The background features a pattern of soft, irregular shapes in shades of grey, light blue, light orange, and light yellow. In the lower half, there are three prominent, hand-drawn geometric outlines: an orange triangle on the left, a blue square in the center, and a yellow pentagon on the right. The text is centered in the upper half.

# West Berkshire Guidance for a Successful Primary to Secondary Transition



**This guidance was co-produced in collaboration with representatives from the following schools, local authority teams and other services:**

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Beedon CE (VC) Primary School  
Cold Ash St Mark's CE (VC) School  
Downsway Primary school  
St John's the Evangelist CE (VA) Infant and Nursery School  
St Nicolas CE (VA) Junior School  
Yattendon Primary School  
The Downs Secondary School  
Park House Secondary School  
Theale Green Secondary School  
iCollege  
Autism Advisory Team  
Cognition and Learning Team (CALT)  
Emotionally Based School Avoidance (EBSA)  
Educational Psychology Team  
Emotional Health Academy (EHA)  
Exclusions and Reintegration Team  
Ethnic Minority and Traveller Achievement Service (EMTAS)  
Mental Health Support Team (MHST)  
Social Care  
Therapeutic Approaches (TTST)  
Virtual School

In addition, surveys were sent out to all primary and secondary school transition leads and their feedback is reflected in this guidance. We will be sending additional surveys during 2024-25 and will incorporate the feedback when we review this document, which will happen annually.

*October 2024*

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## Introduction

This handbook has been designed to provide guidance to promote a successful primary to secondary transition for all learners in West Berkshire, including vulnerable learners that may need an Enhanced Transition. The handbook aims to provide a supportive structure to the transition process and includes tools that have been developed in partnership with parents, school staff and local authority teams.

All children can be vulnerable at times of change and a successful start in a new setting requires careful planning and preparation. All educational settings must adhere to the Equality Act (2010) which means they must make 'reasonable adjustments' so as not to place learners at a disadvantage.

### Good transition should enable children to:

- Develop new friendships and improve self-esteem and confidence
- Show interest and engagement in school and in their schoolwork
- Get used to new routines quickly
- Experience curriculum continuity and an appropriate level of challenge and support in their learning

**Effective transition relies on good planning and good communication. For children with special educational needs and disabilities (SEND), additional planning will be required to ensure that transition is successful. Other groups may also require a higher level of support, this may include:**

- Families with English as an additional language (EAL)
- Gypsy, Roma and Traveller (GRT) families
- Children in care
- Children known to social care
- Children with pastoral needs (e.g. parental separation, bereavement, friendship issues)
- Children with mental health needs (e.g. anxiety)
- Children with medical needs
- Children with long-term absence from education

Feeder and receiving schools need to collaborate closely with children and young people and their families to ensure a positive transition. Schools should identify a transition lead in both settings who will be responsible for co-ordinating the process. This may be the SENCo, year leader or another senior leader.

### Transition Leads should:

- Keep the child and young person at the centre of transition planning
- Create a transition plan with clear actions and timescales
- Plan how to involve parents and carers and ensure they are provided with relevant information and have the opportunity to share their own views in good time and in accessible formats

## Graduated Response to Transition

The West Berkshire guide to transition follows the following graduated response:

- All children will need Universal Transition arrangements
- Some children will need Targeted Transition arrangements
- A few children will need Enhanced Transition arrangements

### Universal Transition

The following is in place for children who are ready for a successful transition to secondary (this is for the majority of children):

- Identified Transition Lead in both primary and secondary school
- Information provided on the West Berkshire Transition Data Spreadsheet (TDS)
- Links made between feeder schools
- Ongoing events between schools and families
- Open days/evenings for parents and carers
- Transition days for children and young people
- Discussed at transition meeting held by primary and receiving secondary

### Targeted Transition

For children who have been highlighted as needing some extra support for a successful transition all the support provided for universal transition may be given. Additionally, the following is provided:

