

Sarah Kiel

Beverley Murtagh

# **SECONDARY TRANSITION**

## **WITH A FOCUS ON SEN SUPPORT PUPILS IN PARTICULAR**



**Transition is a Year Long Process not a single event: From its survey of practice in secondary schools, the EPPSE project (Evangelou et al., 2008, p41-42) lists activities that all the schools carried out:**

1 Autumn Term - Evenings for prospective parents. Secondary school teachers visit primary schools to talk to parents and children.

2 Primary school staff provide written information about academic attainment, friendship skills and groups, extra-curricular activities and special achievements. Children may write about themselves.

3 An information pack about transition is sent to parents and they are encouraged to speak to primary or secondary school staff with any queries. Staff are informed about child or parental worries.

4 May - Transition staff visit primary schools. They talk to transferring children and to teachers about each pupil.

5 June/July - Teachers in charge of transition meet prospective pupils. Y7 students may go to the primary school to talk about their experience. Pupils ask questions and may be asked to write about themselves and their friends. They are given an introduction pack to take home.



6 Y6 pupils visit secondary school at least once for a transition day. They tour the school, may meet new their form group, take part in activities and may have taster lessons. Secondary school teachers may go to the primary school to teach.

7 June/July – The secondary school hosts an evening to welcome parents and children. Information is provided through leaflets, school packs, stalls and stands. Parent-school links are promoted by giving parents contact details for any questions or concerns.

8 Using the information provided, secondary school staff plan tutor groups and an induction period. New pupils are alone in the school for at least the first half-day and might have a different timetable for a few weeks. The first PSHE module deals with transition.

9 To ensure pupils are settling, tutors and teachers provide information to pastoral staff. Some schools arrange special mentoring meeting times for pupils and tutors.

10 New autumn term - parents' evening is held to inform parents about how children are settling in.

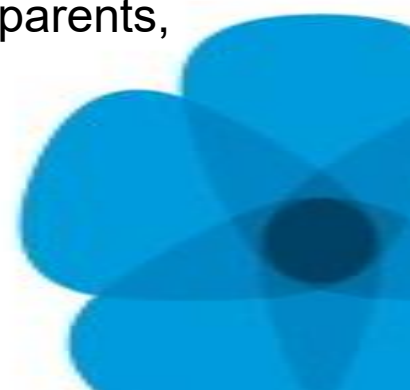


## What School Staff Tell Us

Over time, we have spoken with many Hampshire teachers and other staff in schools about transition. These conversations frequently contain a health warning: transition practices can be context specific. What works in one setting will not necessarily work in another, it is important to attend to the different needs of different groups and different children.

Thereafter, good practice in transition can rely upon:

- establishing a strong sense of school community through a culture of caring, valuing, belonging, respecting, promoting participation and emphasising mutual responsibilities
  - facing up to and challenging behaviours, myths, processes and systems that do not support good transitions
- seeing wellbeing as much a part of the standards and improvement process as test and exam results
- adopting the best of secondary teaching practices in Year 6 and the best of primary practices in Year 7
- considering the use of nurture approaches and nurture groups. Ideally a nurturing approach is embedded in the school ethos but in some settings a nurture group might be invaluable support
  - assuming that transition is going to take longer than might be expected for some children
- being aware of the needs of children living in poverty. Transition times can be very expensive for parents, some of it unexpected



- taking care about negative messages about staff, children, parents, groups or sets
- helping children to understand teacher differences in expectations, approaches to learning, and communication style. Ask teachers to tell children about their style, approach and expectations as part of a discussion with pupils about 'life in this classroom and this school'
- ensuring that children know how they can influence things in school, including to whom they can turn if they have a concern and what will be done about it
- teaching children about the cultural 'codes' to avoid being labelled and becoming potential targets for bullying
  - planning team-building activities to develop interpersonal skills but which respect diverse needs and interests
- mentoring arrangements that take account of what a Y7 child might prefer and what year group(s) might be best placed to provide it
  - thoughtfully using LSAs to support the needs and wishes of a child.

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## What does successful transition look like?

The School Transition and Adjustment Research Study (STARS) cites two aspects for a successful transition:

- Being academically and behaviourally involved in school
- Feeling a sense of belonging to school. Pupils' pastoral support starts before they arrive at your school through communications with the feeder schools, parents, and children as well as transition days. Pupils who require SEN support may face more barriers than others and getting to know them is so important for a great start in a new school and phase of education.

