

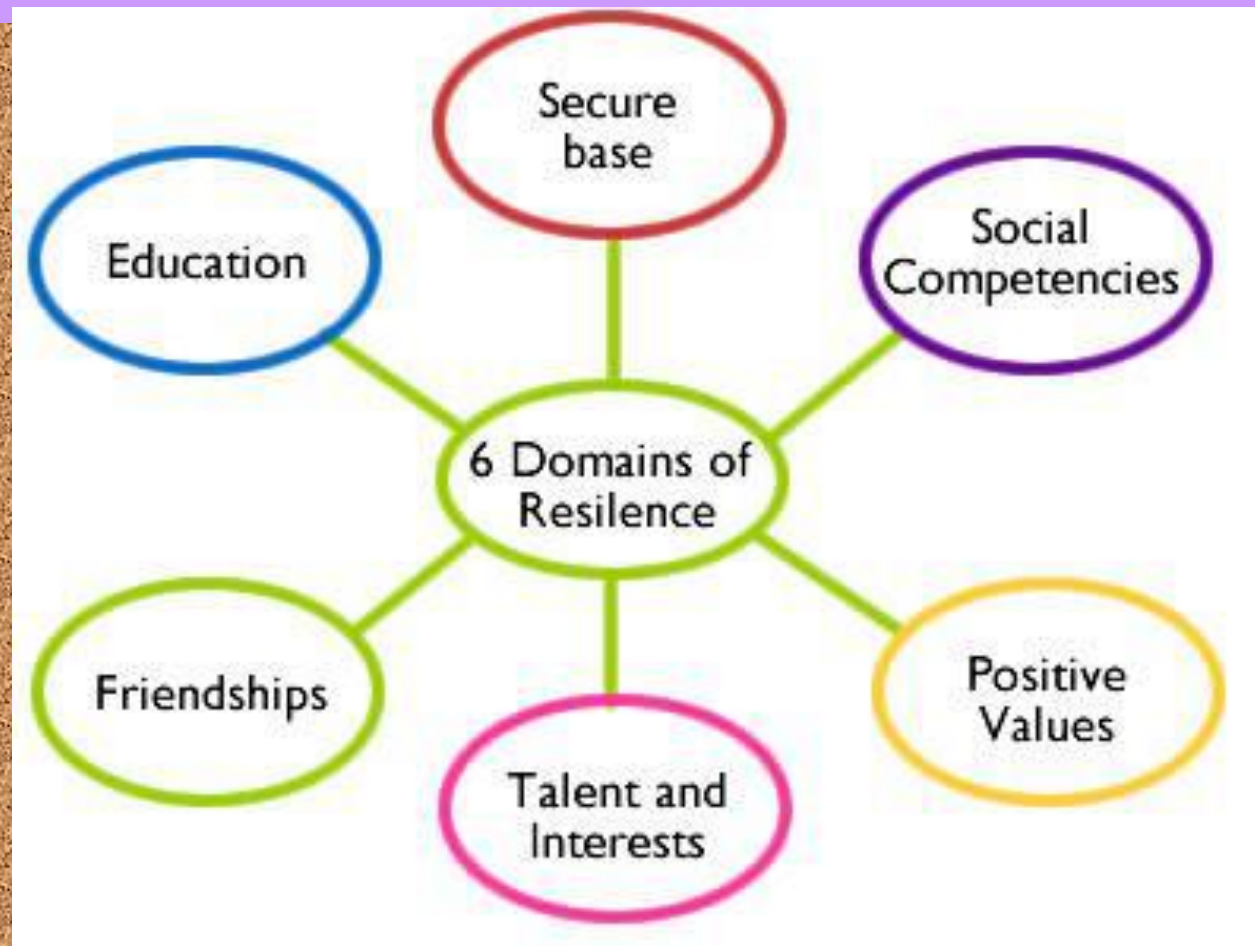


Our Research Shows

Domains of Resilience = Successful Transition

Resilient Strings

Secure Base---Education---Friendships---Talents and Interests---Positive Values---Social Competence





Domains of Resilience = Successful Transition

Resilience in the child	Resilience in families	Resilience in the community or wider environment
<ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect 	<ul style="list-style-type: none"> • At least one good parent child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord 	<ul style="list-style-type: none"> • Wide support networks • Good housing • High standard of living • High morale school, with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport and leisure activities

But what about our vulnerable children?