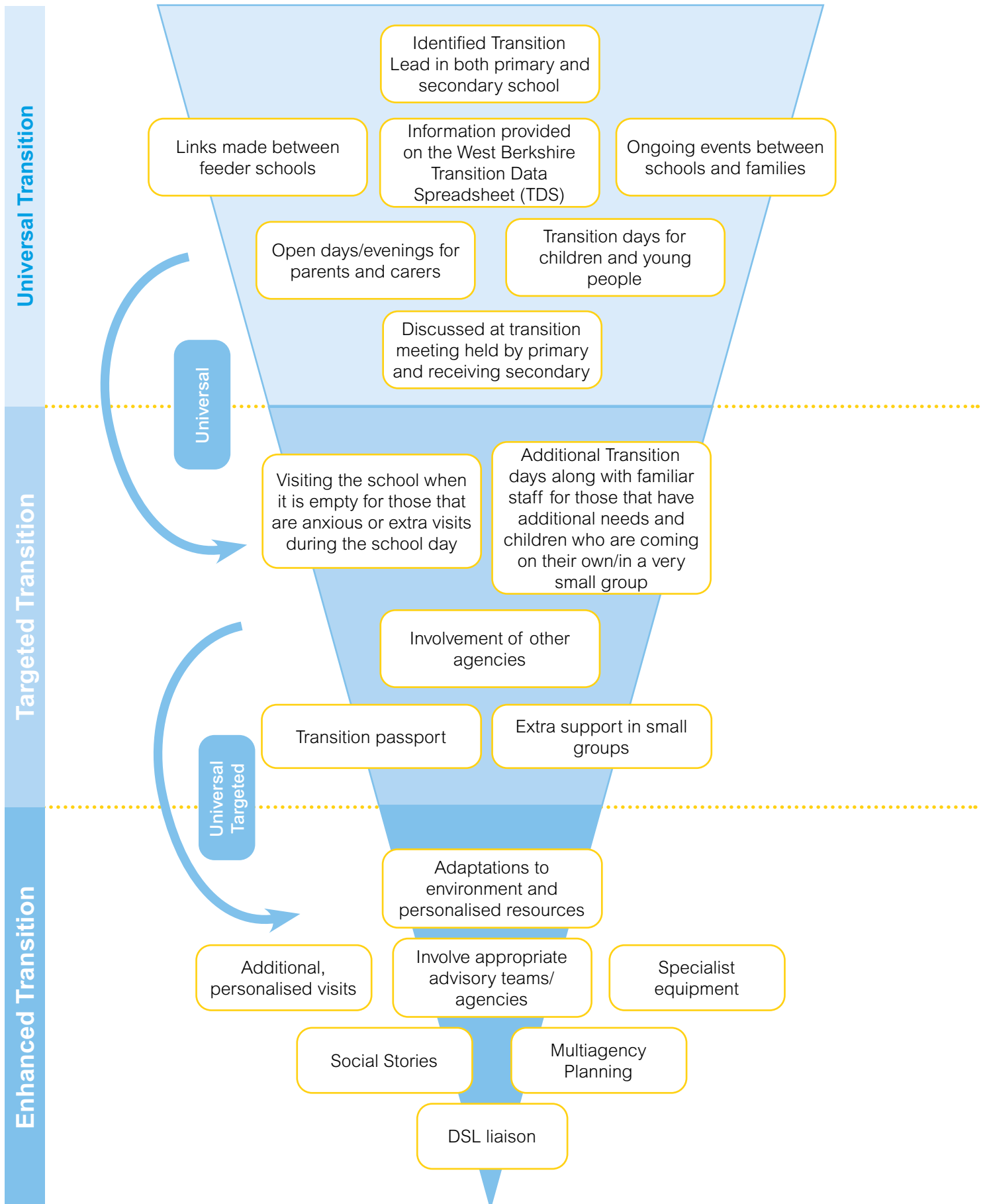
- Extra support in small groups
- Involvement of other agencies
- Additional Transition days along with familiar staff for those that have additional needs and children who are coming on their own/in a very small group
- Visiting the school when it is empty for those that are anxious or extra visits during the school day
- Transition passport

### Enhanced Transition

For children who have been highlighted as needing bespoke enhanced support for a successful transition all the support provided for universal and targeted transition will be given. Additionally, the following may be provided:

- Multiagency Planning
- Adaptations to environment and personalised resources
- Additional, personalised visits
- Specialist equipment
- Involve appropriate advisory teams/agencies
- Social Stories
- DSL liaison

## A graduated response to transition



# Transition Process Guidelines

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## Primary Schools

### Year 5 – Autumn Term

- Transition Lead, along with staff who know children well, fill in the Transition Data Spreadsheet (TDS) to identify children who may need an Enhanced Transition
- Consider if all required referrals have been made to advisory services and/or external agencies etc [Local Offer: education and learning - West Berkshire Council](#)
- Schools to highlight children they think may struggle with transition so they can prepare those children ([see Appendix 1 – Preparing Primary Children for Transition to Secondary](#)). In particular, think about those children who are:
  - On reduced timetables
  - On bespoke timetables
  - Accessing Alternative Provision
  - Working in small gardens
- Consider what is offered by advisory services to support transition ([see Appendix 2 – Transition Support Available from Advisory Teams](#))

### Year 5 – Summer Term

- Transition meeting (Annual Review) for children with EHCPs

### Year 6 – Autumn Term

- Parents/Carers of children with an EHCP are contacted by the SEN Team to specify their school of choice

### Year 6 – Spring Term (first half)

- Where possible, all placements are named for children with EHCPs

### Year 6 – Spring Term (second half)

- Secondary school places are named for all children (without EHCPs)

### Year 6 – Summer Term

- Primary schools complete the TDS and returns it to the secondary school
- Primary and Secondary Transition leads meet to discuss transition arrangements for all children Those requiring an Enhanced Transition will require additional meetings so these can be agreed at this first meeting
- Annual Review takes place for children with an EHCP, secondary school SENCO is invited along with other relevant advisory teams/agencies
- Send children's SEN files over to new secondary school or arrange a 'file handover day' with the SENCo for further discussion of needs

### Year 7 Autumn Term

- Build in time for staff to reflect on the transition process. Plan adjustments for the following year

## Secondary Schools

### Year 5

- Plan when Open Days/Evenings will take place and inform primary schools

### Year 6 – Autumn Term

- Secondary transition lead to make links with primary schools and plan universal transition dates and events. Always copy in the SENCo to they have oversight of all transition arrangements. ([See Appendix 3 – Suggested Ideas for Secondary Schools to support transition](#))

### Year 6 – Spring Term (second half)

- Secondary school places are named for all children (without EHCPs).
- Admissions send the list of all non EHCP children to each secondary school
- Within a week of the Secondary year 7 place allocation (1st March or following Monday if 1st March is on a weekend), a list of allocated places will be sent to our primary schools with these details:

Current School	Forename	Surname	DOB	Gender	Preference	Allocated School

- There will be changes after this date as places are given on appeal and there are changes made to waiting lists – this will need to be communicated directly between Secondaries and Primaries.

