Transition Booklet

This Transition Booklet contains many ideas and activities that may be used to support a young person in the transition from Primary to Secondary school.

Please feel free to use it as appropriate for your young person.

You could use all of it or some of it and it may be completed in any order.

Currently, schools are shut and you will not be able to visit your new Secondary school. This is to keep you and the teachers safe from illness. The staff at your new school will still be able to answer emails however, and it is ok to ask an adult at home to email the school to ask for information to help you learn more about the school

|  |  |
| --- | --- |
| **Moving on to Secondary School**  **Year 6-7 Transition book**  **for**  [Insert Name] | |
| **I will be leaving…** | [name of Primary school] |
| **On…** | [date] |
| **I will be starting…** | [name of Secondary school] |
| **On…** | [date] |
| **This is a picture of me…** [draw a picture or put a photograph of yourself here] | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **My school Timeline** | **11** |  |  | |
|  |  |  |
| **10** |  |  |
|  | **Going to Secondary School** | |
| **9** |  |  | |
|  |
| **8** |  |  | |
|  |
| **7** |  |  | |
|  |
| **6** |  |  | |
|  |
| **5** |  |  | |
|  |  | **Start Primary School** |
| **4** |  |  |
|  |  | |
| **3** |  |  | |
|  |
| **2** |  |  | |
|  |
| **Age 1** |  |  | |
|  | **Date of birth** | |
|  |  |
|  |

My new school

Whilst we are in lockdown and schools are closed, it may not be possible to visit your new school lots of times before September. This might be something that worries you, or you may not mind it.

To get to know what your new school looks like, you can go on the school website to find some pictures of the building and outside areas. You could also ask an adult who supports you to contact the school by email, so they can send you some pictures of your new form room and classrooms.

You can copy and paste, or cut and glue, these pictures here:

**School Uniform**

Go onto the website of your new Secondary School and see if there is some information about their school uniform.

**This is what my school uniform will be when I go to Secondary School:**

|  |
| --- |
|  |

**If I have any worries about my new school uniform then I can talk about it with my family or an adult in Primary School. The Secondary School might be able to make some adjustments to the school uniform so that I can feel more comfortable.**

**My New School**

**Finding my way around**

Go onto the website of your new Secondary School and see if there is a map of your new school.

**Photocopy or insert a map of the school and put it on this page:**

|  |
| --- |
|  |

**Choose different colours and colour in:**

|  |  |
| --- | --- |
| **Place in School** | **Colour on map** |
| The door I will use to come in |  |
| Toilets |  |
| Dinner Hall |  |
| Lockers |  |
| Main Office |  |
| Library |  |
| Staff Room |  |
| Head of Year 7 Office |  |
| Other rooms where I have my lessons |  |
| Add anything else that is important to you…….. |  |

**Important People in Secondary School**

|  |  |
| --- | --- |
| **My Form Tutor** | **My Head of Year** |
|  |  |
| **The School Receptionist(s)** | **My Support Assistants** |
|  |  |
| **SENCO** | **Autism Lead Practitioner** |
|  |  |
| **Other people who are important to me** |  |
|  |  |

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| --- |
| **My safe place to go in Secondary School will be:** |

**My Circle of Support**

For example:

* Family,
* Friends,
* School staff,
* Key adults.

**Transition Information – what could I ask for?**

There will be places in the school which are important to know about for when you need help, or which you might need to visit regularly. There are also people in the school who you might like to see a picture of before you meet them.

Some places/people you might like to ask for a photo of:

Key staff (your form teacher or support staff)

SEN Office

School Entrance

Your form room

Dinner Hall

Toilets

The classroom for your favourite lesson

**My Daily Checklist for Secondary School**

|  |  |  |
| --- | --- | --- |
| **Day** | **What I need to take to school** | **Where I keep it**  (e.g. in bag/locker) |
| **Monday** |  |  |
| **Tuesday** |  |  |
| **Wednesday** |  |  |
| **Thursday** |  |  |
| **Friday** |  |  |
| **Everyday** | E.g. Pencil Case, Lunch, Fidget Toy |  |

**Transition Passport**

Filling in this Transition Passport will help you to think about what kind of support you will need in your new Secondary School.

An adult at home can help you to fill it out.