CHECKLIST ~ vulnerable children who need most support during transition

- Children in care
- ACE - adverse childhood experiences
- Lack of resilience
- Family breakdown
- Inconsistent or unclear discipline
- Family failure to adapt to children's changing developmental needs
- Bereavement and loss – including loss of friendships
- Disaster, accidents, war and other overwhelming events
- Discrimination
- Socio-economic disadvantage
- Homelessness
- SEND
- Learning needs
- Specific development delay
- Communication difficulty
- Poor relationships
- Physical illness
- Academic failure
- Low self-esteem
- Weak self - regulation
- Unmotivated
- Bullied

SEMH Behaviour Needs:

- Attention
- Control
- Protection
- Affiliation
- Justice

Behaviour Concerns:

- Anger
- Anxiety
- Lack of Resilience

Remember the power and control that Anxiety can have over a child!



The top concerns for children and families

Top 5 concerns for children

1. Getting lost
2. Losing old friends
3. Homework
4. Discipline & detentions
5. Being bullied

Top 5 concerns for families

1. Bullying
2. Safety
3. The amount of homework
4. Adjusting to new teachers
5. Making new friends



We re-named our
Transition
Programme to
something more
child friendly!





Structuring Our Flying Start Programme

1. Plan Ahead
2. Flying Start Activities
3. First Contact
4. Relationships
5. Identify the children
6. Child Profile
7. Communication
8. First Day Support



School Transition And Resilience Training



What specific activities could be included in a Flying Start Programme?





Home School ~ Plan Ahead:

- ❖ Involve the child and the family.
- ❖ Parent/Carer and teacher meeting for the child.
- ❖ PEP/SEND Flying Start review meeting.
- ❖ Talk to the child and discuss the new school regularly.
- ❖ Preview the Flying Start Programme with the child.
- ❖ Lay out a timeline of the Flying Start Programme, step by step in the classroom, cross off steps as they are completed.
- ❖ Use pictures to create a social storybook prior to the Flying Start event.
- ❖ Collect a school prospectus from the school.
- ❖ Collect a Storybook from the school.

Home School ~ Flying Start Activities:

- ❖ Create some written information about the school.
- ❖ Draw a map of school.
- ❖ Visit the website in a lesson.
- ❖ Start new routines - adapt timetable to fit in with new school, increase in homework.
- ❖ PSHE Flying Start lessons ~ activities, worry wall etc.
- ❖ Flying Start assemblies.
- ❖ Map out which schools each of the pupils is going and create group work with children going to the same school in same group.
- ❖ Social Media ~ Twitter Flying Start, Parent/Carer Flying Start email for concerns.
- ❖ Flying Start Questionnaires



New School ~ First Contact:

- ❖ Flying Start Programme and timeline.
- ❖ Open Evening
- ❖ School Propectus or Storybook sent to prospective parents/carers.
- ❖ First Contact Flying Start meeting with children in home school.
- ❖ Initial meeting at new school to connect with the child and to gain a thorough insight into their situation.
- ❖ Visits to new school should try to take place over 2 terms.
- ❖ A personalised programme of focus afternoons.
- ❖ Timetable given as soon as possible – encourage parents/carers to keep several copies on view around the house.
- ❖ Give opportunity for child to take photos to become familiar with new school setting.

- ❖ Take photos of the buildings, rooms and teachers to aid memory.
- ❖ Create fun staff photo board/avatars.
- ❖ How to be a successful learner leaflet ~ expectations, homework, making new friends, kindness, social time, toilets, clubs, safety, bullying, safe use of social media, when things go wrong etc.
- ❖ Activity workshops or activity week for all new children.
- ❖ Additional visits for more vulnerable children.
- ❖ CiC Designated Teacher/SENDCo Meetings.
- ❖ Training for staff on vulnerable children.
- ❖ External agency support for vulnerable children.



New School ~ Relationships:

- ❖ A tutor or key member of staff should become familiar with the child to ensure they have a point of contact and an attachment from day one.
- ❖ Buddy system in place for every visits and first 2 terms.
- ❖ Meet the teachers and the class.
- ❖ Meet the social time staff.
- ❖ Meet the safe person, space and place.
- ❖ Summer School for the most vulnerable children.

Home School & New School ~ Identify the children that will need additional support:

- ❖ START Questionnaires.
- ❖ Visual timetable.
- ❖ 20/10 model of learning for some children.
- ❖ Adaptations required for classroom/sport and new subjects, place to go during social times.
- ❖ Support for organising their work or written work.
- ❖ Consideration of where locker is placed in school and method to transport books and equipment.
- ❖ Use of angle boards, position in class, amount of room required, adaptation of tools if required such as pens.
- ❖ Consideration for extra time allowed for homework.
- ❖ Extended induction programme.
- ❖ Extra monitoring and support.
- ❖ Transitional object ~ favourite toy, fidget toy or photo bookmark.