### Year 6 – Summer Term

- Secondary school transition leads will request primaries complete Transition Data Spreadsheets by a certain date
- Primary and Secondary Transition leads arrange dates for transition meetings. Those invited to attend may include Secondary Transition Lead, Secondary Head of year 7, Secondary SENCO, Primary Headteacher, Primary year 6 teacher and Primary SENCO.
- Secondary schools may request additional information to assist transition e.g. friendships groups and siblings
- Those requiring an Enhanced Transition will require additional meetings so these can be agreed at this first meeting as well as additional bespoke transition packages for pupils.
- Secondary school SENCO to attend annual reviews for any child with an EHCP
- Ensure any training (e.g. medical) that is required for individual children takes in the summer term of year 6

### Year 7 – Autumn Term

- Build in time for staff to reflect on the transition process. Plan adjustments for the following year
- Continue bespoke transition plans



# Timeline for Transition

## Primary School

## Secondary School

Start of year 5

Transition Lead, along with staff who know children well, fill in the TDS to identify children who may need an Enhanced Transition. Consider if all required referrals have been made to advisory services and/or external agencies.  
[Local Offer: education and learning - West Berkshire Council](#)

Consider what is offered by advisory services to support transition (see Appendix 2 – Transition Support Available from Advisory Teams)

Highlight children they think may struggle with transition so they can prepare those children (see Appendix 1 – Preparing Children in Primary with Transition to Secondary).

In particular, think about those children who are:  
On reduced timetables  
On bespoke timetables  
Accessing Alternative Provision  
Working in small gardens.

Plan when Open Days/ Evenings will take place.

Year 5  
Summer Term

Transition meetings (Annual Review) for children with EHCPs.

Year 6  
Autumn Term

Parents/Carers of children with an EHCP are contacted by the SEN Team to specify their school of choice.

Secondary transition lead to make links with primary schools and inform them of dates for universal transition. Always copy in the SENCo to they have oversight of all transition arrangements. **See Appendix 3 – Suggested Ideas for Secondary Schools to support transition**

Year 6 Spring  
Term (First Half)

Where possible, all placements are named for children with EHCPs (by Feb 15th).

## Primary School

## Secondary School

**Year 6 Spring Term  
(Second Half)**

Secondary school places are named for all children (with EHCPs).

Secondary places are allocated and are sent to primary schools.

Admissions send the list of all non EHCP children to each secondary school

**Year 6 Summer term**

Primary schools complete the TDS and returns it to the secondary school.

Primary and Secondary Transition leads meet to discuss transition arrangements for all children. Those requiring an Enhanced Transition will require additional meetings so these can be agreed at this first meeting.

Secondary school transition leads will request primaries complete Transition Data Spreadsheets by a certain date. Primary and Secondary Transition leads arrange dates for transition meetings. Ensure the primary school SENCo is copied in.

Secondary schools request additional information to assist transition e.g. friendships groups and siblings.

Secondary school SENCO to attend annual reviews for any child with an EHCP.

Primary and Secondary Transition leads meet to discuss transition arrangements for all children. Those requiring an Enhanced Transition will require additional meetings so these can be agreed at this first meeting.

Ensure any training (e.g. medical) that is required for individual children takes place.

**Year 7 Autumn term**

Build in time for staff to reflect on the transition process. Plan adjustments for the following year.

Build in time for staff to reflect on the transition process. Plan adjustments for the following year.

Continue bespoke transition plans.

## Checklist for Primary Transition Lead

Name of Primary Transition Lead: .....

### Year 5 Autumn Term

- Fill in the TDS to identify children who may need an Enhanced Transition
- Make any referrals to advisory services and/or external agencies

### Year 5 Summer Term

- Transition Meetings for children with an EHCP

### Year 6 Summer Term

- Complete TDS when you receive it from the Secondary School
- Meet with Secondary Transition Leads to discuss transition arrangements including setting up extra meetings for those required an Enhanced Transition.
- Invite Secondary SENCos to Annual Reviews
- Send SEN files to Secondary Schools

### Key Contacts and main Transition Dates

#### School:

Name:

Email:

Phone Number:

#### Key dates:

#### School:

Name:

Email:

Phone Number:

#### Key dates:

#### School:

Name:

Email:

Phone Number:

#### Key dates:

## Checklist for Secondary Transition Lead

Name of Secondary Transition Lead: .....

### Year 5 Autumn Term

- Plan when Open Days/Evenings will take place

### Year 5 Summer Term

- Attend transition meetings at the primary school for children with an EHCP

### Year 6 Summer Term

- Complete the first three columns of the TDS and send a copy to each primary school (copy the SENCo in)
- Ensure primary schools return it with their columns completed
- Request additional information as required e.g. friendship groups, siblings etc
- Meet with primary transition leads to discuss transition arrangements including setting up extra meetings for those required an Enhanced Transition.
- Attend annual reviews for children with an EHCP
- Ensure receipt of all children SEN Files from primary schools
- Ensure any training (e.g. medical) that is required for individual children takes place

### Year 7 Autumn Term

- Build in time for staff to reflect on the transition process. Plan adjustments for the following year.
- Continue bespoke transition plans.

