

DSPL3

Delivering Special  
Provision Locally

# Primary to Secondary Transition Train the trainer

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DSPL3 Specialist Support Team



# Aims:

- ▶ To prepare students for transition to a new school setting
- ▶ To create simple, lesson style sessions covering some of the main concerns around transition
- ▶ To compile a checklist of relevant information needed for a successful transition to middle/secondary school
- ▶ To recognise pupils who may need an enhanced transition plan and what that looks like
- ▶ To create 'good practice' strategy plans, that support pupils to move on

# Preparation is key!

- ▶ We all know that being “prepared” is crucial to a successful transition to a new setting, but what does that actually mean for our students?
- ▶ This workshop will help to uncover some of the main concerns surrounding secondary transition, teach new skills that could prove vital, and cover some of the fundamentals of moving schools, in a fun and interactive way.
- ▶ The more fun we can have when preparing pupils for change, the easier it becomes to accept, and the more they will remember when the time comes.
- ▶ Involving parents as much as possible, is another major consideration, so make sure to let them know what you are covering and when, so that we are all supporting the journey together...



# Parental Involvement

- ▶ Before beginning to discuss transition with your students, it is important to let parents/carers know that this work is going to happen. They may wish to discuss certain changes with their children beforehand or just be prepared for any tricky questions that may come up as a result.
- ▶ Consider sending an email prior to the sessions beginning in school, with a list of other activities and discussions that could be undertaken at home too. These may include things like travel training, new bedtime routines, talking about the new timetables and lessons, any anxieties or worries their children disclose, looking at different uniforms etc.
- ▶ You may also wish to hold a final Parent coffee Morning for all Year 6 parents which can focus on transition questions, additional support materials or just a quick chat to ease their concerns (sometimes transition worries are more parent driven than pupil led!)

Here are some example websites you could include in your email:

- ▶ <https://www.bbc.co.uk/bitesize/groups/c5vpkq1l934t>
- ▶ <https://www.annafreud.org/resources/schools-and-colleges/supporting-childrens-transition-to-secondary-school-guidance-for-parents-and/>
- ▶ <https://www.youngminds.org.uk/parent/blog/helping-your-child-manage-the-move-from-primary-to-secondary-school/>
- ▶ There is also a school bag ready check-list (in pack) to send home to help with organisation of belongings

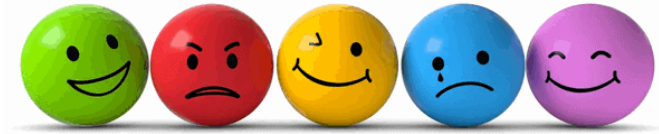


Emotional support



# Emotional Support Activities

# Emotions can run high!



- ▶ There are so many different emotions that can be triggered when thinking about moving schools. Consider creating emotional check-in boards in your classroom, where pupils can place their names under the emotion that they are feeling right now. These may include; nervous, excited, apprehensive, optimistic, scared, happy etc. Explain to pupils that this is how they may be feeling now, but the new lessons and activities will help to deal with some of their concerns.
- ▶ Once you have completed some or all of the transition activities, ask pupils to reassess their emotions and see if the feelings have changed.
- ▶ By the end of the sessions, take note of those who may still have some negative feelings around transition and consider some further 1:1 support
- ▶ You will need: A3 paper, post-its, markers



