

## What to include in a 'My new school' transition booklet

Transition booklets can be a good way to help prepare children and young people (CYP) for change.

These can include resources provided both by the current setting and by the receiving setting.





### **The primary or junior setting:**







- ✓ Provide booklets or resources to help prepare CYP before their transition days
- ✓ Provide tools for reflection and problem solving to be used after the transition days

### **The secondary setting:**

- ✓ Provide transition packs and booklets to work through during the transition days to help CYP find out about the new setting and record the important things they need to remember
- ✓ Include pictures and key information that CYP can look at over the summer break

Information provided should clearly explain what will be the same and what will be different. CYP can refer to this with their parents/carers over the summer break. This will allow them to revisit and remember the key things they need to know before they start in September and help them to feel confident that they are well prepared for the change.

Transition resources	What to include	Things to think about...																														
	<p><b>New environment</b></p>	<p>maps, photos of new classroom/new school, coat peg, locker, bells, toilets, changing facilities, school bell or buzzer to mark the start and end of lessons</p>																														
	<p><b>New expectations</b></p>	<p>uniform, break/lunch times, lining up positions, transition between classes, assembly routines, classroom routines and expectations of work and behaviour</p>																														
<table border="1" data-bbox="167 1265 534 1467"> <thead> <tr> <th>PERIOD</th> <th>TIME</th> <th>DURATION (MINUTES)</th> </tr> </thead> <tbody> <tr> <td>Tutor Time</td> <td>8.40 - 8.55</td> <td>15</td> </tr> <tr> <td>1</td> <td>8.55 - 9.45</td> <td>50</td> </tr> <tr> <td>2</td> <td>9.45 - 10.35</td> <td>50</td> </tr> <tr> <td>Morning Break</td> <td>10.35 - 10.50</td> <td>15</td> </tr> <tr> <td>3</td> <td>10.50 - 11.45</td> <td>55</td> </tr> <tr> <td>4</td> <td>11.45 - 12.35</td> <td>50</td> </tr> <tr> <td>Lunch</td> <td>12.35 - 13.35</td> <td>60</td> </tr> <tr> <td>5</td> <td>13.35 - 14.30</td> <td>55</td> </tr> <tr> <td>6</td> <td>14.30 - 15.25</td> <td>55</td> </tr> </tbody> </table>	PERIOD	TIME	DURATION (MINUTES)	Tutor Time	8.40 - 8.55	15	1	8.55 - 9.45	50	2	9.45 - 10.35	50	Morning Break	10.35 - 10.50	15	3	10.50 - 11.45	55	4	11.45 - 12.35	50	Lunch	12.35 - 13.35	60	5	13.35 - 14.30	55	6	14.30 - 15.25	55	<p><b>Structure of the school day</b></p>	<p>start and finish times, break and lunchtimes, length of lessons</p>
PERIOD	TIME	DURATION (MINUTES)																														
Tutor Time	8.40 - 8.55	15																														
1	8.55 - 9.45	50																														
2	9.45 - 10.35	50																														
Morning Break	10.35 - 10.50	15																														
3	10.50 - 11.45	55																														
4	11.45 - 12.35	50																														
Lunch	12.35 - 13.35	60																														
5	13.35 - 14.30	55																														
6	14.30 - 15.25	55																														
	<p><b>New vocabulary</b></p>	<p>eg 'tutor group', 'head of year', 'form', 'period' and subject-specific vocabulary</p>																														
	<p><b>What to take</b></p>	<p>equipment to take, including snack and lunch requirements, money, PE kit, mobile phone</p>																														

	<p><b>Key people</b></p>	<p>teacher, mentor, form tutor, SENCO, pastoral worker, who/how to ask for help</p>
	<p><b>Specialist equipment</b></p>	<p>what will be provided, where it will be kept, when it will be used, how to access it</p>
	<p><b>Quiet areas</b></p>	<p>library, allocated area for calming or quiet work</p>
	<p><b>The timetable</b></p>	<p>how to use it, formatted for the individual's understanding</p>
	<p><b>Systems for organisation</b></p>	<p>diary or planner, checklists for materials and books, apps for homework, work or communication</p>
	<p><b>Guidelines on the acceptable use of technology in the school</b></p>	<p>eg the use of mobile phones to support learning, 'Show my homework' app, Class Dojo or other systems used to support learning</p>



Transport

eg drop off and pick up points by car, bus stops, bus routes and timetables, cycle racks

One-page profiles

This is a short summary written by CYP with parent/carer and teacher support. It includes the important information staff should know about the CYP.

See information on how to develop one-page profiles on the local offer webpage: [www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/one-page-profiles](http://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/one-page-profiles)

This is what you need to know about me



My name is: John Smith

I like people to call me: Jonny

My birthday is: 6<sup>th</sup> November 2004

People who are important to me: Grandma, Dad, Sam (brother), Sarah (step mum).

School staff: Nicky and Mike

I live with: Dad, Sam and Sarah

I stay with Grandma in the holidays.

Important things to know about me at home:

I can be very social and enjoy playing games. I love to 'chat'. I like to play with my laptop. I really want to be independent.

I have a muslin square called my 'noo-noo' - this is my comforter.

This is how to communicate with me: talk to me, use signs for key words, gesture or point, use facial expression. I understand most of what is said to me if short and simple sentences are used.

I will communicate with you using... gesture and points, facial expressions, I can say some words that sound like names, I can use PECs to make requests for my key motivators ('noo noo', computer)

PHOTO

Other people that work with me and know my needs:

Mike, Sophie, Nicky, Jane (EP)

People who are important to me at my setting:

Nicky

The person / people I can go to: Nicky or Mike

Important things for you to know about me at my setting:

I need clear routine and structure for my school day. I need to be around those who understand me with patience and tolerance. I can hit out; I need firm reminding of expectations. I can be demanding of staff attention.

People who live with me and look after me, want you to know:

Jonny will always need adult support.

He can demonstrate some challenging behaviour but this is improving.

Jonny is very loving.

My future – aspirations:

- To be as independent as I can
- To communicate effectively
- To build good relationships with those around me

My SEN Support Plan

My EHCP

My Risk Management Plan

My Care Plan

My Boxall Profile

My PEP