

Cognition and Learning Service: Supporting Year 6 Transition

What is transition?

Within the context of this guidance, transition is referred to as the movement or change from one thing, place, or person to another. This can relate to large changes such as moving to a new school, year group, classroom or change in permanent staff member, as well as small changes that can occur during a typical day, such as changes to routine, moving from one room to another, class time to playtime or adult support to adult support. Many people find transitions throughout life challenging and difficult, but for some people these transitions can be even more difficult.

Why do some people find transitions difficult?

People can find transition difficult for a variety of reasons that include:

- Impairment in their flexibility of thought causing them to fear the unknown
- Difficulties predicting what may happen in new situations, therefore sticking with things that are familiar is usually preferred.
- Difficulties understanding social rules and what the expectations are, which can result difficulties adapting to new situation with different social rules.
- Ridged thought process which if interrupted can cause raised anxiety.
- Sensory processing difficulties can cause raised anxieties in new situations where people are not used to the sensory environment and can become quickly overwhelmed.
- They might struggle to say words or sentences and therefore not be able to communicate their worries.
- They may not understand words that are being used, or the instructions they hear, causing them to become anxious.

What is the purpose of a preparing for transition?

Preparing for transition can provide opportunities to:

- Ensure that any transition is as smooth and calm as possible.
- Make sure that all information about an individual is shared with all staff.
- Transfer and implement effective strategies and targets.
- Learn about what is going to change and to explore new skills.
- Explore their feelings about the change.
- Gain confidence and encourage a positive attitude to moving on.

Target child/group

Children who may be anxious or nervous about the transfer, those that find new experiences a challenge, change of structure and staff upsetting. It's important to note that children may not necessarily be on the SEND register.

Things that can help to prepare for transition could include:

- Transition Program
- Transition Booklet
- One Page Profile
- Discussions with new Teacher/School/SENCo
- Social Stories©
- Cartoon Comic Strip Conversations©

Transition Programme

- Can be done 1:1 or in a group of up to 6 children.
- Completing a booklet over 6/10 sessions at children's pace.
- Sessions should be no longer than 20 minutes.

Additional games and strategies can be included if appropriate, such as:

- Time to Talk game.
- Socially Speaking game.
- Black Sheep press – Social sequences.
- Role Play – making new friends, conversations, classroom behaviour, school rules.

This list is not extensive and anything that could compliment a transition should be considered.

Planning

1. It is important that the class teacher understands the aim of the programme.
2. If the programme is being run in a group, ideally each group would consist of a cross section of children in terms of ability and behaviour.
3. It is important that the sessions are held regularly, if possible, at the same time.
4. The pupil/group should have an introductory session to explain what the purpose of the group is and to share questions and concerns that the children might have.
5. Dates of move up day, new class teachers' names and class names need to be obtained as soon as the information is available.
6. Additional visits need to be arranged for children who require them prior to move up day.
7. Knowledge of timetables and any changes to equipment and uniform lists would be helpful to know in advance.

Creating a transition book

Transition books can be created in a variety of formats including:

- Paper scrap book
- Transition booklet (using school template)
- Clicker©
- Communicate in Print©
- Book Creator©
- Photographs.

Most transition books will contain some form of visual and or audio representation e.g. photos, symbols, drawings, magazine cuttings, videos, sound bites. The level of visual material within a transition book will be measured depending on the individual child's needs. Transition books should be completed with pupils wherever possible, although this will not always be possible or appropriate. Where possible the pupil should be part of the discussion in deciding what should go in their transition book, as well as the way in which it is presented. This will enable the pupil to feel they have ownership of it and ensure that all their questions and worries are answered.

TRANSITION MATERIAL SHOULD ALWAYS BE PERSONALISED TO THE INDIVIDUAL CHILD'S NEEDS FOLLOWING DISCUSSION WITH THE PUPIL AND STAFF WORKING WITH THEM.

What should go into a transition book?

- All about the pupil
- Likes and dislikes.
- Things that are going to remain the same.
- Things that will be changing.
- Things that they find difficult.
- Things that worry them.
- Things that will help them.
- Things that they can do.

Please see tick sheet below of suggested things to include in a transition book.

What to do with a completed transition book:

Once the transition book is complete, two copies should be made. One for the pupil to take home and share with friends and family at home over the period of absence from school and the second should be passed to the new class teacher/school to support transition discussions prior to the new term or child starting.


Please note that this is not an exhaustive list and neither does it need to be completed in its entirety. Personalise it to the individual pupil and add or omit things as necessary.