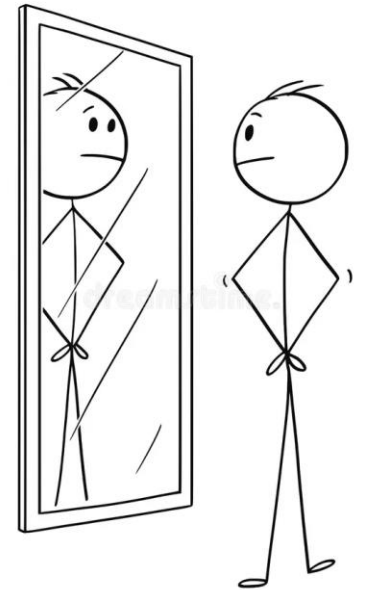
# Worry Box Activity -

- ▶ For this activity, ask pupils to write down something they might be concerned about when they start to think about their new school. Reassure them, that it could be about anything from the uniform, getting to school, getting lost, not making friends, new teachers or subjects etc. All 'worries' are anonymous so no one will know whose is whose (you could even ask the adults to add some common worries themselves, just so they are covered).
- ▶ Once everyone has completed a slip, take each worry out of the box and discuss it with the class. What solutions can you come up with to help?



# Through somebody else's eyes...

- ▶ When it comes to big changes, some of our biggest fears can be around how we will 'fit in' or 'be seen' by others. This can lead to a lack of confidence and self-esteem.
- ▶ In this activity, pupils are asked to select a name from a bag and then write something that they like/admire/respect about that person (again, these can be anonymous if preferred). Once complete, the teacher can collect them in and redistribute to the pupils named on the notes.
- ▶ The aim of this exercise is to show that we do not always know how others see the good in us, even if they are not our closest friends.



# A twist on 'All About Me' -



- ▶ Instead of the old and tired 'All about me' activities, consider adding a lesson with a twist...
- ▶ Use a computer lesson for pupils to create a WIKI page all about themselves. This could include information such as what their hobbies and interests are, what they believe are their strengths, what have they been good at in Primary School, what they are most looking forward to, and what they would most want new people to know about them.
- ▶ Once complete, pick a few to read out and see if the class can guess who the document is about!



# Practical Tips and Activities

# Timetable Troubles...



- ▶ From finding their way from lesson to lesson, to getting on a bus or a train for the first time, timetables can prove vital, but daunting resources.
- ▶ To try to alleviate some of the anxiety around using this information, consider practicing using them as part of a lesson.
- ▶ Print out some example timetables and create a list of questions to match i.e. ‘What lesson happens at 13.30 on Monday?’ or ‘What platform is the train going to Hampton Court?’
- ▶ The more we practice using different types of timetables, the less frightening they become and the easier they are to ‘read’.
- ▶ [https://www.youtube.com/watch?v=MLpi1dah\\_z8&t=4s](https://www.youtube.com/watch?v=MLpi1dah_z8&t=4s) This short video on YouTube explains how a Secondary Timetable works, including room, teacher and subject codes.

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 8:55 10mins	8:45 - 8:55 10mins	8:45 - 8:55 10mins	8:45 - 8:55 10mins	8:45 - 8:55 10mins
Period 1 8:55 - 10:05 10mins	Period 1 8:55 - 10:05 10mins	Period 1 8:55 - 10:05 10mins	Period 1 8:55 - 10:05 10mins	Period 1 8:55 - 10:05 10mins
Period 2 10:05 - 11:15 10mins	Period 2 10:05 - 11:15 10mins	Period 2 10:05 - 11:15 10mins	Period 2 10:05 - 11:15 10mins	Period 2 10:05 - 11:15 10mins
Recess 11:15 - 12:00 10mins	Recess 11:15 - 11:45 10mins	Recess 11:15 - 11:45 10mins	Recess 11:15 - 12:00 10mins	Recess 11:15 - 12:00 10mins
Period 3 12:00 - 1:10 10mins	Period 3 11:45 - 12:55 10mins	Period 3 11:45 - 12:55 10mins	Period 3 12:00 - 1:10 10mins	Period 3 12:00 - 1:10 10mins
Recess 1:10 - 1:40 10mins	Recess 12:55 - 1:40 10mins	Recess 12:55 - 1:40 10mins	Recess 1:10 - 1:40 10mins	Recess 1:10 - 1:40 10mins
Period 4 1:40 - 2:50 10mins	Period 4 1:40 - 2:50 10mins	Period 4 1:40 - 2:50 10mins	Period 4 1:40 - 2:50 10mins	Period 4 1:40 - 2:50 10mins

