



Secondary Ready

Becoming Secondary Ready

Helping you guide your child through the secondary transition process



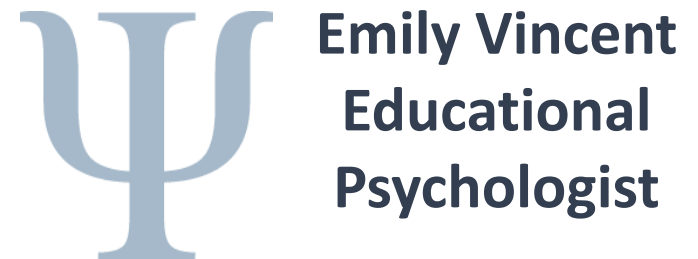
Mrs Cath Saunders
Design Technology
Year 7 tutor
Year 6 / 7 Transition

Mrs Catherine Williams
SENDCO

Miss Amelia Noble
English
Year 7 tutor



Mrs Rachel Curtis
SENDCO



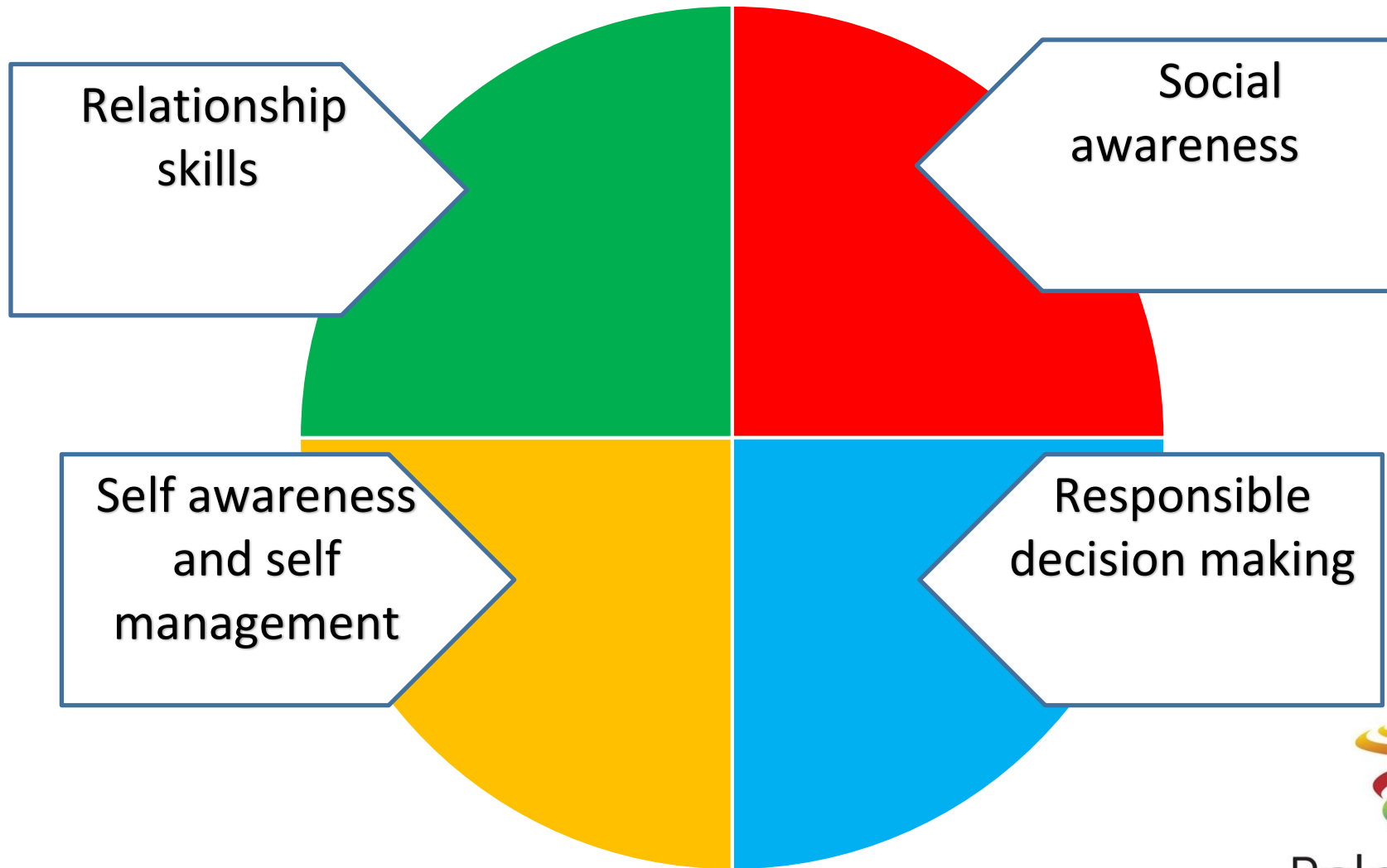
How to be a parent in 2018.....