It will help the staff at your new school to understand what they need to do to support you.

(If I already have this then I can insert it here):

|  |  |
| --- | --- |
| **This is my Passport between Year 6 and Year 7**  **It tells you about all the things I am good at and some things I might need help with…….** | |
| **My full name is: ……………………………………….**Please call me: ………………………………………. | **Primary School: ……………………………………….**  **Secondary School: ……………………………………….** |
| Important people at home: **Important people at Primary School:** | Important people at Secondary School: |
| **I am really good at:**  **I really enjoy:** | **I don’t like:**  **I find it hard to….**  Make friends?  Remember things?  Get up in the morning? |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **This is my sensory profile.** This can help my new teachers to understand me even more. (Cross out or delete those that aren’t true) | | | | | | | | |
| Over sensitivity to sensory stimuli means a person is likely to **avoid**. I have the following over sensitivities: | | | | | | | | **Motor skills differences** |
| **Doesn’t like bright lights**  **Gets headaches from artificial lights**  **Can’t tolerate certain colours** | **Can’t tolerate certain smells**  **Refuses to go in certain room due to smells** | **Has a restricted diet, may be VERY fussy eater**  **Dislikes different types of food touching on plate** | **Covers ears with hands when hears loud noise**  **Finds it hard to filter out background noise and focus in classroom** | **Dislikes being touched/ being in crowds**  **A light touch can be very painful**  **Doesn’t like wearing new clothes**  **Seams or labels in clothes can be very uncomfortable** | **Struggles to go up and downstairs**  **Avoids/dislikes PE**  **Avoids being off the ground**    **Moves whole body to look at something** |  | **Feels constantly hungry/thirsty**  **Feels the urge to go for a wee or a poo very often**  **Has a low pain threshold**  **Feels constantly too hot/too cold** |
| **Delayed at sitting/ crawling/ walking**  **Finds handwriting/ drawing/ using scissors difficult**  **Finds using cutlery difficult**  **Struggles with whole body co-ordination, e.g. sports, bike**  **Finds it difficult to get dressed/tie shoe laces** |
| **Sight** | **Smell** | **Taste** | **Hearing** | **Touch** | **Balance (vestibular)** | **Proprioception (body/space awareness)** | **Interoception (internal body awareness)** |
| Under sensitivity to sensory stimuli means a person is likely to **seek**. I have the following under sensitivities: | | | | | | | |
| **Stares at bright lights**  **Fixates on particular colour/ pattern**  **Moves hands or objects in front of eyes** | **Sniffs items deeply**  **Is unaware of strong smells** | **Eats non-food items**  **Likes very spicy or flavoursome food** | **Listens to music/TV very loud/puts ear to speaker**  **Likes to hear the noise of objects being banged /dropped**  **Makes self-stimulatory noises** | **Touches other people a lot**  **Seeks out preferred fabrics/textures**  **Finds it hard to gauge temperatures, e.g. of bath water** | **Likes to spin around**  **Is constantly on the move**  **Feels the need to jump/ trampoline**  **Feels the need to be upside down**  **Feels the need to climb** | **Leans against things**  **Sits on legs/feet**  **Likes deep pressure**  **Is unaware of own strength**  **Bumps into people/objects**  **Walks on tip-toes**  **Chews non-food objects** | **Doesn’t recognise thirst/hunger**  **Can’t tell when needs a wee or poo**  **Has a high pain threshold**  **Can’t tell if too hot/too cold** |

|  |  |
| --- | --- |
| **Things that help me if I’m upset** | **Things that I worry about** |
|  |  |
| **How to help me at break time** | **How to help me at dinner time** |
|  |  |
| **How to help me around the building** | Anything else you should know about me –including any awesome facts or ideas! |
|  |  |

**Feeling Nervous about Secondary School**

Most children in Year Six can be nervous about Secondary School. Circle anything that might make you nervous or write your own question down. Then talk through the ‘nerves buster’ for each particular question with someone at home who knows you well.

What if I get bullied?

Write down anything else you might be nervous about…

What if I haven’t got the right things for my lesson?

What if I’m late for registration?

What if the dinner hall is too noisy?

What if I need a drink?

What if I lose my dinner money?

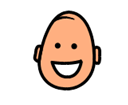
What if I forget my PE kit?