Centrebus

Stevenage/Hertford – Cheshunt

MONDAYS TO FRIDAYS from 16th April 2023

Notes:	1042	1142	1242	1342	1442	1542	1642	1752
Corey's Mill, Sainsbury's								
Stevenage, Lister Hospital, Stop A	0728	0838	0944	1044	1144	1244	1344	1444
Stevenage, Old Town, opp The Mulberry Tree	0732	0842	0948	1048	1148	1248	1348	1448
Stevenage, Bus Station, Stop K	0737	0855	0955	1055	1155	1255	1355	1455
Brogbury End, opp Wordsworth Centre	0748	0906	1006	1106	1206	1306	1406	1506
Watton-at-Stone, The Bull PH, Stop B	0755							
Ware, Watton Rd, opp ASDA	0811	0921	1021	1121	1221	1321	1421	1521
Ware, High Street, Old Town Hall	0814	0924	1024	1124	1224	1324	1424	1524
Ware, Hertford Regional College, Stop A	0817	0926	1026	1126	1226	1326	1426	1526
Hertford, Bus Station, Stop S	0733	0833	0933	1033	1133	1233	1333	1433
Pinehurst, Stanstead Rd, Hamels Drive	0740	0840	0940	1040	1140	1240	1340	1440
Hoddesdon, Amwell St, Clock Tower, Stop B	0750	0850	0950	1050	1150	1250	1350	1450
Broxbourne, High Rd, Station Rd, Stop S	0756	0856	0956	1056	1156	1256	1356	1456
Wormley, High Rd, opp The Queens Head PH	0800	0900	1000	1100	1200	1300	1400	1500
Cheshunt, Brookfield Centre	0808	0908	1008	1108	1208	1308	1408	1508

Notes:

- Stevenage, Bus Station, Stop K: 1920
- Brogbury End, opp Wordsworth Centre: 1931
- Watton-at-Stone, The Bull PH, Stop B: 1938
- Ware, Watton Rd, opp ASDA: 1953
- Ware, High Street, Old Town Hall: 1956
- Ware, Hertford Regional College, Stop A: 1958
- Hertford, Bus Station: 2005



Here are some links to reading timetable lessons that you might want to go over...

<https://www.bbc.co.uk/bitesize/articles/z4dgyvwx#z89fjfr>

[https://www.youtube.com/watch?v=Bl\\_b7CJUeSo](https://www.youtube.com/watch?v=Bl_b7CJUeSo)

<https://www.stpatricksporushps.com/read-and-interpret-simple-timetables-12-hr-and-24-/>

## Timetable

Your timetable is very important. It helps you remember what lessons you have each day and time.

It might look similar to this example, showing days and times, subjects, teacher's initials and rooms.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Registration</b> 8:50 – 9:15	Form ED G3	Assembly SW Hall	Form ED G3	Assembly SW Hall	Form ED G3
<b>Period 1</b> 9:15 – 10:00	English FG S7	Maths DLG G6	Music HL G4	History JF S2	Science ST F1
<b>Period 2</b> 10:00– 10:45	Geography DR G1	MFL BMK F5	English FG S7	MFL BMK F5	Maths DLG G6
<b>Break 10:45-11:05</b>					
<b>Period 3</b> 11:10 – 11:55	Computing MM G8	History JF S2	Science TL F1	English RL S2	Food tech HH G3
<b>Period 4</b> 11:55 – 12:40	Maths DLG G6	English FG S7	Science TL F1	English RL S2	Food tech HH G3
<b>Lunch 12:40 – 13:40</b>					
<b>Period 5</b> 13:45 – 14:30	Art HI F3	PE LO Hall	Geography DR G1	Maths DLG G6	English FG S7
<b>Period 6</b> 14:30 – 15:15	Art HI F3	PE LO Hall	PRE KN S4	Drama DS Studio	PRE KN S4
<b>Extra curricular</b> 15:20 – 16:00	Chess club HH G1		Swimming LO Pool		

1. What lesson is at 14:30 on a Thursday?
2. What are the initials of the music teacher?
3. What room is English in on a Monday?
4. What lesson is straight after lunch on Friday?
5. If this was your timetable, what would be your favourite day?