[School Transition and Adjustment Research Study \(STARS\) | UCL Psychology and Language Sciences - UCL – University College London](#)





We did a survey and asked two thousand young people about their move to secondary school. We asked them to tell us about how they felt about secondary school three times – once in year 6 and twice in year 7. Everyone in the survey was much less worried by the time they got to year 7.

At the end of Year 6, the thing that most people were most worried about was....

## getting lost

and some people also said they were worried about the size of their new school. But when we asked them again after half a term at secondary school, they were much less worried about this, no matter how big their new school was.



In our study, girls and boys were equally worried about

## being bullied

each time we asked them. Your school and every teacher has to take bullying very seriously, and the best thing to do is to tell someone, quickly. By the end of Year 7, most people were less worried.

As most people have friends at their primary school that are going to go to different secondary schools, it's not surprising that

## losing old friends

was on their minds at the end of Year 6. However, 6 out of 10 people kept in touch with their really good friends after 1 year. Some people's friendships did change, but they were happy with their new friends at the end of year 7.

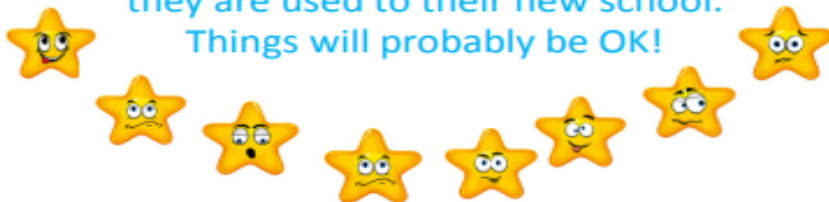
As you start your new school, you may be concerned about the

## homework

you're going to get, just like the young people in our study. Some good advice is to make sure that you understand the instructions for the homework task before you leave the lesson, and do your homework early so that you can get help if you have any problems.



The STARS study showed that everybody is quite nervous at the end of Year 6, but by the end of Year 7 they are used to their new school. Things will probably be OK!



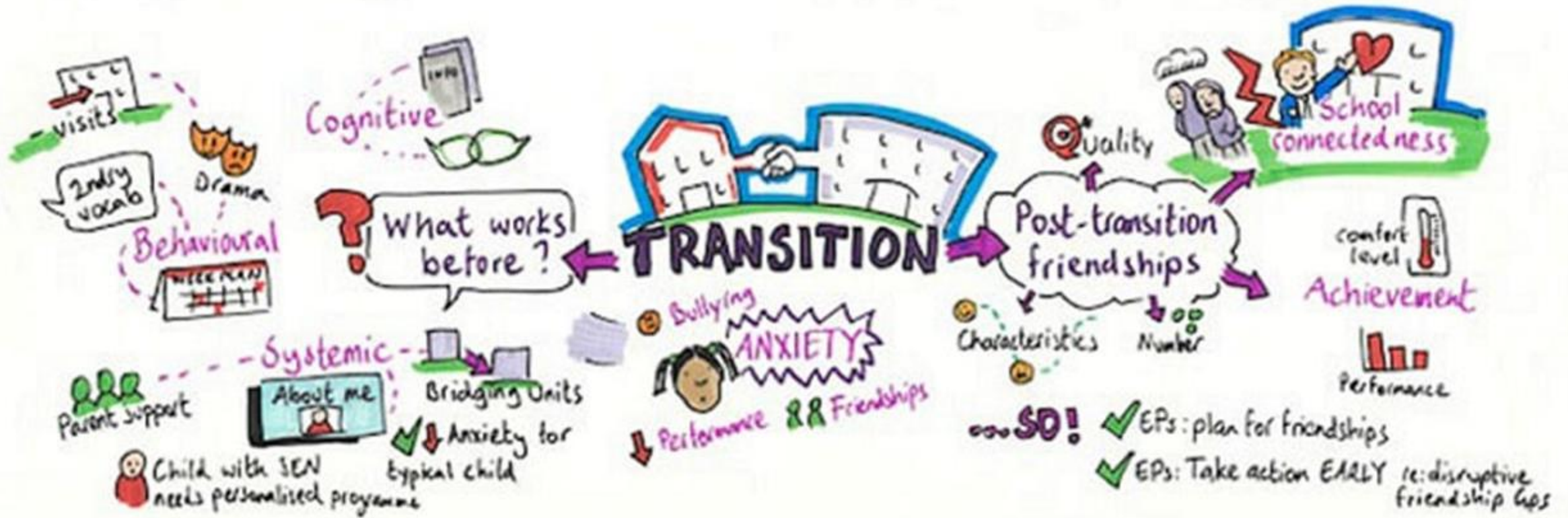
At the beginning of Year 7, while they were getting to know all the rules, and different teachers, lots of people were quite worried about

## discipline & detentions

But when we spoke to them at the end of the year, they felt less worried, as they'd had a chance to get to know their schools and the rules.