**The ‘nerves buster’**

What am I nervous about? …………………………………………………………………………………….

How big is it on a scale of 1 to 10? (Circle the number you think it is on the diagram above)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

 Ok Not ok

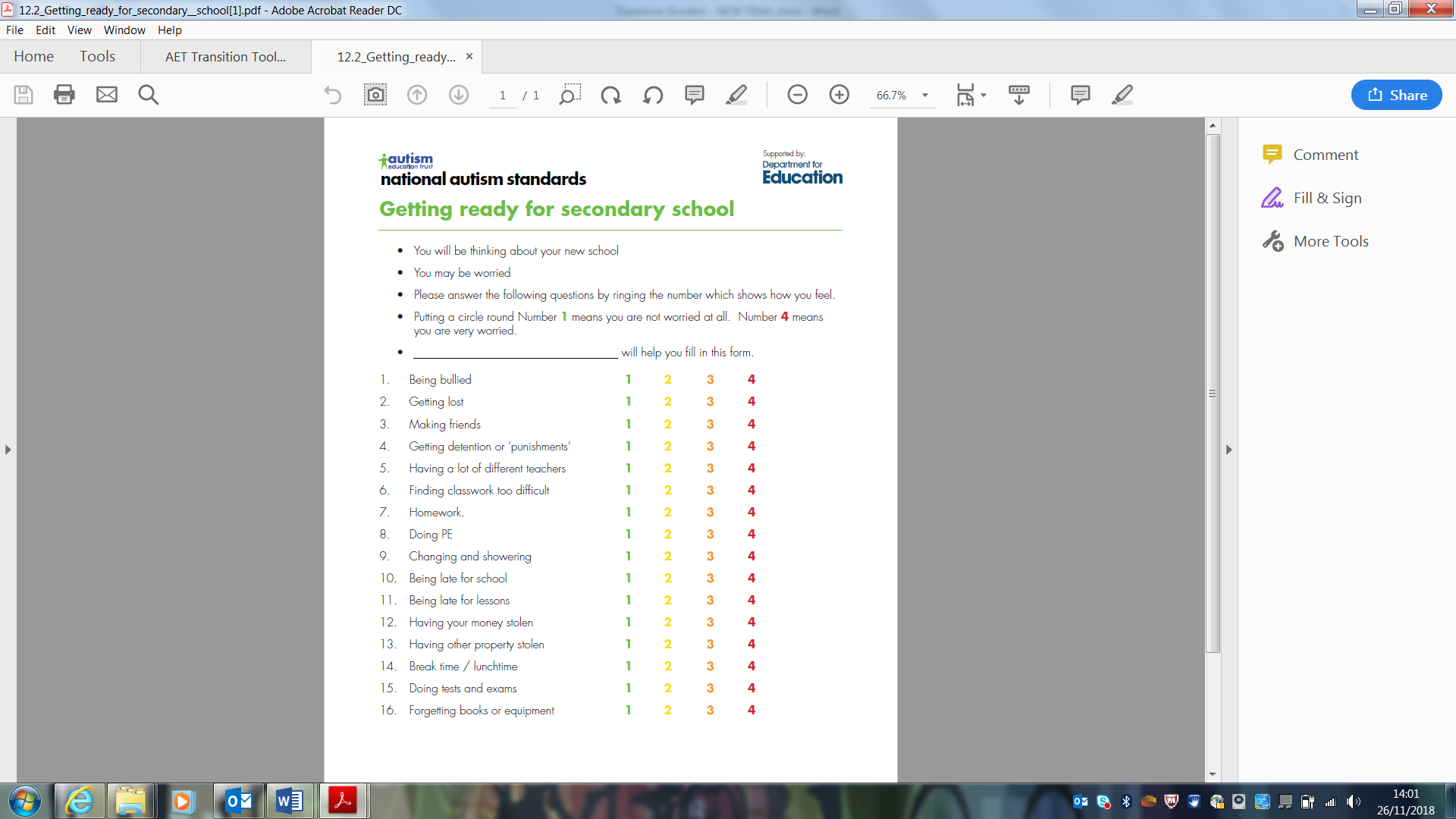
Will getting help from someone in your school help to make your worry smaller? Yes / No

Who is the person who can help? …………………………………………………………………………………….