### Key Contacts and main Transition Dates

#### School:

Name:

Email:

Phone Number:

#### Key dates:

#### School:

Name:

Email:

Phone Number:

#### Key dates:

## Appendix 1

### Preparing Children in Primary with Transition to Secondary

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- **Talk about secondary regularly** as children move through primary school so it is not 'scary'
- **Encourage independence:**
  - Have their own pencil case
  - Going to the toilet during breaks
  - Be responsible for organising their own belongings such as PE kit
  - Use checklists so they can self-prompt e.g. for getting organised at the end of the day
  - Ensure they record their own homework – set homework on different days to develop their personal organisation
  - Encourage self-help skills with their learning – access to keywords, dictionaries, subject-specific vocabulary etc
  - Ensure they can tell the time in order to get to lessons on time
  - Reading a bus timetable
- **Whole class transition work** with year 6 e.g. PHSE covering topics such as:
  - Secondary routines and expectations
  - What might change e.g. expectations around uniform, going to the toilet during lessons, behaviour consequences etc
  - Forming new friendships
  - How to stay calm when things go wrong
  - What to do if they get upset and how to ask for help from someone they don't know well
  - Ask the secondary school what they will do on their first day so that you can prepare pupils
- **Invite previous children talk** to Y6 about their secondary experience and what to expect along with opportunities to ask questions

## Appendix 2

### Transition Support Available from Advisory Teams

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<b>Autism Team</b>	
<b>Universal Offer</b>	<p>All autistic young people can complete a transition passport.</p> <p>The word 'autism' can be removed to make it accessible to whole cohort.</p> <p>All autistic young people will receive transition resources in the last term of Year 6. Again, the word 'autism' can be removed to make them accessible to all.</p> <p>Transition evening at Shaw House for parents of autistic young people.</p>
<b>Targeted Offer</b>	<p>Some autistic young people will be offered an online transition meeting with members of The Autism Team, primary school, secondary school and parents/carers. The focus of this will be the transition passport.</p>
<b>Enhanced Offer</b>	<p>A few autistic young people may need more support from a TA or extra visits to secondary.</p>
<b>Contact email:</b>	<p>LearningSupportTeam@westberks.gov.uk</p>
<b>Cognition and Learning Team (CALT)</b>	
<b>Universal Offer</b>	<p>CALT focus one of their Keeping in Touch (KIT) emails on Transition and provide information from the Education Endowment Fund</p>
<b>Targeted Offer</b>	<p>The team are asked by some schools to assess children in summer term Y6 so recommendations can be appropriate to the new setting they are going to.</p> <p>Where a Secondary school is trading with CALT, the team send the primary school reports for those on their SEN register, for those children CALT have been involved with.</p>
<b>Enhanced Offer</b>	<p>The team will discuss individual children with SENCOs at the September meetings they hold with all SENCOs. These meetings are offered to all schools regardless if they trade with CALT.</p>
<b>Contact email:</b>	<p>LearningSupportTeam@westberks.gov.uk</p>

## Ethnic Minority and Traveller Achievement Service (EMTAS)

<b>Universal Offer</b>	
<b>Targeted Offer</b>	<p>This service provides individual support for GRT (Gypsy, Roma and Traveller) and EAL (English as an Additional Language) pupils and their families, in West Berkshire schools. The team provides school staff with support and advice regarding GRT and EAL pupils.</p> <p>Primary schools (costs apply to Academy status schools) can refer GRT children in Y6 for additional support with transition. This is typically 6 individual sessions with a Pupil Support Officer (PSO). Usually, 4 sessions in primary school followed by 2 sessions in secondary school. The work follows a transition programme exploring the child's journey to secondary school. It addresses practical and emotional aspects of the transition, and it is tailored to meet the child's needs so will look slightly different for each child. Staff can also facilitate transition meetings with parents and school staff.</p>
<b>Enhanced Offer</b>	
<b>Contact Details (Name and email address)</b>	emtas@westberks.gov.uk
<b>Any Other Information</b>	Additional information and referral forms can be found on SLA online.

## Emotional Health Academy

<b>Universal Offer</b>	Our Primary Mental Health Workers, working directly with young people, may offer elements of the above to support transition to secondary. This would be a part of a wider goal focused, mental health intervention.
<b>Targeted Offer</b>	Emotional Health Workers can offer transition support at the request of traded schools. This can be provided in small groups, whole classes or with individual students. A transition intervention could include topics such as sharing and normalising emotions related to the loss of teachers and friends, using CBT techniques to manage fears and worries about starting secondary, learning social skills and ways to connect with new friends, building resilience to manage change, learning problem solving skills and planning/preparing for the first day.
<b>Enhanced Offer</b>	N/A
<b>Contact email:</b>	Emotional.Health.Triage@westberks.gov.uk

## Exclusion and Reintegration Team

## Universal Offer

## Targeted Offer

The team offer 1 to 1 support from an SEMH Practitioner both in the summer term of year 6 and follow up support in secondary during the Autumn term of year 7.

- Focused meetings with school SLT to highlight children of concern in cohort, signpost and support with plans
- Circle of Adults held with SEMH practitioner and TTST and both transitioning schools
- RAG rating lessons/timetables
- Questionnaires specifically around transition
- Explore similarities and differences between Primary and Secondary. Look at what may be needed for lessons. Things to consider when going to School (What time does the bus leave/ how long will it take to walk/who will be driving you) and what to do in certain situations.
- Map reading to help gain confidence with a new setting. The team provide instructions and the y6 uses the map to find their way around a typical School Day.
- Looking at their journey throughout Primary School (from as young as they can remember and scoring this out of 5. What went well/wrong?).
- Spend a session with the child exploring their Secondary Schools website. Looking at pictures, staff members, videos, lessons etc.
- Goal setting for Y7. Typically set 2-3 realistic goals.

## Enhanced Offer

**The team offer 'Circle of Adults' meetings** for Y6s who are currently accessing the targeted offer and further support is deemed necessary. The aim of the meeting is to invite the secondary school member to join primary school staff in learning about the child's needs and support. A review at secondary school is run if requested. 'Circles of Adults' is an approach which provides a problem-solving process that aims to take an in-depth look at meeting the emotional needs that commonly underlie challenging behaviour in schools. The approach is co-facilitated by two members of staff and is done jointly with TTST and is designed to enable the participation of school staff to reach a deeper understanding of a young person and to develop a set of hypotheses and strategies that better accommodate any unmet emotional and learning needs. The approach is intended for use with the most challenging young people, e.g. those at high risk of being permanently excluded from school, or at point of transition. A 90–180-minute session is needed to work through this approach. The team held 5 Circle of adults for Y6s last academic year and is consistently reported as a useful intervention.

