



# About This Pack



The aim of this pack is to help families and schools support pupils as they transfer from primary to secondary education.

This pack is designed for all pupils and includes a 'Pupil Profile' form for children with additional learning needs.

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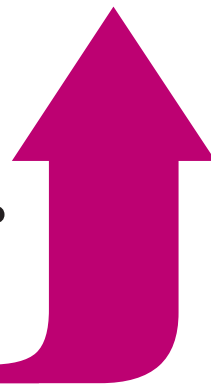




# Visiting a School



**Moving On...  
Moving Up...**



# Primary/Secondary Transfer

## Visiting a School

What to look for	Comments
<ul style="list-style-type: none"><li>• Does the school feel welcoming?</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<ul style="list-style-type: none"><li>• Are you given useful, clear information?</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<ul style="list-style-type: none"><li>• Look at the displays around the school - are they bright and well cared for? Are the information boards up to date?</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<ul style="list-style-type: none"><li>• Are you given the chance to talk to pupils about their experience at the school?</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<ul style="list-style-type: none"><li>• Are there good facilities for individual subjects/ specific needs?</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<ul style="list-style-type: none"><li>• Are the buildings kept clean?</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<b>Notes</b>	

## You might find some of these questions helpful.

It may not be possible to ask all the questions - look through them and decide which ones are the most important for you to find out about.

Possible questions to ask	Notes
<ul style="list-style-type: none"><li>• How would the school get to know my child before he/she starts there?</li></ul>	•
<ul style="list-style-type: none"><li>• How would my child get to know the school, especially in the first few days?</li></ul>	•
<ul style="list-style-type: none"><li>• How is the school organised? Age? Ability? Subject groups?</li><li>• How might this change as my child gets older?</li></ul>	•
<ul style="list-style-type: none"><li>• How many children would be in my child's class?</li></ul>	•
<ul style="list-style-type: none"><li>• How often would my child change class or move around the school?</li></ul>	•
<ul style="list-style-type: none"><li>• What time does the school start and finish? Is it the same time every day?</li></ul>	•
<ul style="list-style-type: none"><li>• Does the school operate a weekly or fortnightly timetable?</li></ul>	•
<ul style="list-style-type: none"><li>• What support/ supervision is available at break/ lunch times?</li></ul>	•
<ul style="list-style-type: none"><li>• What lunchtime and/or after school activities are there?</li><li>• How would my child be encouraged to take part?</li></ul>	•
<ul style="list-style-type: none"><li>• Does the school have a 'buddy' (or similar alternative) system?</li></ul>	•
<ul style="list-style-type: none"><li>• Is there a homework club?<ul style="list-style-type: none"><li>- Is it at lunchtime or after school?</li><li>- Is it every day?</li><li>- Is it staffed?</li></ul></li></ul>	•
<ul style="list-style-type: none"><li>• Are computers available for use in all subjects areas?</li></ul>	•

Possible questions to ask	Notes
<ul style="list-style-type: none"> <li>Does the school offer alternatives to GCSEs? Ask for details</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>How does the school assess work and monitor progress?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>How often are written reports sent home?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>How regularly would my child's progress be reviewed?</li> <li>Who will be involved in this?</li> <li>How will I be involved?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>What are the arrangements for contact between parents and school, e.g. phone, e-mail, home/school book, combination of these?</li> <li>Who do I contact if I have a concern?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>How are parents involved in the life of the school?</li> <li>Does the school produce newsletters for parents?</li> <li>Is there a parent's group?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>What is the school's policy on:</p> <ul style="list-style-type: none"> <li>Bullying</li> <li>Behaviour</li> <li>Equal opportunities/inclusion</li> <li>Giving medication</li> <li>Pastoral care</li> <li>Special educational needs (SEN)</li> </ul> <p>Ask for a copy of any policy you would like to see</p>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>SEN policy - how are special educational needs, like my child's, met?</li> <li>Does the school have any experience of helping children with similar difficulties to my child?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>How does the school arrange extra support for pupils who need this?</li> <li>Is the extra support usually provided in the classroom, individually or in small groups?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Possible questions to ask	Notes
<ul style="list-style-type: none"> <li>● Ask about resources available for the SEN/ Learning Support department, e.g.</li> <li>● Is there a special room/quiet area for pupils with SEN?</li> <li>● Is a member of SEN staff always available?</li> <li>● Do any staff have special areas of expertise?</li> <li>● Does the department have good ICT facilities?</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<ul style="list-style-type: none"> <li>● How is the work adapted for individual pupils?</li> <li>● How does the school make sure my child has the chance to take part in all areas of the curriculum?</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<ul style="list-style-type: none"> <li>● How will the teachers be informed about my child's special educational needs?</li> <li>● (If appropriate) How will other children be helped to understand my child's special needs?</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

## Other notes

# Young Person's Views

## Primary/Secondary Transfer - Visiting a School

Name of Secondary School:	Date of visit:
What did you think of the school?	
What did you like about the school?	
Is there anything you didn't like?	
Is there anything you are worried about?	
Is there anything else you want to know or anything you want to find out more about?	



