

TRANSITION from Primary to Secondary School



BARNET
LONDON BOROUGH

— with —


Cambridge Education

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Hello from the team



This power point has been produced to help you prepare for your child's transition from primary to secondary school.

Unfortunately we are not able to present it in person as in previous years. In order to still provide the opportunity for parents and carers to ask questions and discuss any concerns, we will be providing a telephone helpline which will operate from Monday 22nd June until Friday 26th June from 11.00am – 1.00pm. The number for the primary into secondary transition helpline is 0208 359 3615.

Contact can also be made through email. Further information about this will be coming soon on the Barnet Local Offer.

Thank you for taking the time to look through this power point.



Changes
NEXT EXIT

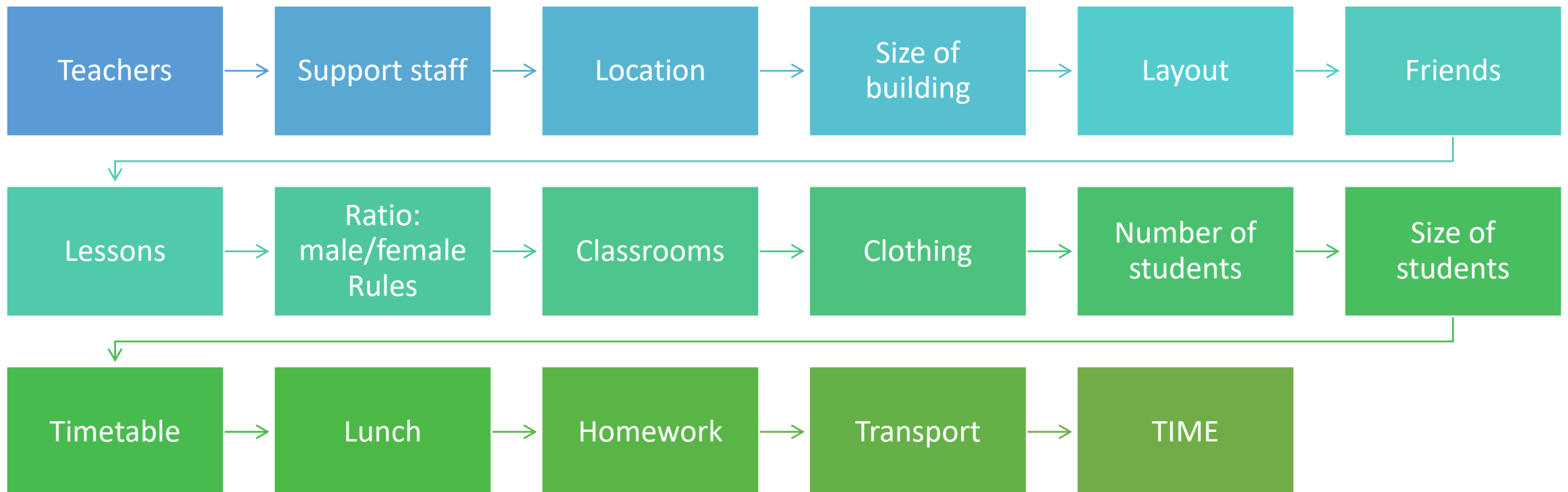
**IT ALWAYS
SEEMS
IMPOSSIBLE
UNTIL IT IS
DONE.**

Nelson Mandela

© Ken Taylor 2013

*And
so the
adventure
begins*

Yes, there are going to be lots of CHANGES.



Each change creates an opportunity and might be accompanied with a challenge.

There are various ways to address each challenge.

The next few slides look at some of the challenges and various solutions available.

The Challenges for our Students

❖ **Meeting new young people who may not understand his/her difficulties.**

Secondary schools have a far larger number of pupils per year group than primary schools. This means differences amongst pupils are less prominent and, there is a wider selection of peers to befriend.

❖ **Meeting new teachers who do not recognise he/she has difficulties.**

Information will have been passed on prior to your child starting.

The Challenges for our Students

❖ **Having different adult support (subject department Teaching Assistants).**

Exciting, someone new to get to know with fresh ideas.