## Contact email:

TBC



**iCollege Outreach**

<p><b>Universal Offer</b></p>	<p>Training to schools on supporting learners with</p> <ul style="list-style-type: none"> <li>• SEMH</li> <li>• Autistic spectrum disorder</li> <li>• Attention Deficit Hyperactivity Disorder</li> <li>• Attachment issues</li> <li>• Emotional Literacy</li> </ul>
<p><b>Targeted Offer</b></p>	<ul style="list-style-type: none"> <li>• Observation of the learner and learning environment leading to strategies for the staff to use with the learner</li> <li>• A period of school visits to advise on and evaluate appropriate teaching and therapeutic approaches for the learner</li> <li>• Strategies and resources to assist with inclusion</li> <li>• Advice on differentiation of the curriculum</li> <li>• Advice on personalised timetables</li> <li>• 1:1 targeted teaching sessions</li> <li>• Re-integration back into mainstream</li> <li>• Secondary transition support</li> <li>• Providing specialist advice for 1:1 school staff</li> <li>• Individual learner advice and consultation meetings to develop strategies to support learners</li> <li>• Restorative practice techniques</li> <li>• Pastoral and nurture activities</li> </ul>
<p><b>Enhanced Offer</b></p>	<p>Impact@Moorside (Thatcham)- A year 7&amp;8 turnaround project.</p> <ul style="list-style-type: none"> <li>• Impact is an alternative provision for Year 7 and 8 learners who are struggling to engage positively with mainstream education</li> <li>• The provision is for learners who should be able to manage successfully in mainstream but are struggling to do so</li> <li>• Learners can attend for either 6 or 12 weeks( 3 days a week for 6 weeks followed by 2 days a week for 6 weeks)</li> <li>• iCollege will provide outreach support via their SEMH practitioner and teaching staff, who will visit learners in school and provide transitional support</li> <li>• An emphasis on Literacy and Numeracy will run through all learning with Maths and English taught daily</li> <li>• Learners will follow an SEMH curriculum designed to support them in understanding their own behaviour and equipping them with the tools needed to learn to self-regulate, follow adult direction and be successful within a mainstream school environment</li> <li>• The SEMH curriculum will cover areas including self-esteem, positive thinking, managing conflict, coping strategies, listening skills, decision-making, empathy, perseverance and motivation</li> </ul>
<p><b>Contact Details</b></p>	<p>office@icollege.org.uk</p>

**Therapeutic Thinking Support Team (TTST)****Universal Offer****Targeted Offer**

For maintained secondary schools, the team currently offer the **anxiety programme** - Coping with Worries for Y7s.

**Enhanced Offer**

**The team offer 'Circle of Adults' meetings** for Y6s who are known to the team, with a secondary school member invited to join primary school staff in learning about the child's needs and support. A review at secondary school is run if requested. 'Circles of Adults' is an approach which provides a problem-solving process that aims to take an in-depth look at meeting the emotional needs that commonly underlie challenging behaviour in schools. The approach is co-facilitated by two members of the TTST and is designed to enable the participation of school staff to reach a deeper understanding of a young person and to develop a set of hypotheses and strategies that better accommodate any unmet emotional and learning needs. The approach is intended for use with the most challenging young people, e.g. those at high risk of being permanently excluded from school, or at point of transition. A 90–180-minute session is needed to work through this approach. The team held 5 Circle of adults for Y6s last academic year and is consistently reported as a useful intervention.

**Contact email:**

TBC

## Appendix 3

### Suggested Ideas for Secondary Schools to Support Transition

---

The surveys conducted in Summer 2024, suggested year 6 children worry about (in order of worries):

1. Finding their way around the school
2. Getting to lessons on time
3. Making friends
4. Getting to know all the different teachers
5. Different teachers understanding what they need to learn

Other worries:

- Being split up from their friends
- Getting to school on time
- Getting the school bus
- Being given detentions
- Getting into trouble
- Mixing with bigger children and being bullied
- Keeping up with homework
- Knowing which adult they can talk to

Below is a list of the most commonly used/good practice activities to support transition:

- Open days/evenings for parents/carers and children to attend together
- Transition days – children spend time at their new secondary school. This may include:
  - Taster subject lessons
  - PHSE workshop on 'moving on'
  - Completion of a transition booklet for all children or those with SEN that would act as a guide to moving up and give them something to refer to over the holidays. This could include a timetable, school map, pictures of the dinner hall and an example menu, pictures of tutors and key staff that they may come into contact with, such as receptionists, heads of house, tutor, support staff. Images of uniform and PE kit. Anything that could help them to feel more informed.
  - Discuss the first day – which rooms will they need to go to? Who will they meet? Who will they talk to if they feel anxious?
- Secondary Staff (e.g. Head of KS3) visit primary schools – ensure all our visited so children from smaller schools are not disadvantaged. Consider the vulnerability of children transferring from very small schools.
- Start a project in Year 6 that can be continued in Year 7
- Subject teachers from secondary, visit subject teaching in year 6 to ensure continuity (Trinity have done this with maths)
- Pre-visit PPTs sent to the primary school to share with children prior to visits
- Summer school
- Invite children in year 5 to plays and performances

- Older children as mentors
- Y7 students used as ambassadors with Y6 students on their transition day.
- Homework support for those that find planning challenging
- Having a varied approach, by taking into account the challenges or the anxieties they have and addressing them, being flexible and communicating well with the primary and parents.