# A problem shared...

Use the example scenarios to see if the pupils can work in groups to solve the problems.

There are some other examples in the pack to help, or you can write your own, based on the 'problems' or 'worries' shared in the Worry Box activity.

Make sure to hold the discussions at the end so that the issues are resolved.

## Problem solving – round 1

Everyone starting secondary school will be unsure about all sorts of things. Whatever you may wonder, you should ask about, then they won't turn into worries.

Match these queries to the solution.

Ben can't remember where the toilets are.

Sarah has forgotten her calculator for her maths lesson today.

Charlie isn't sure what the rules are about mobile phone use in school.

James has got some exciting news that he is desperate to share.

Amy has fallen over and scraped her knee quite badly.

Tom is wondering when he is supposed to give in his homework?

Emily isn't sure how she is supposed to pay for her lunch.

Sharing news is a great way to start a conversation and make friends. Your form tutor would also love to hear your news, after the register perhaps.

Lunch is usually paid for using a pre pay card or your thumbprint. There is an upper spending limit too, so you can't spend too much in one day!

Homework will be given regularly for all subjects. Use your planner to write down what to do and when it is due in. Each subject teacher will tell you this when they give you the homework. They will also upload the information for you to check whenever you need to.

It's normal to lose your way in a big new school. Perhaps your friend will remember where the nearest toilet is? Or you could ask one of the lunch or break time supervisors.

There will be an area in your new school to go to if you have hurt yourself. It is often called the first aid room. Someone will always be available to help you when you need it.

If you forget to bring in something you need, try asking a friend if they have a spare you could borrow. Otherwise, your maths teacher will have a spare to lend you. S/he will expect you to remember what you need, so next time, organize your school bag the night before! If you forget things frequently, it will lead to consequences.

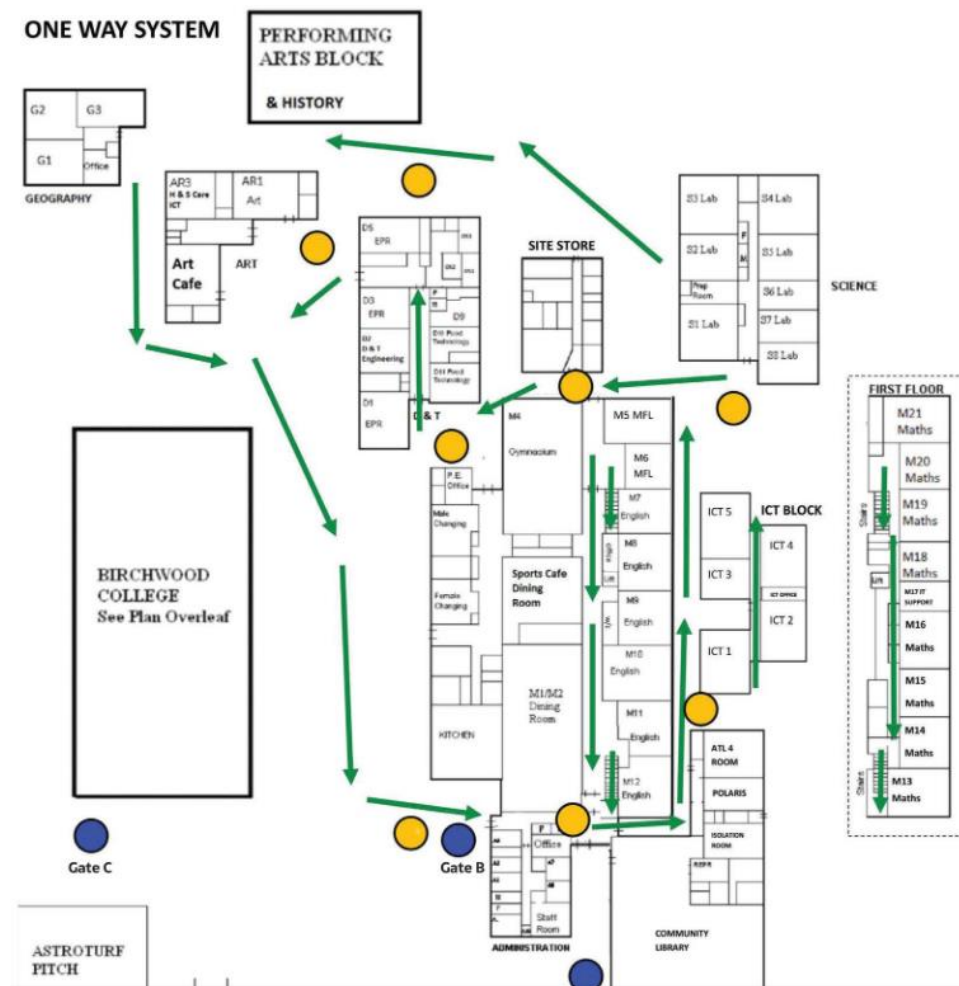
Your new school will have clear and strict rules about use of a mobile phone. You are often not allowed to use them at all during school.

