pupil about the visit, ask them to share the information they received, sort any misconceptions, discuss any worries with the pupil.

Complete appropriate pages in booklet.

Discuss discipline, procedures, and behaviour policy. Discuss specific issues eg are they allowed mobile phones at the new school?

Complete pages in booklet related to bullying. Review plan of what they will do in various potential situations.

Continue to give pupil responsibilities, and notice and reward extra responsibility taken.

Start to discuss leaving primary school and how the pupil feels about it. Could the pupil help to organise end of term and leaver's activities?

What further things can the pupil contribute to whole class transition work?

With year 6 class: continue any class transition topics which will be referred to in year 7/bridging materials, pretend secondary days. Specific skills teaching eg how to take notes, how to write an essay, learning to learn.

At home: ask child about the visit, ask them to tell you what they learned and how they are feeling, sort any misconceptions, discuss any worries with him/her.

Look through and share the booklet.

Continue to give child some responsibilities, and notice and reward extra responsibility taken.

Share with your child how proud you are of the way they are growing up, and how exciting it is to be going to secondary school, making new friends and learning new things.

Practice the morning routine so they will be used to getting organised for secondary school, remembering the equipment they will need to take and timing how long it takes to get ready so they can work out what time they will need to get up.

**6<sup>th</sup> visit** as above but also to include break/lunch time

Explain routines for registration.

Discuss extra curricular activities available, which ones the pupil might be interested in, where they will be held, and how to access them.

Review: key people and places, and where to find them, where they are on the map.

Share the completed pages of the booklet.

Give pupil a certificate for completing the transition programme.

At primary school afterwards: ask pupil about the visit, ask them to share the info they received, sort any misconceptions, discuss any worries with pupil.

Complete any remaining pages in booklet.

Continue to give pupil some responsibilities eg helping younger pupils, arranging playground games. Notice and reward extra responsibility taken.

Discuss leaving primary school and how the pupil feels about it. Could the pupil help to organise any end of term and leaver's activities?

Remind them of their plan if things do not go right at secondary school and where to get help. Identify what they are looking forward to at their new school – end by being positive about the changes.

Identify what the pupil can contribute to your whole class transition work.

With year 6 class: finish any class transition topics which will be referred to in year 7/bridging materials, pretend secondary days.

At home: ask child about the visit, ask them to share what they know about secondary school, sort any misconceptions, discuss any worries with him/her. Look through and share the completed booklet.

Continue to give child some responsibilities eg helping younger children, looking after something, helping around the house. Notice and reward extra responsibility taken.

Discuss any issues around safety which may be concerning the child: bullying, online safety, travelling to and from school, looking after dinner money or mobile phones etc.

Share with your child how proud you are of the way they are growing up, how they may feel sad to be leaving primary school – they have been there a long time and probably feel very safe there, but remind them how exciting it is to be going to secondary school, making new friends and learning new things.

Review any other arrangements/issues eg practice the route to school, organising themselves, what they will eat, where they will get help, what uniform they will need, whether they are allowed mobile phones etc.

Continue to discuss the transition with your child. Review the booklet they have completed. Listen to any concerns they may have, and ask them how they can sort the problem/help themselves not to worry. Continue to practice routines as needed, and to be positive and supportive.

Research information was obtained from:

[www.education.gov.uk/publications/eOrderingDownload/DCSF-RR019.pdf](http://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR019.pdf)

[www.schools.nsw.edu.au/gotoschool/highschool/transitions/developing/index.php](http://www.schools.nsw.edu.au/gotoschool/highschool/transitions/developing/index.php)

Jill Heyes, Nyland Campus Outreach Team