Home School & New School ~ Child Profile:

- ❖ Flying Start Support Form
- ❖ The child's file should be transferred over to the so that all teachers know a profile of strengths, difficulties and triggers in learning and in behaviour.
- ❖ PASS Survey.
- ❖ SDQ ~ Strengths and Difficulties Questionnaire.
- ❖ SEMH Survey.
- ❖ VAK Learning style.
- ❖ Feelings Portrait to address transition worries and concerns.
- ❖ Who Supports Me activity.
- ❖ All About Me booklet.
- ❖ Baseline assessment undertaken to check where learning level is and level of intervention required.
- ❖ Vulnerable lists created for pupils with learning needs and pupils with social, emotional and mental health needs.

Home School & New School Communication:

- ❖ Close communication between home school and transition school so that support is available if a crisis moment occurs.
- ❖ Close communication between school and the family.
- ❖ Three way communication card between school, different teachers, home and the child.

Home School & New School ~ Firsts Day Support:

- ❖ Use PPG to support families with uniform, PE kit and shoes.
- ❖ Inform families of the importance of uniform and adapting garments for ease of dressing – cut out labels etc.
- ❖ Encourage families to do as much preparation for the school day the night before, put out clothes, place the school bag and shoes by the door.



Moving from Primary To Secondary

STARS – School Transition & Adjustment Research Study

STARS Supporting Information Booklet:

- ❖ How do we measure a successful transition
- ❖ What were the pupils concerns
- ❖ What are the parent/carer concerns
- ❖ Are particular groups of pupils more concerned or more likely to make successful transition?
- ❖ What strategies do schools use that are linked to academic progress?
- ❖ About the research
- ❖ STARS leaflet for children
- ❖ Letter to Parent/Carer

STARS
Booklet



Moving from Primary To Secondary


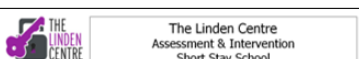
START - Secondary Transition Adjustment Research Tool

START A resource for predicting Flying Start success

- ❖ Settling in secondary school ~ for Teachers
- ❖ Primary school transition strategies ~ for Teachers
- ❖ Moving to secondary school ~ for Parents/Carers
- ❖ Your new school ~ for Children
- ❖ Moving to your new secondary school ~ for Children
- ❖ SEND ~ for Parents/Carers

STARS
Booklet



DOB:	Age:	Start Date:	Year Group:	Attendance: Previous: Current: Value Added:	PEX: FT: PT: Reason:
Locality:		Key Staff & Contact Details:			
Curriculum:	CIC EAL: PPG: EHCNA: EHCP:	CAMHS: Diagnosis/Medication:		Early Help Assessment: TAF: CP CIN:	
	Social Worker: Strengthening Families Worker: Other Agency Worker:				
	  <p>Flying Start Support Form Pupil Initials & Date</p>				
Baseline Reading Age Current Reading Age Baseline Spelling Age Current Spelling Age Baseline Comprehension Grade/Age Current Comprehension Grade/Age:	Gold/Platinum Awards: Wonder Wall: Reward Homework: Reward Trips		Flying Start Worries:		
Baseline Maths: Current Maths: Baseline English: Current English: Baseline Science: Current Science:	Social skills	Life at Home:			

Tutor Voice:	Pupil Voice:	Parent/Carer Voice:
Relationships with Peers and Staff:	Behaviour Challenges & Successful Strategies:	Learning Challenges and Successful Strategies:

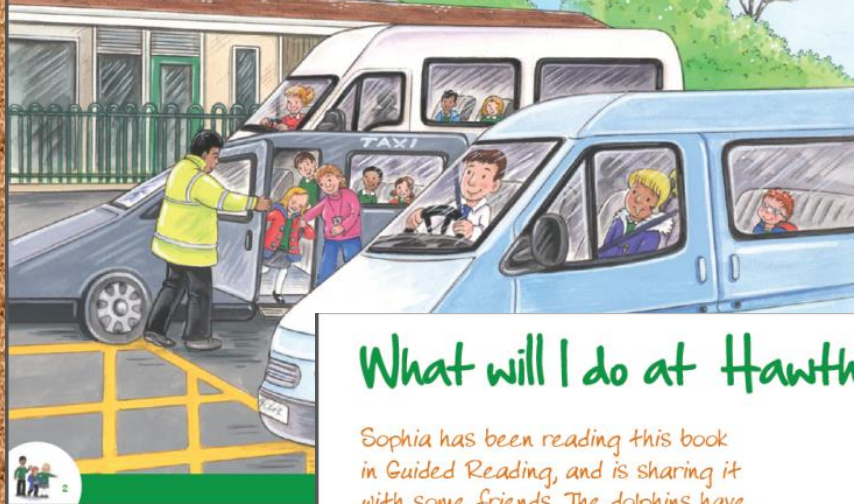
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Parent/Carer Signature: _____ Date: _____



We love these Transition Storybooks

What happens when I get to school?