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# Pupil Profile



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# Pupil Profile

Please  
attach  
photo  
here

Pupil Name:
Primary School:
Secondary School:

Please list areas of strength:

Please list areas of difficulty:

Please comment on:	
<ul style="list-style-type: none"><li>Behaviour</li></ul>	<ul style="list-style-type: none"><li>How they get on with other children and with adults</li></ul>

What is the current level of support?

Outreach:	Support Assistant:
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How is the support used?

Please list subjects most likely to require support in priority order:

Please list:

<ul style="list-style-type: none"><li>Any successful strategies</li></ul>	<ul style="list-style-type: none"><li>Any things that motivate him/her</li></ul>
---	--

Is there any other information you think would be helpful for the secondary school or support teacher to know?  
(See enclosed sheet for examples)

Are any other agencies involved with the child? e.g. Speech and language therapists, if so please list:

Is there any other equipment the child uses?

Any other comments: (Please use an additional sheet if necessary)

This form has been filled in by  
Name (please print): \_\_\_\_\_ Date: \_\_\_\_\_

# Pupil Profile

## Examples of helpful information:

- Finds communication difficult
- Has problems with understanding - use clear language
- Can sometimes come across as over-familiar/abrupt/rude...etc
- Needs to be given time to answer questions
- Finds it difficult to ask for help
- Visual learner
- Needs help to work in a group
- Needs structure to an activity - e.g. Definite start and finish
- Might need to be allowed to quietly ask the person next to him/her for help
- Tires easily and needs refocusing
- Can become anxious and will need reassurance
- Has limited reading ability
- Handwriting/making notes/recording homework is difficult - needs to be given time or an alternative
- Unprepared/unstructured situations are confusing e.g. fire drills
- Reacts adversely to loud noises e.g. raised voices, shouting, alarms, echoes...etc
- May make noises at inappropriate times
- Can't understand rules/danger
- Can't sit still for long
- Can be inflexible, likes to do things his/her own way
- Has particular fears/dislikes...
- Personal care needs
- Needs to eat regularly
- Really responds well when praised by an adult
- Responds well to praise/finds praise difficult to accept
- Is motivated by...
- Finds it difficult to make friends
- Finds break and lunch times difficult

# At Home - *How to help*



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# At Home - *How to help*

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Timetable and checklists on the wall

Colour code books

Bag-packing checklist

Practise tying ties, aprons, shoelaces

Practise dressing quickly

Special box to put all school books in

Folder to put all loose papers in

Set up a place to work

Dictionary

Supply of paper, stationery etc.

Set up a routine for the evening, to include homework and check timetable/diary for anything that needs to be taken the next day

Practise telling the time

Practise the journey to school -  
arrange a 'buddy' to make the journey too

Talk about things they are looking forward to  
and that you know will interest them

Practise what to do in particular situations

If your child has a brother/sister/friend who goes to the school,  
get them to talk about the good things at the school

# Primary School - *How to help*



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# Primary School - *How to help*

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Use timetables and homework diaries

Practise strategies for asking for appropriate help

Produce a booklet about themselves for the  
Secondary School - including a picture

Shift the balance of support to encourage the child  
to be more independent

Invite Y7 pupils to talk about secondary school and bring  
examples of work and 'Who's Who' - Head of Year, Form Tutor etc

Practise organisational skills

Vocabulary associated with secondary school -  
subject names and what you do in each subject

Talk about things they are looking forward to

Experience of change of teachers and classrooms

Have a 'Secondary School' club after school once a week  
where Y7 pupils can join Y6 pupils

Visit to secondary school - rehearse questions they can ask  
and identify things they want to know

Fill in a 'Pupil Profile' information form jointly with  
parent/carer at the Transition Review



## Secondary School - *How to help*



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Provide information:

- Details of the school day
- Information on lunchtimes
  - Options
  - Costs
- Information about uniform and where it can be bought

Provide photographs

Provide maps - with colour coding for different departments

Have plans of the building with 'You are here' signs around the building

Clear room numbers or other identifiers for classrooms

Encourage pupils to make signs with their names on to put on the desks for the first few lessons so staff can identify pupils easily

Provide examples of homework diaries/timetables to primary school so the children can practice

Provide an equipment list/checklist

School and classroom rules

Homework diaries/planners:

- Include a write on/ wipe off page
- Have red or green pages to indicate whether the pupil wants help or not
- Use different colours for different months
- Include a page marker

Disseminate information on statemented pupils (with photo)

System in place for dealing with any problems

System in place for breaktimes and lunchtimes

More information on homework/ textbooks

Homework club where support is available if necessary

Information for ALL staff, including lunchtime supervisors

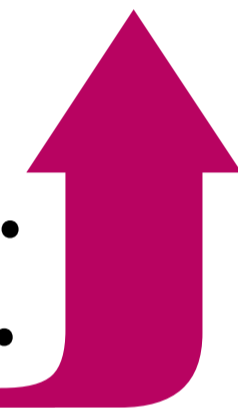
Provide information on lunch and after school clubs and support those who wish to attend

Y7 to make booklet on moving to secondary school for Y6

# Transfer to Secondary School



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