Item	Suggestion	Included
1	Name and picture/photo	
2	Where I live	
3	A picture of my house	
4	My house has ...	
5	In my house these people live with me...	
6	Drawing/photo of who lives with me	
7	Favourite colour	
8	Things I enjoy doing	
9	Favourite television programmes	
10	Favourite types of books	
11	What I do after school	
12	My friends and classmates are called	
13	My school is called ...	
14	This is a drawing/photo of me in my school uniform that I wear to school.	
15	My Head teacher is called...	
16	My Class teacher is called...	
17	My Class helpers are called...	
18	This is my class timetable	
19	Can we find what days and when we have <ul style="list-style-type: none"> ● P.E ● Art ● Literacy ● ICT 	
20	When it is PE I change my uniform and I wear	
21	This is a picture of me in my P.E. kit	
22	Thing I like doing at school	
23	Who picks me up after school?	
24	In my new class we will do a lot of the lessons that we currently do.	
23	What new subjects I will learn?	
24	Here are a few things that I would like to learn.	
25	We have a special weekly timetable at school this is what it looks like	
26	Copy of my new class type of timetable.	
	Complete a word search to find some lessons.	

27	<p>E.g.</p> <table border="1" data-bbox="373 271 1230 819"> <tr><td>D</td><td>B</td><td>R</td><td>E</td><td>A</td><td>K</td><td>T</td><td>I</td><td>M</td><td>E</td><td>E</td><td>M</td></tr> <tr><td>T</td><td>K</td><td>D</td><td>I</td><td>N</td><td>N</td><td>E</td><td>R</td><td>T</td><td>I</td><td>M</td><td>E</td></tr> <tr><td>V</td><td>G</td><td>G</td><td>O</td><td>L</td><td>D</td><td>E</td><td>N</td><td>T</td><td>I</td><td>M</td><td>E</td></tr> <tr><td>H</td><td>J</td><td>N</td><td>U</td><td>M</td><td>E</td><td>R</td><td>A</td><td>C</td><td>Y</td><td>L</td><td>I</td></tr> <tr><td>R</td><td>P</td><td>F</td><td>S</td><td>E</td><td>M</td><td>A</td><td>G</td><td>R</td><td>I</td><td>I</td><td>N</td></tr> <tr><td>E</td><td>G</td><td>R</td><td>F</td><td>E</td><td>W</td><td>M</td><td>K</td><td>A</td><td>R</td><td>T</td><td>I</td></tr> <tr><td>T</td><td>O</td><td>P</td><td>I</td><td>C</td><td>F</td><td>V</td><td>Y</td><td>R</td><td>E</td><td>E</td><td>C</td></tr> <tr><td>P</td><td>O</td><td>G</td><td>X</td><td>W</td><td>G</td><td>W</td><td>P</td><td>T</td><td>A</td><td>R</td><td>T</td></tr> <tr><td>A</td><td>S</td><td>S</td><td>E</td><td>M</td><td>B</td><td>L</td><td>Y</td><td>E</td><td>D</td><td>A</td><td>X</td></tr> <tr><td>F</td><td>I</td><td>F</td><td>D</td><td>K</td><td>I</td><td>D</td><td>V</td><td>D</td><td>I</td><td>C</td><td>D</td></tr> <tr><td>H</td><td>R</td><td>E</td><td>G</td><td>I</td><td>S</td><td>T</td><td>E</td><td>R</td><td>N</td><td>Y</td><td>L</td></tr> <tr><td>P</td><td>H</td><td>S</td><td>E</td><td>I</td><td>F</td><td>X</td><td>R</td><td>R</td><td>G</td><td>N</td><td>M</td></tr> </table> <p>Art, Assembly, Breaktime, Dinner time, Golden time, ICT, Numeracy, PHSE, Reading, Register, RE, Topic Game.</p>	D	B	R	E	A	K	T	I	M	E	E	M	T	K	D	I	N	N	E	R	T	I	M	E	V	G	G	O	L	D	E	N	T	I	M	E	H	J	N	U	M	E	R	A	C	Y	L	I	R	P	F	S	E	M	A	G	R	I	I	N	E	G	R	F	E	W	M	K	A	R	T	I	T	O	P	I	C	F	V	Y	R	E	E	C	P	O	G	X	W	G	W	P	T	A	R	T	A	S	S	E	M	B	L	Y	E	D	A	X	F	I	F	D	K	I	D	V	D	I	C	D	H	R	E	G	I	S	T	E	R	N	Y	L	P	H	S	E	I	F	X	R	R	G	N	M	
D	B	R	E	A	K	T	I	M	E	E	M																																																																																																																																							
T	K	D	I	N	N	E	R	T	I	M	E																																																																																																																																							
V	G	G	O	L	D	E	N	T	I	M	E																																																																																																																																							
H	J	N	U	M	E	R	A	C	Y	L	I																																																																																																																																							
R	P	F	S	E	M	A	G	R	I	I	N																																																																																																																																							
E	G	R	F	E	W	M	K	A	R	T	I																																																																																																																																							
T	O	P	I	C	F	V	Y	R	E	E	C																																																																																																																																							
P	O	G	X	W	G	W	P	T	A	R	T																																																																																																																																							
A	S	S	E	M	B	L	Y	E	D	A	X																																																																																																																																							
F	I	F	D	K	I	D	V	D	I	C	D																																																																																																																																							
H	R	E	G	I	S	T	E	R	N	Y	L																																																																																																																																							
P	H	S	E	I	F	X	R	R	G	N	M																																																																																																																																							
27	My new Class teacher is called...																																																																																																																																																	
28	My new Class helpers are called...																																																																																																																																																	
29	My school starts at...in the morning.																																																																																																																																																	
30	I have to be in the playground by...																																																																																																																																																	
31	I will go into school by ...																																																																																																																																																	
32	Playtime is at...in the morning and ...in the afternoon																																																																																																																																																	
33	Lunchtime starts at ...																																																																																																																																																	
34	Lunchtime finishes at ...																																																																																																																																																	
35	Home time is ...																																																																																																																																																	
36	At lunchtimes I have a packed lunch/school dinner. This is a picture of where I will sit with my friends...																																																																																																																																																	
37	If I forget my packed lunch, this is what I have to try and do...																																																																																																																																																	
38	On the next few pages there is going to be some pictures of my new classroom, areas I will use in the school, cloakroom and staff.																																																																																																																																																	
39	<p>A map of the new school building asking children to find:</p> <ul style="list-style-type: none"> Using a blue pencil find the head teacher office and from there find your way to the toilets. Using a red pencil find your way from the entrance to the dining hall. Using a green pencil find your way from your classroom to the playground. Using an orange find your way from the ICT suite to the office. Using a brown pencil find your way from the classroom to the library. 																																																																																																																																																	
40	When I get homework now																																																																																																																																																	
41	In my new class I will get homework on ...																																																																																																																																																	
42	Who can help me with my homework?																																																																																																																																																	

