

Transition to Secondary

There are lots of things that make transition to secondary school easier for children, particularly those who find change difficult to manage.

Preparation for Secondary School

- Work on recommended skills e.g. using a pen, reading a map, understanding a timetable.
- Explore concerns around transition within school e.g. circle time, assemblies.
- PSHE "Moving On" sessions or a similar transition/resilience programme e.g. Ready4Secondary — em-edsupport.org.uk.
- Plan for transition starting early — the year before it's due, or the year before that.
- Pupil to have awareness of things that help them, e.g. overlays.

Visits

- Decide on the level of transition support needed for each individual.
- Arrange additional transition visits for those who need targeted or specialist support, including personalised activities such as looking around the school when it's quiet.
- Arrange for key children to meet new staff, particularly their form tutor, prior to starting in September.

Pupil Voice

- Talk with children about their goals, aspirations and concerns about secondary school, and record these on a pupil passport or profile that can be passed on.
- Feed these views into any transition and review meetings.

Families

- Offer parents and carers additional support to complete paperwork to apply for secondary school places.
- Hold coffee mornings in either/both settings for Year 6/7 parents to meet staff informally.

Good Practice: Primary & Secondary Schools

Primary School

- Use the agreed paperwork format between schools.
- Before the end of summer term pass on: graduated response paperwork; effective approaches/resources; transition plans; funding info; pupil passport including pupil and parent voice; professionals involved.
- Ensure all appropriate staff have access to these documents.
- Arrange meetings for the Year 6 teacher/SENCO to communicate with the child's new form teacher or SENCO, including parents where possible.
- Outline how you currently support the child, with examples of effective strategies.
- Keep up regular informal conversation between feeder and receiving school.
- Inform professionals involved with the child of their new destination.
- If reviews are in place (TAF, EHCP), invite staff from the receiving school.

Secondary School

- Year 6 teacher/SENCO to attend open evenings or transition events.
- Keep an evidence log of information shared and meetings held.
- Arrange formal transition meetings with primary school to share information.
- Have regular informal conversations between feeder and receiving school.
- Attend any existing or planned reviews (TAF, EHCP, multi-agency).
- Set up pupil "buddies" for Year 6 children starting or transitioning.
- Check all necessary paperwork has been received from feeder schools.
- Ensure risk assessments and provision are in place before the child starts, with all staff aware of their needs.
- Hold coffee mornings for new parents to meet staff and ask questions.

Planning starts early

The earlier transition planning begins, the smoother the move to secondary school will be — particularly for pupils with SEMH needs. BPBP recommends contacting us at least one full term before the transition date.