# Including a pupil with SEND





## Moving to Secondary School

How many times did your child visit their secondary school before starting?

0

1

2

3+

Don't know

Next to each item please indicate whether your child's primary school used any of the strategies listed below to help them prepare for the move to secondary school AND how helpful you think that all strategies are/would be in preparing your child for the move to secondary school.

Strategies...	Did the school do this?			How helpful? (please answer for ALL strategies)				
	No	Yes	Don't know	Not at all	Very Little	Some-what	Quite a bit	Very much
1. Use websites to teach children about transition	No	Yes	Don't know	0	1	2	3	4
2. Organise group work between students who are going to the same secondary school	No	Yes	Don't know	0	1	2	3	4
3. Organise projects for children to continue working on when they start secondary school	No	Yes	Don't know	0	1	2	3	4
4. Provide pupil passports ( <i>booklets completed by children about themselves which are taken to secondary school</i> )	No	Yes	Don't know	0	1	2	3	4
5. Provide you and your child with written information about their secondary school	No	Yes	Don't know	0	1	2	3	4
6. Organise meetings with parents to discuss options and choices ( <i>e.g. open evenings to discuss transition procedures</i> )	No	Yes	Don't know	0	1	2	3	4
7. Organise parent support groups ( <i>informal groups for parents to discuss concerns</i> )	No	Yes	Don't know	0	1	2	3	4
8. Organise extra visits for just your child to go to secondary school ( <i>beyond those organised for the whole year group</i> )	No	Yes	Don't know	0	1	2	3	4

Please list any other strategies that the school put in place to help your child that were not listed above AND indicate how helpful you think each strategy was in preparing your child for the move to secondary school.

	How helpful?				
	Not at all	Very Little	Some-what	Quite a bit	Very much

Moving Up! The transition to secondary school [Moving Up!](http://annafreud.org)  
[The transition to secondary school: animation & teacher toolkit \(annafreud.org\)](http://annafreud.org)







### Planning for self care

By creating a self-care plan you will be able to identify activities that you can use to support your mental health.

You can adapt your plan on a weekly or monthly basis depending on your schedule or priorities.

By breaking down your self-care approaches into different categories (physical, emotional, social and practical) you will be able to monitor and positively influence your wellbeing throughout your day.

We've included some activities that you may wish to try and includes links so you can read how these activities have helped other young people who feel low or anxious. If an activity works, keep doing it. If it doesn't, stop and try something else.

You may already have your own thoughts about what you'd like to try. It's up to you.

#### Physical activities

Suggested physical activities:

- 1. Eat a healthy diet**  
"I think it helped as I was taking care of myself and sleeping better gave me more energy, which allowed me to take up more hobbies and socialise." 
- 2. Try some relaxation techniques**  
"The days can easily become busy and potentially be overwhelming, so having a few minutes in your day just to be aware of your breathing and become fully relaxed can calm the mind completely." 
- 3. Time away from technology**  
"You may think your phone is essential and without it there is nothing to do, but just see how it feels to take yourself away from it for a bit, it doesn't have to be for long but can make a whole lot of difference." 
- 4. Exercise regularly for 30 minutes**  
"You can release any stress, anger or tension you have! Doing exercise is also refreshing and gives you time away from work, your phone or staying in doing nothing all day. Being active can help your mind and body to feel better!" 
- 5. Dance**  
"If you need to find a way to let off some stress or put yourself in a good mood, put on your favourite songs and have a little boogie in the living room. Even small movements make a big difference." 