43	A picture of what goes in my school bag that I need to take to school every day	
44	Move Up day: <ul style="list-style-type: none"> ● What is it? ● Who will be there? ● What will I do? 	
45	After move up day: <ul style="list-style-type: none"> ● Who did I meet? ● What did we do? ● What did I enjoy? ● What am I still unsure of? 	
46	Some photographs that could be included in my transition book: <u>People</u> Head teacher Class teachers School secretary School helpers Lunchtime staff. <u>Places</u> School School entrance (the one I will use) School office Head teacher's office Dinner hall Toilets My new classroom Assembly hall Cloakroom Where we put lunch boxes/water bottles Library Playground Different areas around my school	

Advice for parents around supporting transition to secondary school:

- Help familiarise your child with the map of the school. Consider highlighting the key areas (specific classrooms, library, dinner hall) in different colours to help your child to recognise which areas they will be going to. 

- Look through the timetable. Subjects are often coded e.g. English may show as “En” Science as “Sc”. Help your child to decode the timetable to ensure that they understand which subjects they have and when. You may wish to colour code the timetable by subject to make the timetable more visual.

M	T	W	T	F
•	•		•	
	•			•

- Think about how your child is going to get to and from school. What time will they need to leave in the morning? How long will it take them to get to school? If they are getting a bus, what time and where from? Consider carrying out some practice trips to aid familiarity and build independence.



- Check that the primary school has shared all of the key information about your child and their needs. If you wish to, make an appointment with the SENCO at the new school to discuss support, particularly if your child has an EHCP.

- Familiarise yourself with the new schools SEN policy. This should be available through the school website, however, do request a copy if it is not.

- Support your child in developing independence in a variety of ways, which could include preparing their own bag for a day out. Once the start of term comes around, think about preparing some checklists of what is needed for school each day and allow them to prepare their own things. Post it notes would be perfect for this!



- Encourage your child to check their planners regularly so that they become really familiar with their timetables and what is happening the next day. It will also help them to organise and prepare themselves for the coming day with the correct equipment e.g. PE kits, food tech ingredients etc.



School Transition



Written by: Kate Gregory, Lisa Gudgin and Tracy Read
Specialist Teachers – Cognition and Learning, Special Education Service, Suffolk County Council.