# Map Reading Skills

► How good are your pupil's map reading skills? Is it time for a little bit of practice?

► **Activity 1:** Using the floor plan of your current school, can the pupils move their way around the building, marking off the correct locations on the floor plans? For example, 'Walk to the front office, which route did you take? Colour the office in blue on your map'.

► **Activity 2:** Print out an example site map from a local Secondary School (usually found on their website). Provide pupils with example routes and see if they can mark them out on the map. For example, 'Find your way from AR1 to ICT4'



# After Transition Day Activities



# After Transition Day...



- ▶ Using another Computing lesson, create groups of pupils attending the same schools (and one group of those attending separate/different schools so that no one is left out).
- ▶ Ask pupils to create a simple presentation about their new school. It may include showing the class the virtual tour (usually found on the school's website) or simply using pictures of the building, the uniform, information on the new subjects they will be taking, what time the day starts and finishes, who the head of Year 7 is etc.
- ▶ This is a way for pupils to *use* the information they gained on transition day. Working in groups will help them to share things that they might not have heard or remembered and so gain further insight into their new settings.

# Tell me about it!!



- ▶ Divide pupils into pairs (making sure they are transitioning to different settings if possible)
- ▶ One pupil will be the 'Reporter' (fake microphone if you can find one!) and the other will be the 'Interviewee'.
- ▶ Create a list of questions (or pupils can devise their own) so that pupils can give the other person details about their new school in an interview-style set up.
- ▶ Be as creative as you want, you could even video the interview to replay to the class...!?
- ▶ Swap roles so that each pupil gets the opportunity to talk about their new school. Creating fun ways to talk about new experiences, helps to lower anxiety and raise positive feelings.



# Questions, Questions, Questions

- ▶ Create a simple questionnaire relating to transition day information (or use the one provided in the pack)
- ▶ Pupils should complete the questions as best as they can from memory of transition day.
- ▶ Allow pupils to ask others going to the same school if they don't have an answer of their own or give access to the new school website so that they can try to find out.
- ▶ Any questions left unanswered can be discussed with the class to find a solution as to how to find out.





Just for Fun!