### Additional Support that could be put into place in Year 7 for all children

- Staggered start
- Team building day
- Different times of breaks to the rest of the school
- Leaving to go home a few minutes earlier than the rest of the school

## Appendix 4

### Top Tips for Transition for those requiring an Enhanced Transition

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#### Identification

- ▶ Primary Schools should identify vulnerable learners early and plan ahead from the beginning of year 5

#### Information Sharing

- ▶ Primary and Secondary schools should have an identified transition lead
- ▶ Primary schools need to communicate their wealth of knowledge in a way that is clear and easy to implement strategies
- ▶ Face to face meetings between primary and secondary are extremely helpful, along with sharing documentation
- ▶ Remember those children who are managing well at primary but may struggle at secondary

#### Relationships between Primary and Secondary Schools

- ▶ Maintain ongoing communication and personal links between schools
- ▶ Understand the school structure of the school children are leaving and/or going to
- ▶ Curriculum progression is helpful in bridging the change where this is possible

#### Child Relationship with new Secondary School

- ▶ Identify key staff in the secondary school for vulnerable learners. Consider a lead practitioner in the school who will oversee a group of children
- ▶ Build a one to one relationship with these key staff – extra 1:1 meetings, additional fun days, summer school, secondary staff visiting primary school, home visits

#### Personalised Planning

- ▶ Use social stories
- ▶ Link activities to children' interests
- ▶ Set up a buddy system with older children

#### Building Peer Relationships

- ▶ Social activities on school visit days
- ▶ Sensitive seating in classes
- ▶ Extra activities in Autumn of Year 7 to encourage social interaction
- ▶ Close monitoring of social times in Year 7
- ▶ Careful planning of tutor groups
- ▶ Meeting their tutor group before the start of Year 7
- ▶ Establish smaller peer groups within tutor groups

## Child Concerns

- ▶ Use a worry box in Year 6
- ▶ Ensure plenty of time for children to talk about their worries
- ▶ Ensure there is plenty of time to talk to key adults at the Secondary School
- ▶ Complete meaningful transition booklets
- ▶ Discuss new school structure in Year 6

## Parental Involvement

- ▶ Contact parents of vulnerable children early in the transition process
- ▶ Involve parents in meetings where appropriate
- ▶ Ensure parents know who they can talk to in the Secondary School
- ▶ Early parents evening in Year 7 can be re-assuring
- ▶ Manage parental stress and anxiety – run parent workshops, provide bespoke support where it is needed
- ▶ Encourage parents to make contact and empower them
- ▶ Consider specific family issues such as parents with EAL, disabilities etc

## Support in Year 7

- ▶ Face to face training with staff in specific strategies to support identified vulnerable children
- ▶ Check in with parents to ask their views on transition and how their child is settling in
- ▶ Closely monitor these children and discuss with key staff regularly at the beginning
- ▶ Nominate a key member of staff for the vulnerable child
- ▶ Ensure a warm and friendly welcome
- ▶ Help children find their way around the school
- ▶ Help with homework initially
- ▶ Allow some leniency in expectations for homework and uniform as appropriate
- ▶ Ensure vulnerable children know where they can go to get help
- ▶ Contact the primary school for additional information/advice
- ▶ Monitor individual support
- ▶ Share all relevant information with all staff that need to know and have ongoing discussions

## Feedback

- ▶ Evaluate the process each year and consider actions for the following year
- ▶ Gather feedback from staff, children and parents to refine and improve the process and ensure a positive experience for children.

## Appendix 5

### – Questionnaires

#### Moving onto Secondary School – Pre-Questionnaire

Please tick all the things you would like to know more about:

- 1. Getting to school
- 2. The number of different teachers I will have
- 3. Finding my way around the school
- 4. Class work
- 5. Homework
- 6. Break Times
- 7. Lunch Arrangements/Canteen
- 8. Timetables
- 9. Rewards and Consequences
- 10. Equipment
- 11. Uniform
- 12. Key Adults e.g. my tutor and head of year
- 13. Who to speak to if I am worried
- 14. Clubs
- 15. Start date and what will happen on the first day

What are you looking forward to:

**What are you worried about – please tick all**

- 1. Making friends
- 2. The size of the school and finding my way around
- 3. The number of teachers I will have
- 4. Getting lost
- 5. Consequences
- 6. A particular lesson

**Please write down or draw anything else you are worried about:**



## Moving onto Secondary School – Post-Questionnaire

Please tick all that apply

	Yes	If yes, was this helpful?		
1. In year 6, did you look at the website of the secondary school you were moving to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Were you asked who you would like to be in a form/tutor with when you moved to secondary school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Were you asked to share information about yourself with your new secondary school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In year 6 were you given any of the following information about your new secondary school?				
• Photos or videos of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Photos of the canteen and menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Photos or videos and information about key members of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Example subject timetable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Map of the school and information on how to find your way around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Letters or information from previous year 7 students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Times of the day e.g. tutor time, lesson times, break, lunch and home time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Photos/information about buses or transport to the new school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Information about the different subjects and lessons at the secondary school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Information about uniform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In year 6, were you given any other information about your new secondary school? If yes, please write it below:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What sort of visits did you go on to your secondary school?

- Open evening
- Virtual tour
- Whole class visit
- Small group visit
- 1:1 visit

7. Was this the right amount of visits for you?

- Too many visits for you?
- Not enough visits for you?
- Was this the right amount of visits for you?