❖ **Negotiating the way around school, may get lost and this could result in being late for class.**

Everyone does at first, if this problem persists for your child, contact the school, they will not be the first and there will be procedures to help with this.

The Challenges for our Students

❖ **Learning new teachers' names, their expectations and styles of teaching.**

This is the same for everyone. Often all secondary school staff are referred to as Sir and Miss or other general terms.

❖ **Learning about the timetable and the appropriate books and tools required.**

Timetable practice will have helped with this. The books and tools will quickly become familiar, especially if kept in a central place at home.



A large orange circle is positioned on the left side of the slide, partially cut off by the edge.

The Challenges for our Students

❖ **Carrying equipment all day - no central place to return to therefore increasing the chances of losing it or having incorrect equipment for the next class.**

With practice this is likely to improve, however, if this problem persists for your child, contact the school, there will be procedures to help with this.



The Challenges for our Students

❖ **In PE and games coping with more complex activities, such as changing in/out of PE kit.**

Practise this at home over the summer.
However if this is due to medical or learning needs then the school will work with you to make reasonable adjustments.

❖ **Coping with new topics he/she has not studied before.**

How exciting! An opportunity to develop new interests and discover new talents!

The Challenges for our Students

❖ **Coping with fatigue.**

Everyone is exhausted at first, however if this is due to medical or learning needs then the school will work with you to make reasonable adjustments.

❖ **Independently organising work and managing his/her own timetable.**

Practice and support by you until eventually they are able to manage this independently. This may take longer than you expect so give it time.

The Challenges for our Students

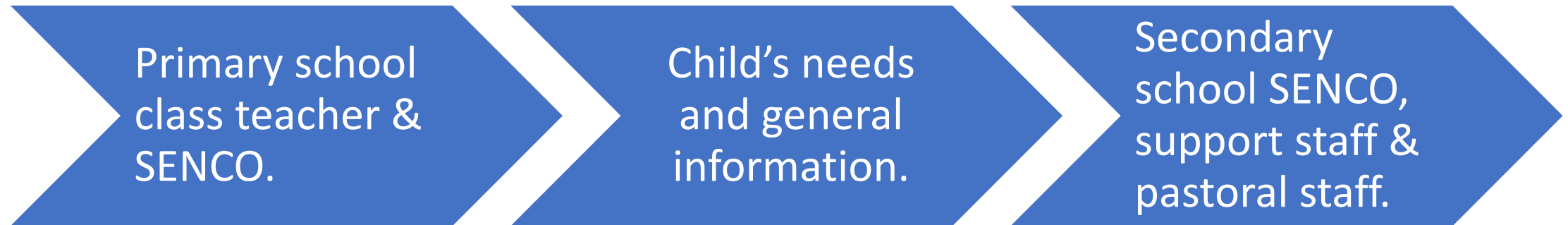
❖ **Break/lunch times - there may be less supervision from teaching staff so the student is able to wander around on his own more (not seeking social interaction) or being more open to being bullied by others.**

There is often breaktime provision for the pupils who struggle with breaktimes, the school will direct your child towards this if they are aware of the issues.



What you can
you do as
Parents/ Carers?

Despite the current circumstances, rest assured, the school staff are still sharing information about your child.



Rest assured, despite the current circumstances, the school staff are currently organising ways to support transition.

Rest assured, the support a child with physical difficulties / complex medical needs, was receiving in primary school to support his/her physical/medical needs will continue (and will be reviewed) in secondary school. The occupational therapist, physiotherapist and/or advisory teacher for physical disability will continue to advise the school regarding access for pupils who have impaired mobility including those using wheelchairs and/or walking frames.

Ways you can help to develop familiarity with a new school during Covid-19.

Look

Look at the school website to see what the different areas and buildings look like.

Write

Write a list of questions with your child and see if you can find the answers together on the website.

Prepare

Prepare a booklet with lots of pictures, and discuss it regularly together.

Familiarise

Familiarise your child with a school timetable and practise how to use it. There are examples on the following slides.