Will getting help from someone at home help to make the worry smaller? Yes / No

With help from someone who knows you well, think of 3 other things that will make your worry smaller





**School Rules**

In my new Secondary School there are ……………… pupils and ……………. staff.

When a lot of people have to work together in the same group of buildings, there have to be rules.

If there were no rules people would not be able to get any work done. The school staff would not be able to do their jobs. The children would not be able to learn.

I might agree with the rules or I might disagree with the rules, but I must not break the rules.

I will have a list of the rules when I get my school planner and the teachers will talk to the class about them.

If I break the rules there will be negative consequences. Sometimes this means that I will get a written comment in my planner.

Find out what are the school rules in your new school. You might be able to find this information on their website. If the rules are not on the school’s website, you might need to email the school to ask for a copy.

If I am worried that I might not be able to keep the school rules I need to talk to ………………………….at home, or to ………………………………. in my Secondary School.

They will help me to try and keep the rules.

**School Rules**

Some school rules are not written down like the ones in the list below. Look at these rules with someone who knows you.

Add any other rules you think should be on the list.

1. If you are lost, frightened or worried any adult in the school will help you. It is ok to ask for help if I am feeling worried about something.

2. Try hard to be polite to adults at school.

3. Put your hand up if you want to talk to the teacher in the class.

4. Don’t run in the corridors.

5. If there are a lot of people in the corridors or on the stairs, try to keep moving. If you stop you might cause a blockage.

6. Don’t go to places that are only for staff or sixth formers unless a member of staff sends you.

7. Never try to hack in to the school computer – even if you can, you must not do this as it might lead to you being excluded from school.

8. [Other unwritten rules I can think of]:

**What is bullying?**

Bullying is when a child deliberately does something to another child which they know will upset them.

Underline or highlight things in this list which are done deliberately to upset someone.

* Taking someone’s money and not giving it back.
* Accidentally bumping in to someone in the corridor.
* Telling other children that someone fancies someone else.
* Hitting, kicking, nipping or scratching.
* Verbal abuse about someone’s appearance, race, sexuality or disability.
* Disagreeing about someone’s taste in music or favorite TV programmes.
* Having a different opinion from someone else.
* Making someone do something which breaks the school rules.

**Bullying**

1. Bullying is against school rules.

2. Teachers hate bullying and work hard to stop it.

3. Most people in year 6 are worried about bullying in Secondary School. But it doesn’t happen very often.

4. If you are not sure if you are being bullied or not, ask a member of staff or someone in your family to help you.

There are lots of things you can do to keep yourself safe from bullies.

**Keeping Safe**

1. If someone is bullying you tell a member of staff and someone on your family, **even if the bullies say they will hurt you if you tell.**
2. Make sure you know where the members of staff are standing if you go outside at break times.
3. Tell a member of staff or someone in your family if you are anxious about being in the toilets or changing rooms without a member of staff.
4. Practice walking away from children who are saying or doing things you don’t like.

**Remember bullies are not in charge.** Adults are more powerful than bullies.

**Telling the teachers about other children’s behaviour.**

You **must** tell the teacher if another child is hurting you, upsetting you or doing something dangerous.

You don’t need to tell if another child is being silly.

Remember: It is up to the teachers to make sure that the school rules are kept.

Underline or highlight things on this list that you should tell the teachers about.

* Not doing a tie up properly
* Abusing someone about their appearance, race or disability
* Taking food from someone
* Whispering in class
* Scribbling over someone’s work books
* Shouting in the corridor
* Wearing jewellery
* Calling someone a horrible name
* Calling someone a funny name
* Hitting, kicking, scratching, head butting or biting someone
* Threatening someone
* Wearing make-up

