

**Your Child's Move
to
Secondary School
In 2010**

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Secondary Transfer Timeline

The order of events, who should be involved and the main focus of attention at each stage of the transfer procedure

Autumn Term year 5

visit local secondary schools

**People
Involved**



Parents/carers
Transferring pupil

Ask SENCOs of preferred Secondary school about
arrangements
for meeting prospective parents

**People
Involved**



Parents/carers
Secondary SENCO
Primary SENCO

Focus: parent to think about if the school is able to
include pupil positively

Year 5 statement review

Spring/early Summer term

**People
Involved**



Parents/carers

Transferring pupil

Primary Headteacher/SENCO/Class teacher/TA

Advisory Teacher/EP/SALT

Focus: Pupil's strengths and successes, needs and strategies, target setting and skills needed for transfer. Opportunity to express a preference (SEN officer) and discussion about most suitable provision (main stream/special)

Autumn Term Year 6

All parents to complete secondary transfer form
in October

**People
Involved**



Parents/carers
Admissions Adviser
SEN officer

Year 6 Autumn Term

Once the SEN Team have received the secondary transfer forms they will consult with mainstream schools or follow the process for allocation of special school places.

Parents should have an amended statement naming the secondary school by end of term, but no later than

February half term

**People
Involved**



Parents/carers

SEN officer

Secondary Headteacher

What opportunities did you have to visit secondary schools?

What did you look for?

How did you get the information about the school?

What worked?

Transition

is made easier if there is an opportunity for:

- A transition plan to be formulated: note ideas in the “Transition toolkit” from BILD Publications, autismtoolkit.com or Arfur Moe’s transition workbook
- Close liaison and information sharing between Primary & Secondary staff, parents and the young person. Formulate an A4 pen-picture/pupil profile/pupil passport with concise information re the student.
- Additional visits to be made when the secondary school is quiet/active with parents and/or LSA or other member of Primary school staff
- Enabling the student to experience the noise/bustle/larger students in safety
- Meeting key people – SENCo, Form Tutor, new LSA, “buddy” from school
- Support to be set up from other students also making the transition

The Student

Anxieties and difficulties can be avoided if the student is familiar with:

- **The new environment** – e.g. by a programme of visits, colour coded maps of the school, viewing of school website, bells to denote lesson change over, place to keep equipment etc. Explanation of room letters/numbers. Photographs taken during a visit may help with this.
- **New expectations** – e.g. rooms for practical lessons/Science lessons/sports field/gym/dining hall etc. Movement between lessons. Cue cards can help with this.
- **New vocabulary** – e.g. break, tutor group, House, Head of Year, period etc. Subject specific vocabularies and programmes of study.
- **School rules** – expectations must be made explicit. Do not take anything for granted.

The Student contd.

Needs to be familiar with:

- **Key Personnel** – who, where and how to ask for help. Additional daily support may be available at first. It would be helpful to take photographs of these key people
- **A Retreat Area** – how and when to use it and stress management strategies
- **The timetable and planner** – and how to use them
- **Homework** – expectations and explanation of extended learning. Homework club?
- **Strategies for organisation** – e.g. daily preparation at home and at school, equipment, books, sports kit, movement around school
- **Lunchtime arrangements** – both for eating and the rest of the time
- **Clubs** – where and when they take place
- **Communication between home and school** – e.g. who to contact and how

Parents' Anxieties:

- Personnel
- Language
- Environment
- Communication
- Homework

Preparation ideas for the young person

- Make a secondary school directory with photos, maps, timetables, teachers, uniform
- Make a personal passport (see earlier notes)
- Practice wearing the school uniform/PE kit
- Practice travel arrangements to the school
- Practice packing and carrying the school bag
- Learn some of the new vocabulary
- Learn how to use the planner
- Have a go at snivel and shriek's starting secondary school quiz.

Remember...

- All schools have a different setup
- The setup will be very different to that of your child's primary school. Have you 'talked' them through this?
- Parents can promote independence and be partners in education
- Work with the school. There may be problems, but work together on solutions.
- SENCOs do not run the school!
- School's naturally concerned with academic results – make your child's goals clear

Frequently Asked Questions 1

- Who is involved in the transfer?
- Who is your port-of-call?
- First day/week arrangements
- Lunchtime and other unstructured times
- Modern Foreign Languages, Music, Drama – what support is available or can he/she be withdrawn from these lessons?

Frequently Asked Questions 2

- Homework – what happens if...?
- TA or LSA support
- What intervention is available for academic and social situations?
- Does the school have Learning Support Review Days
- What information will be available for staff before meeting your child?

Frequently Asked Questions 3

- Bullying – what support is in place?
- Do your child's tutor group know of his/her needs and should they be made aware?
- What type of assessments do LS students undertake in addition to the general ones?
- Extra-Curricular activities?
- Last week of each term