# Just for fun activities



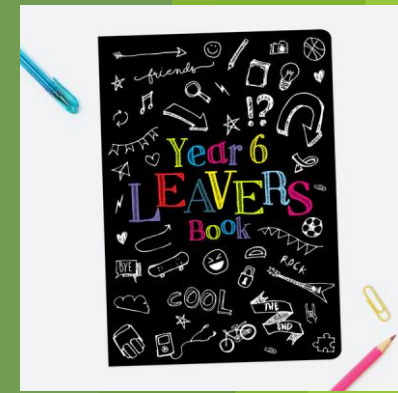
- ▶ Learn to tie a tie! (and practice) - <https://www.youtube.com/watch?v=5naLQgxJJd0>
- ▶ Secondary subjects (some will be brand new) word search (in pack)
- ▶ Timed 'packing away' race - can you clear your desk before the time runs out?
- ▶ Create a shopping list of new equipment needed for different subjects
- ▶ Independence Points (like house points/class points system but rewarded for showing independence in learning/organisation/problem solving etc.)
- ▶ Practice keeping all belongings in bags next to desk. Pupils to learn to get out and put away what is needed for each lesson/activity
- ▶ Recognising new buildings - Use an image from a local secondary school website (different one each day) the first pupil to recognise their 'New School' wins a prize...



# Saying Goodbye



- ▶ For some of your students, this may be the last few weeks that they will be spending with their peers, and this can be a very emotional time. Here are some simple ways pupils can prepare for their goodbyes...
- ▶ Consider making small 'Autograph Books' so that each pupil has the opportunity to write a message, leave their details or just say Goodbye to others in their class. You could leave the last 10 mins of each day as an opportunity to do this.
- ▶ Write a letter to a friend in class and ask parents to provide a stamp. Include memories of their time at primary school, special events or just things they used to do together. Ask them to give some words of encouragement or advice to their friend for their first day at Secondary school. Teacher to post the letters during Summer break so that the students receive them before starting their new schools (you might even manage to revive the 'Pen-Pal' craze!?).
- ▶ Why I will remember you... Create a 'Class Guest Book' and leave out in the classroom. Encourage pupils to write their messages about the class in general or about specific memories they have had throughout their time in primary school. Before the last day of term, teacher to photocopy and send home with each student.
- ▶ Write an Acrostic character description for a friend. Design and decorate however you like. Teacher to laminate/frame and send home.



**O**ne of the best footballers



**L**ooks out for his friends

**L**aughs at my jokes



**I**maginative story teller

**E**nergetic and fun



# Enhanced Transition



# When you need a little bit more...

- 1) Attend the DSPL3 'Speed Dating' session
- 2) Consider DSPL3 Transition Support (Specialist Support Team)
- 3) Check out DSPL3 website for enhanced transition proforma
- 4) Make sure all pupil plans and profiles are up-to-date
- 5) Create scripts that work for you to hand over as a starting point (Anxiety Plan in pack)
- 6) Include behaviour support plans, including known triggers and regulators
- 7) Detail good/not so good friendships
- 8) List any reasonable adjustments that have been made in Primary
- 9) Seating preferences/exit passes/sensory integration
- 10) Additional nurture sessions with familiar adult video tours
- 11) Additional transition visits/Meet and Greet sessions/After school visits
- 12) Find out if the Secondary school run Summer School visits/days

# Additional Information

- ▶ BBC Bitesize - <https://www.bbc.co.uk/bitesize/groups/c5vpkq1l934t>
- ▶ Anna Freud Website - <https://www.annafreud.org/resources/schools-and-colleges/moving-up-the-transition-to-secondary-school/>
- ▶ Twinkl - <https://www.twinkl.co.uk/resource/roi3-c-002-transition-to-secondary-school-pupil-activity-sheets>
- ▶ Young Minds Moving Up - <https://www.youtube.com/watch?v=xT6ctrk3pVQ>
- ▶ Compass Moving to Secondary School - <https://compass-uk.org/help-and-support/parents-carers/parents-carers-health/transition-to-secondary-school/>
- ▶ DSPL3 Website - <https://www.dspl3.org.uk/page/?title=Transitions&pid=58>