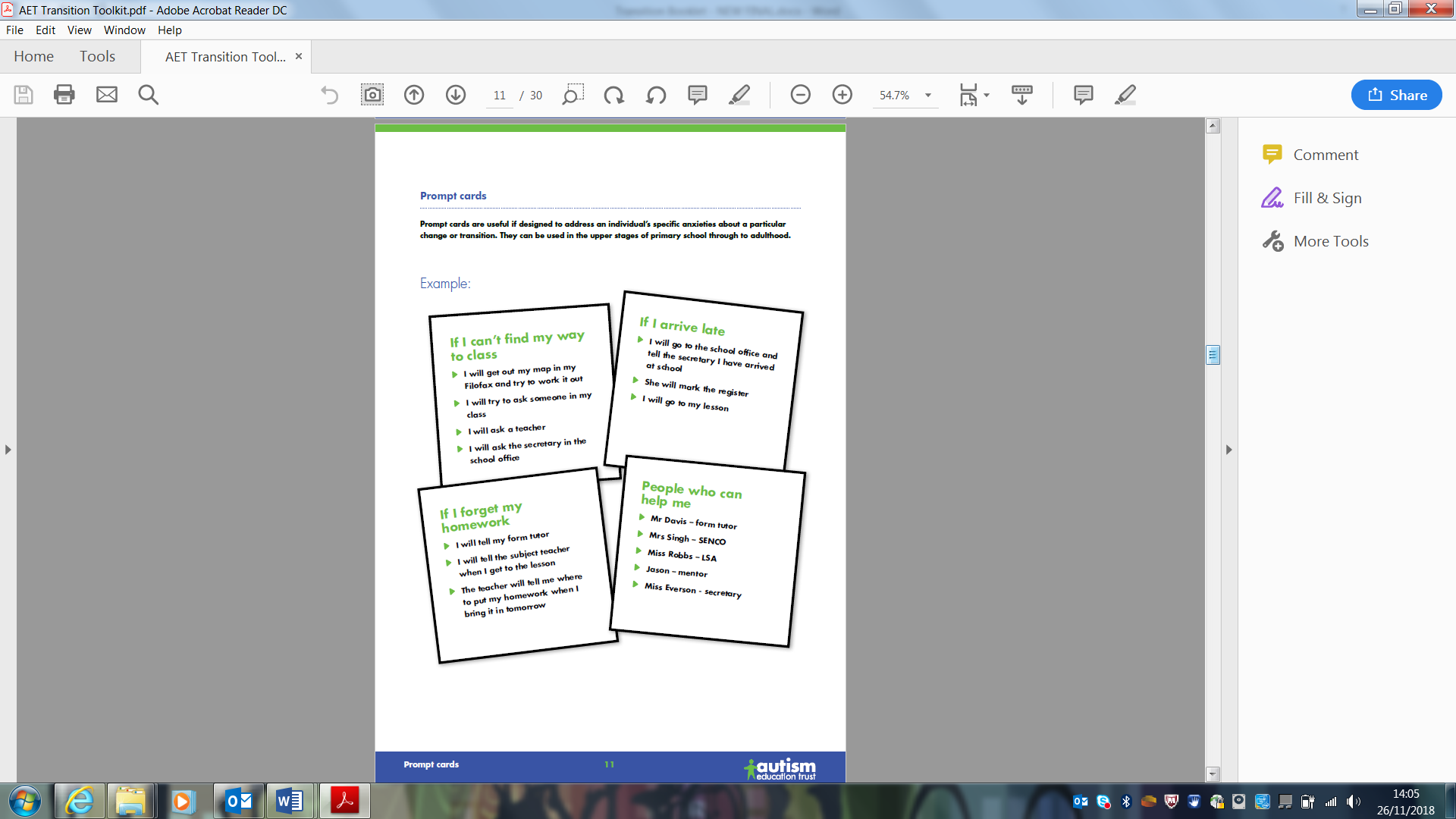
**Making Friends**

Moving to a new school is a good time to make new friends. Some people are good at this, other people find it much harder. Remember, **EVERYONE** at a new school is feeling nervous.

Here are some top tips for making new friends. With someone who knows you well, practice these friendship skills.

1. Smiling and saying hello.
2. Telling them your name and asking what they are called
3. Asking what primary school they were in before and telling them the name of yours
4. Asking them what their interests are
5. Telling them about your interests – but don’t go on for too long!
6. Try to find something you are both interested in – like computer games.
7. Ask them about their families, and tell them about yours

Any other ideas……………………………………..?



**Questions I want to ask my new Secondary School**

|  |  |  |
| --- | --- | --- |
| **My Question** | **Who I can ask** | **Answer** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Things to think about:**

What happens at lunchtime?

Detentions

After-school clubs

Homework

Timings of the school day