Read more about what young people have said about maintaining a healthy diet and [keeping certain foods](#)

Read more about what [relaxation techniques](#) young people recommend

Read more about how [time away from technology](#) can help your mental health and wellbeing

Read more about the wellbeing benefits of [physical exercise walking and sport](#)

Read more about how [dance](#) can help you manage your wellbeing

## Creating a self-care plan

For young people in secondary schools or college



### Chosen activities

Physical Chosen activities:	Emotional Chosen activities:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
Social Chosen activities:	Practical Chosen activities:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____



1. What are the main things that cause you worry, stress or anxiety?

2. Have a look at these [self-care tips](#). Which five could you try?

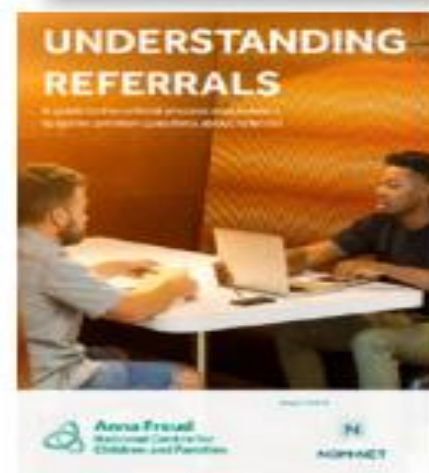
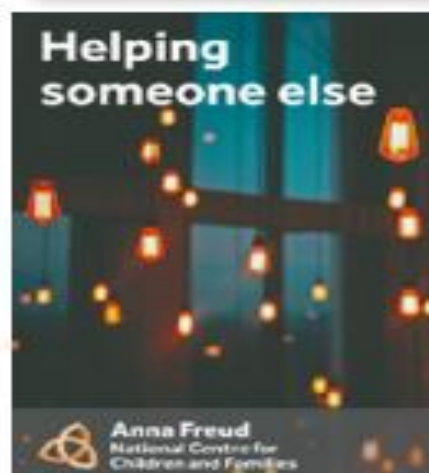
- 1.
- 2.
- 3.
- 4.
- 5.

3. Are my activities balanced?

4. Will anything get in the way of these activities?

5. Everyone has mental health. Talking almost always helps others. Who can you talk to if things get too difficult?

## Other resources for young people



View and download these for free either by clicking on the images above or by visiting:  
[www.onmymind.info](http://www.onmymind.info)



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

# Self-care summer

for secondary students #SelfCareSummer

<p><b>Relationships and connection</b></p> <p>Spending time with trusted people, like friends and family, is important for your wellbeing. Whether it's a listening ear, shoulder to cry on or advice, we all need someone we can turn to.</p> <p>Week 1 <a href="#">Resource</a></p>	<p><b>Play and entertainment</b></p> <p>Playing might not seem important for your wellbeing but it can help you explore your thoughts and emotions, escape from reality or simply to relax and have fun.</p> <p>Week 2 <a href="#">Resource</a></p>	<p><b>Relaxation</b></p> <p>We can often find ourselves being busy with plans but remember it's okay to pause, take time for yourself, relax and recharge.</p> <p>Week 3 <a href="#">Resource</a></p>
<p><b>Physical activity</b></p> <p>Keeping active can positively impact your mood and wellbeing, and you can do it your way, whether it's dancing, sports, going to the gym or simply going for a walk.</p> <p>Week 4 <a href="#">Resource</a></p>	<p><b>Creativity</b></p> <p>Finding ways to be creative can be an opportunity to express yourself and focus on the present moment. This could be through acting, cooking, drawing, writing or making music.</p> <p>Week 5 <a href="#">Resource</a></p>	<p><b>Emotional health</b></p> <p>Practicing self-kindness is not always easy but being your own best-friend, however this might look, is important when looking after your mental health and wellbeing.</p> <p>Week 6 <a href="#">Resource</a></p>

5 Steps seminars

7 ways to support children and young people who are worried

Addressing emotionally-based school avoidance

Advice for parents and carers: talking mental health with young people at primary school

Advice for parents and carers: talking mental health with young people at secondary school

Anti-racism policy template

CARE animation and resources

Child in Mind podcasts

Classroom wellbeing toolkit

Cynnal Iles staff mewn ysgolion

Diversifying the curriculum to eps-seminars/ e

Engaging with all parents and carers

Expert advice and guidance videos

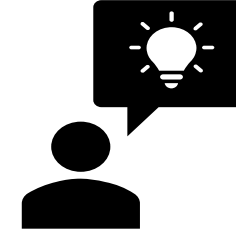
Gathering student voice on racism and mental health in

Helping children and young people to manage anxiety

.....And so much more!