Raheem, Danny and Sophia arrive at school in taxis and minibuses. Sometimes grown-ups from home drop you off too.

A grown up helps Sophia step off the minibus. Raheem and Danny can't wait to get into school.

At first you will play in our lovely playground... and when you hear music you will line up to go into class, and start your school day.



Do you count the numbers on the caterpillar?

What will I do at Hawthorns School?

Sophia has been reading this book in Guided Reading, and is sharing it with some friends. The dolphins have lots of friends just like Sophia.



Raheem is learning about growing plants and flowers. He is planting some with his friend.

There are lots of fun activities at school. We will use symbols to show you what you will be doing each day.



What happens at the end of the school day?



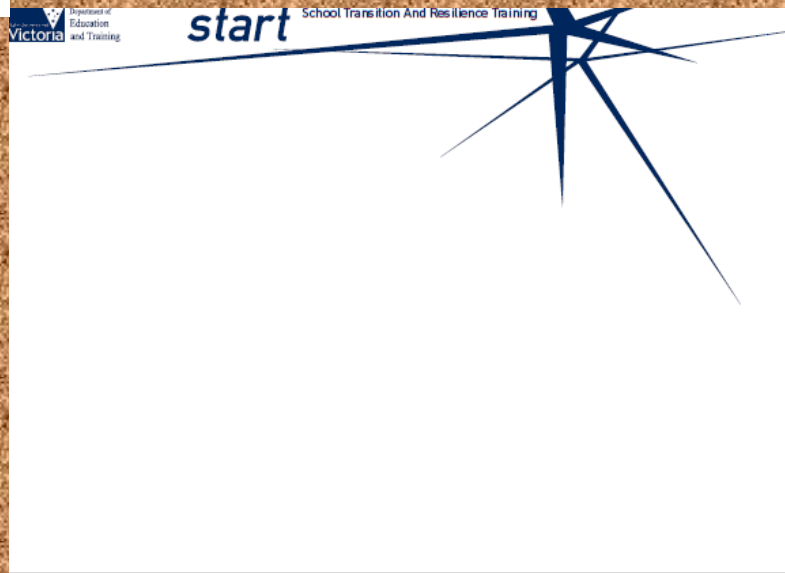
When the music plays at the end of the day, you collect your coat and school bag ready for home time.

If you are being collected by a grown up from home you wait in the classroom.


If you go home by taxi or mini bus, a grown up will take you to your bus or taxi.

Danny can't wait to come back to school tomorrow.

Are you excited about starting at Hawthorns School...and making new friends and learning new things?



Identifying factors that predict successful and difficult transitions to secondary school



Frances Rice, Norah Frederickson, Katherine Shelton, Chris McManus, Lucy Rigin, Terry Ng-Knight

Public Health England RISE ABOVE FOR SCHOOLS

Transition to secondary school

In this lesson, pupils explore the transition to secondary school and identify some of the challenges that can arise and where to get support if needed.

Recommended age group: 9-11 (KS2)

<p>Learning outcomes</p> <p>Pupils can:</p> <ul style="list-style-type: none"> identify the differences between primary and secondary school describe how it might feel to move to secondary school explain different ways of managing change. 	<p>Learning objectives</p> <p>We are learning about the transition from primary to secondary school and how to manage the changes that can arise.</p>
<p>Preparation</p> <p>Before delivering the lesson:</p> <ul style="list-style-type: none"> consider cross-curricular links and how this could be related to other subjects (this lesson has been designed to be part of the planned programme for PSHE education and should be taught within the context of other PSHE education lessons. Pupils might be learning about growing up and managing change in a variety of contexts, with moving on to secondary school being one part of this) read through Introduction to Rise Above read through Guidance for learning in a safe environment read through the classroom tips included in the download pack. 	<p>Resources</p> <ul style="list-style-type: none"> Let's talk about Change video (3:06) Blank A4 paper and pens Sticky notes <p>Time</p> <ul style="list-style-type: none"> 45 minutes approximately <p>Key vocabulary</p> <ul style="list-style-type: none"> Change, new relationships, transition, routine, unknowns, difference, support and guidance

AQA

Second thoughts



A guide to preparing pupils for secondary school

aqa.org.uk

Moving On...

Top tips for pupils moving on to secondary school



foundation for people with learning disabilities THE UNIVERSITY OF NORTHAMPTON UNIVERSITY OF CAMBRIDGE