A secondary timetable might look like this.

**Year 8 Timetable
2016-2017**

PERIOD DAY	1	2	3	BREA K 11- 11.15	4	5	6	7	LUNC H 1.15- 1.55	8	9	10
MON	MATH S M3	MATH S M3	ENG M6	B	ENG M6	HIST M7	HIST M7	RE M4	L	RE M4	SCI SC2	SCI SC2
TUES	ENG M6	ENG M6	DRAM A R10	R	DRAM A R10	PE YAN	PE YAN	SCI SC2	U	SCI SC2	MUS R1	MUS R1
WED	MATH S M3	MATH S M3	RE M4	E	RE M4	CAR TE1	FRE R8	FRE R8	N	GEO G R3	GEO G R3	ENG M6
THURS	HIST M7	HIST M7	GEOG R3	A	GEOG R3	PE YAN	FRE R8	L4L HE1	C	L4L HE1	ENG M6	ENG M6
FRI	SCI SC2	SCI SC2	ART AR1	K	ART AR1	MAT HS M3	MAT HS M3	HE HE1	H	HE HE1	TECH TE2	TEC H TE2

Or even this!

		9:00 - 9:40	9:45 - 10:25	10:30 - 11:10	11:10 - 11:30	11:35 - 12:15	12:20 - 13:00	13:00 - 14:00	14:00 - 14:40	14:45 - 15:25	15:30 - 16:10
Week A	Monday	English	History	Geography	B R E A K	Science	Science	L U N C H	Think!	Games	
	Tuesday	Maths	English	RS		Classical World	Language		Technology		Activities
	Wednesday	English	Science	Geography		Maths	Classical World		Games		Mixed Sports
	Thursday	RS	History	English		Language	Maths		Drama		Activities
	Friday	Maths	Science			PE			Art		Wellbeing

		9:00 - 9:40	9:45 - 10:25	10:30 - 11:10	11:10 - 11:30	11:35 - 12:15	12:20 - 13:00	13:00 - 14:00	14:00 - 14:40	14:45 - 15:25	15:30 - 16:10
Week B	Monday	Maths	Language	Classical World	B R E A K	English	Geography	L U N C H	Think!	Games	
	Tuesday	English	Maths	History		RS	Language		Technology		Activities
	Wednesday	Language	Science			Maths	Classical World		Games		Mixed Sports
	Thursday	English	Science	Geography		Science	History		Music		Activities
	Friday	Classical World	Maths	English		PE			Art	Computing	Wellbeing

Let's think about independence

INDEPENDENCE - BY TURTLE2772

WWW.TOONDOO.COM



Practise independence prior to starting.



Friendship strategies; practise conversation starters, also, talk to them about how friendships can change a lot in the first few weeks.



Become familiar with the school route over the summer holiday; take practice journeys to the new school.



Consider school uniform; adapt garments for ease of dressing.



Getting ready for each school day;
possibly, allocate a drawer in a central
place in the home, everything to do with
school can be kept in this one drawer.
This can help a child who struggles to be
independent and organised to manage
their own equipment and bag.

Whiteboards – can also be placed centrally in the home, doing this can support your child to remember what they need each day.

These can be found in local supermarkets for £2.00!!



Tips



Get hold of a simple plan of the school.



Reassure your child that they will quickly become familiar with school.



If possible, get a copy of your child's timetable before attending the school.



Get names (and if possible a photo) of the TAs supporting your child, form tutor and SENCO.

More tips



Provide the school with ongoing **positive** and **constructive** support.



Seek advice/information from school.



Inform the school of any concerns your child may have.

And a few more tips



Gradually adjust sleep and wake up times: begin 2 weeks ahead of school starting.



Encourage your child to participate in extra curricular activities to build interests and common ground with peers.



Reassure your child how quickly new environments become familiar.



Exciting or Scary

Your child may surprise you. They might be reassuring their anxious parents that:

- *"Yes...I am coping."*
- *"I have made friends."*
- *"I am keeping up with the work."*
- *"My needs are being met."*
- *"We have made the right choice and I am happy here."*

Contacting the team



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