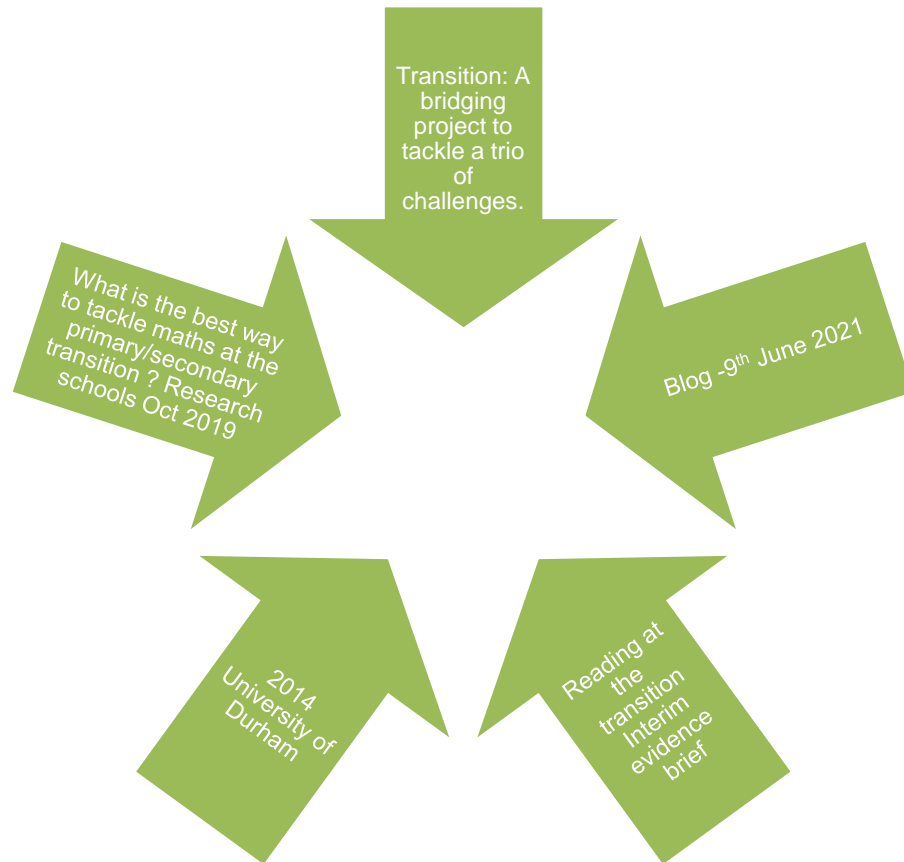
# Reflection/discussion/food for thought



- Does your school have an annual calendar for transition work and do you do anything that is different to what we have already spoken about ?
- What are the cultural codes in your school currently and how do you support Year 7 pupils to get to know them ?
- How do you support the academic and behavioural transition into Secondary ? (pastoral transition is usually very good).
- Pupils who require SEN support (or other vulnerabilities) may face more barriers than others and getting to know them is so important for a great start in a new school and phase of education. How might you do this ?



# EEF research guidance



- EEF Blog: Getting transition right (part 1 of 2). Strategies to support pupils moving from Year 6 to Year 7.
- EEF Blog: ( part 2 of 2). Promote positive learning behaviours.



# EEF blog : part 1

## Kirsten Mould - 4 practical, evidence-based strategies

1. Teaching quality is more important than how lessons are delivered

2. Ensuring access to technology is key, especially for disadvantaged pupils

3. Peer interactions can provide motivation and improve outcomes

4. Supporting pupils to work independently



## EEF Blog: part 2 Kirsten Mould- promote positive learning behaviours

Effective learning behaviours have emerged from the rich and diverse evidence base represented in the EEF guidance reports on improving behaviour, metacognition and self-regulated learning, special educational needs in mainstream schools, working with parents, and social and emotional learning

Successful learning behaviours rely on bringing all these areas together to wrap around every child in our schools. Each is part of a puzzle which makes best sense when all parts click together, building long-term protective factors for deeper learning



# The last word.....

What about other transitions between Year groups over the 5 years at secondary school ?

How much information is shared between teachers who are handing on classes ?

How do Heads of Year/House share information when not carrying on the group ?



Post-16 ?



# Your feedback matters



Please scan the QR code to complete our online training evaluation form

Or access the form using the URL below

<https://forms.office.com/r/QE21XtDJ2r>

**Thank you!**