8. What did you do on your visits to your secondary school?

- Take part in a class/year discussion
- Take part in lessons
- Meet staff who could help you
- Visit different areas of the school
- Meet your form/tutor group
- Meet subject teachers

9. In year 6, did you practice following a daily timetable that looked like one you were given in year 7?

10. In year 6, did you have assemblies or extra lessons about moving up to secondary school?

11. In year 6, did you talk about your worries about moving up to secondary school?

12. Did staff from your secondary school come to your primary school in year 6 and talk to you about moving up?

13. How prepared did you feel for your first day at secondary school?

Please tell us anything else that was helpful in preparing to move to your secondary school:

## Moving onto Secondary School – Parent-Questionnaire

- 
1. Name of School: .....
- 
2. Your child's level of support when they moved from primary to secondary:
- SEN Support     EHC Plan     Neither of the previous     Don't know
- 
3. Did you view the website(s) of the secondary school(s) you considered for your child?
- Yes     No    If yes, how helpful was this?
- Very helpful     Somewhat helpful     Neither helpful nor unhelpful     Somewhat unhelpful     Very unhelpful
- 
4. Did you visit the secondary school?
- Yes     No    If yes, how helpful was this?
- Very helpful     Somewhat helpful     Neither helpful nor unhelpful     Somewhat unhelpful     Very unhelpful
- 
5. Did your child visit their secondary school prior to starting?
- Yes     No    If yes, complete Q6-10. If not, go to Q11.
- 
6. How many visits did they go on?
- 1-2     2-3     3-4     4+     Don't know
- 
7. Was this the right number of visits for your child?
- Yes     No
- 
8. How did the visits take place? (*tick all that apply*)
- Open day/evening     Virtual tour     Whole class visit
- Small group visit     1:1 visit     Don't know
- 
9. What did the visits involve?
- Class/Year group discussion     Tour of the school
- Take part in lessons     Meet their tutor/form group
- Meet key staff members     Meet subject teachers
- Don't know
-

---

10. Which of these were most helpful?

---

11. Which of the following were you informed about to support your child's transition?  
(tick all that apply)

- Key information (timetable, term dates, uniform, canteen, homework, details of public transport etc)
- A list of key staff members (form/tutor, teaching assistant, SENCo, admin staff)
- Details of main point of contact
- None of the above

---

12. Which of these did you find most helpful?

---

13. Is there anything else you would have found helpful?

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14. If your child has SEN, what measures were put in place to make sure their needs were met in their new school?

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15. Was your child asked who they would like to be with in their form/tutor group?

- Yes       No      Don't know

---

16. Did they have at least one person they know in their form/tutor group?

- Yes       No      Don't know
-

---

17. Was there anything else that you or your child found particularly helpful for their transition to secondary school?

---

18. Was there anything else that was not helpful in their transition to secondary school? Could anything be improved?

---

19. Overall, how prepared do you feel your child was for their first day at secondary school?

*Not prepared  
at all*

*Not prepared*

*Neither prepared  
or not prepared*

*Prepared*

*Very prepared*

---

Thank you for taking the time to complete this, we will be using it to develop our practice further.

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## Appendix 6

### – Additional Resources to Support Change

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The resources below are helpful to support the transition of vulnerable learners from primary to secondary school. Each resource has a brief description of its purpose and the link to access it.

#### Parents

- ▶ **Moving on... suggestions for busy families with a child with special educational needs moving on to secondary school** – guidance for parents on supporting the transition of their child with SEN to secondary school.  
[Moving on: a guide for pupils with special educational needs moving on to secondary school | Foundation for People with Learning Disabilities](#)
- ▶ **Transition to secondary school: a parent's guide** – information on supporting their child with transition to secondary school for parents. [Newsletter \(oxfordshire.gov.uk\)](#)
- ▶ **Young Minds: Transition tips for parents** – top ten tips to help parents support their child through the transition between primary and secondary school.  
[Supporting school transitions | Resources | YoungMinds](#)

#### Children

- ▶ **Moving on: top tips for children moving on to secondary school** – guidance for children with SEN on supporting their transition to secondary school with clear, illustrated checklists.  
[moving-on-top-tips-for-pupils.pdf \(barnet.gov.uk\)](#)
- ▶ **Relationship circle** – identify who is important in a child's life and plan transition meetings and actions accordingly.
- ▶ **School concerns questionnaire** – a questionnaire to gain child viewpoints on their concerns about a new school. [Information, Downloads and Resources | UCL Psychology and Language Sciences - UCL – University College London](#)
- ▶ **Find Your Feet: Child Resource** – booklet for children to help them prepare for secondary school, address their worries, and identify resilience factors.  
[Supporting school transitions | Resources | YoungMinds](#)
- ▶ Suggested books for primary children about transition:  
[www.sla.org.uk/Services/Public/News/Articles/2024/Radio-4-book-club-transitions.aspx](#)
- ▶ Berkshire Youth provide a 6 session intervention to support to pupils in year 6:  
[www.berkshireyouth.co.uk](#)

## Appendix 7 – FAQs

### 1. **What should I do if the child is not attending?**

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where a child is on roll at a school the school must have policies and procedures to ensure regular school attendance. When a child is struggling to attend, the school, parents and any appropriate professional should work together to address the in-school barriers to attendance and ensure there is a smart support plan in place. The support plan needs to be an integral part of any transition to a new school. [Working together to improve school attendance guidance](#) must be followed to ensure the child is in receipt of an education.

Where a child is Elective Home Educated (EHE) the EHE officer should discuss plans for secondary education during the yearly review and signpost to School Admission if the plan is for the child to access their education whilst being on roll at a secondary school.

### 2. **What should I do if the child is on a reduced timetable?**

Reduced timetables should only be used as a temporary measure (for up to 6 weeks) to support the young person to build back up to being able to attend full time. It is helpful for a secondary school to know about any children who have been accessing a reduced timetable in years 5 and 6. The Transition Data Spreadsheet asks for this information. At the transition meeting held by the primary and receiving secondary details of the reduced timetable plan should be shared. It may be appropriate for the secondary to replicate this plan at the start of year 7 to support transition. The Reduced Timetable Plan document should be forwarded on to the secondary school for information along with the other records for the young person, but this issue should be flagged up to ensure that the secondary school is fully aware of the situation.

### 3. **Should I start transition in year 5?**

Transition works best when it is planned in detail and when there is sufficient time for preparation at primary school, information sharing and planning to meet needs at the beginning of year 7. Beginning to consider transition in year 5 is a very helpful opportunity to ensure a smooth, planned process. Ideally, the year 5 teacher will be supported to evaluate his/her class and consider any concerns/issues for transition in the summer term. A plan can then be developed to support any vulnerable children. The plan could include developing children's skills in key areas, seeking support to clearly identify any unmet SEN and successful strategies to support the young person, addressing any worries that children may have expressed and working with the young person's family to plan a smooth route from year 6 to year 7.

### 4. **What do I do if a child has an EHCP?**

The SENCO in the school should begin to consider transition in year 5 for all children with EHCPs. The issue should be addressed in the year 5 annual review and a plan developed for the remaining time at primary school. The information submitted at the year 5 review will often provide the documentation that secondary schools consider when exploring whether they can

meet a child's needs, so it is helpful if the information is thorough and up to date. The year 5 annual review is a good time to ask parents for their views regarding secondary transition and encourage them to visit schools in preparation for making their choice in the autumn term. Visiting in year 5 allows more time if they would like to see the school on more than one occasion or speak to certain members of staff. It is helpful if the annual review is held before the May half term in year 5 to allow parents sufficient time to consider their options.

Indications of parental preference should be included in the school's report of the year 5 annual review, or the parents can write a separate letter to the SEN officer. SEN officers need to know parental preference for secondary school place by September in year 6.

All parents will need to inform the SEN officer of their preference for secondary school and apply for a school place following the usual admissions procedure as well.

EHCs will be updated stating the allocated school for year 7 by 15 February in year 6. It is helpful to hold a transition meeting/ annual review early in the summer term of year 6, inviting relevant staff from the secondary school to attend. The meeting can be a helpful forum to discuss any concerns and gain better understanding of the arrangements at the secondary school. It can also support effective working relationships between both schools and the family and allow an opportunity for a personalised transition programme to be developed.

#### **5. *What should I do if we have been managing the child's SEN well at primary school, but we are worried how they will manage at secondary school?***

There are many students with SEN whose needs are well met at primary school where there are concerns how they will manage within the larger, more independent nature of a secondary school. It is helpful to start planning early for these students. Every child is different, so it is important to identify the child's strengths and the specific concerns around secondary school for them. An early planning meeting in year 5 between school staff and parents can explore the situation and consider skills that can be taught throughout Years 5 and 6. Progress can then be monitored regularly to give the secondary school clear information in the summer term of Year 6. Early discussions with secondary school staff in the summer term of year 6 can support a transition plan for the young person, ensuring everyone has full, accurate, up to date information.

#### **6. *What implications does GDPR have for transition to secondary school?***

All schools should have a privacy notice (and some may also have a data sharing protocol) that describes how the school keeps its data secure and who it may share information with. The privacy notice needs to state that a child's records will be passed on to the receiving school via an appropriate, secure system. The privacy notice needs to meet GDPR principles, have a lawful basis and take care of special data.

#### **7. *What does the process look like for children going to independent schools or schools outside West Berkshire?***

The guidelines have been produced to encourage best practice. Any receiving school would value the information you have collected and should be keen to engage in liaison to ensure smooth transition for all children.



**8. *A child only joined our school a week ago. I have very little information about them.***

It will be important to link with the family and gather information about their educational history, gathering records from previous schools and compiling as full a picture as possible for a successful secondary transition.

**9. *What is Enhanced Transition?***

All children will benefit from carefully planned transition support. For some children, they will require an 'enhanced' transition that considers their specific circumstances. In these cases staff from the primary and secondary school will work together to take account of parent and child views to plan a supportive transition process which might include additional visits, personalised documentation, identifying key adults, time to meet key staff at the receiving school and explore questions/areas of concern, support to identify things the young person can look forward to when they join the new school and many other ways to ease the transition to the new setting. Essentially an 'Enhanced Transition' provides something additional to what is available for the majority of young people, designed specifically for the young person in question. It may begin in the summer of year 6 and continue through into the autumn term of year 7.

**10. *When will year 6 children find out the name of their secondary school?***

The admissions team will inform parents of children without EHCPs of their child's secondary school by 31 March in year 6.

**11. *In year 6 when should schools start transition work?***

Good practice would suggest staff across both schools beginning to plan for transition together from term 5 with transition work/visits/support running through term 6 of year 6.

**12. *If a child has transitioned successfully, how will we know?***

Some indicators that a child has settled well into their new environment would include:

- a) Their attendance levels
- b) Their engagement in lessons, learning and general activities
- c) Their social inclusion (developing friendships)

It would be good practice to ask students how well they feel they have settled into secondary school and if they continue to have any concerns. As part of the transition handbook, there are surveys developed to gather child views about transition in year 6 and year 7 (see Appendix 5). There are also surveys to gather parental views included in the handbook (see Appendix 5).

For individual children, specific transition outcomes can be considered and agreed during the action planning stage in term 5 of year 6.

**14. *How do primary schools find out the transition arrangements made for children by secondary schools (as these are mainly shared with parents)?***

The transition leads at the primary and secondary school should liaise to ensure arrangements are clearly communicated across schools (please see checklist of duties for transition leads in the handbook on P11-12)