- Make sure your children's academic, emotional, psychological, mental, spiritual, physical, nutritional and social needs are met while being careful not to over stimulate, under stimulate, improperly medicate, helicopter or neglect them in a screen free, processed foods free, GMO free, negative energy free, plastic free, body positive, social conscious, egalitarian but also authoritative, nurturing but fostering of independence, gentle but not overly permissive, pesticide free, two storey, multi lingual home, preferably in a cul-de-sac with a garden and 1.5 siblings, spaced at least two years apart for proper development, and also don't forget the coconut oil

How to be a parent in nearly every other generation before ours.....

Feed them sometimes

Key skills for education and life



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Key skills for education ... and life

Relationship skills



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Friendships and relationship skills.....



Sept – 196 pupils joining from
Feeder schools

House system

The tutor group

Requests

Friendship groups and meeting new people



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Inclusion for all

Prepare your child to meet a wider range of pupils, for example

- Learning difficulties
- Hearing impairment
- Visual impairment
- Physical disability – wheelchair users, adapted furniture/equipment
- Autism/social communication
- Speech & language needs
- Medical conditions – diabetes, epilepsy, Tourette's etc.
- Different gender orientation
- EAL
- Cultural difference
- Laptops

Talk about acceptance, understanding, kindness, empathy, adapting

Transition for SEND pupils

Information gathering:

- EHCP reviews in Y5 and Y6
- CS/IGD initial visits highlight pupils
- LA 'flagging'
- Focussed SEND meeting with primary feeder schools
- Parents invited to meeting
- Create Pupil Passport
- Initial ideas about support
- Additional visits can be arranged
- Support on Taster Day
- Spread across TGs



Albert Einstein 1061 Statement

Strengths

- Motivated if task doesn't involve literacy skills
- G8T Maths & theoretical physics - behind in other subjects
- Nobel Prize winner
- Fluent German speaker
- Plays violin and piano

Difficulties

- Dyslexic/dyspraxic (awkward gait)
- Bizarre spelling
- Dislikes rote learning and copying from board
- Some clashes with authority figures
- Organisation - lack of books and equipment
- Curious - will ask excessive questions
- Hard-working to the point of obsession
- Lacks personal grooming
- Claims he does not think in words - they come later!

Social

- Popular but...
- Does not enjoy attention of peers
- Peers may find it hard to understand him
- Prefers to work in isolation

Targets

- Understanding behaviour expectations - may question teaching methods and authority
- Having correct equipment
- Content and creativity not spelling

Differentiation required

- Provide extra reading material for physics
- Limit questions
- Differentiated homework - may need work from higher key stage
- Provide key word spellings

TA can help by...

- Try to engage in group work
- Rehearse ideas before committing to paper
- Check that homework is noted in planner

08/09/13



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Key skills for education ... and life

Responsible decision making



Sleep

Approximate hours of sleep needed by children of different ages, as recommended by the Millpond Children's Sleep Clinic.

Age	Amount
9 years	10 hours
10 years	9 hours 45 minutes
11 years	9 hours 30 minutes
12 years	9 hours 15 minutes
13 years	9 hours 15 minutes
14 years	9 hours
15 years	9 hours



Recommended sleep times from the NHS website:

<https://www.nhs.uk/Livewell/Childrenssleep/Pages/howmuchsleep.aspx>

Poor sleep in teenagers can lead to...

- Poor ability to remain alert
- Poor ability to sustain attention
- Mood swings and emotional difficulties
- Tension and anxiety – leading to stress
- Becoming hostile and aggressive
- Having poor emotional regulation
- Being less able to regulate negative emotions
- Affect school progress
- Affect friendships

Creating an environment for sleep

Temperature +



Lighting +



Comfort +



Gadgets & Gizmos +



Noise +



Relaxation +



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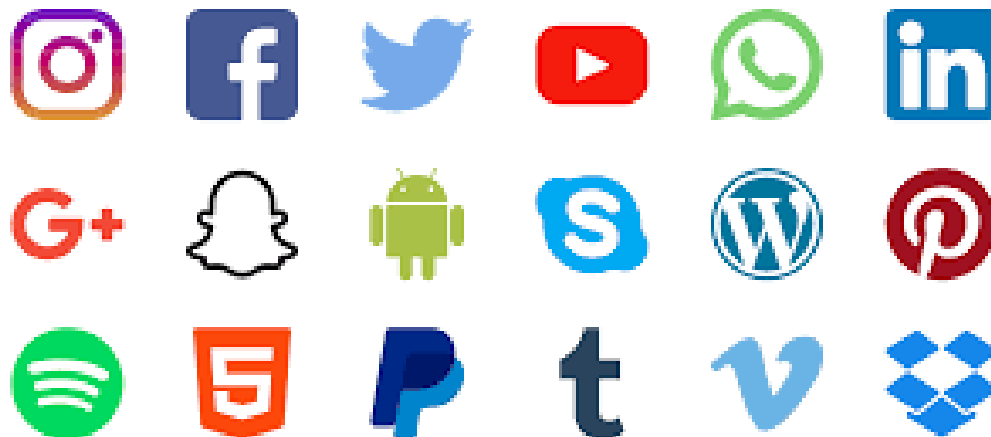
Screen time



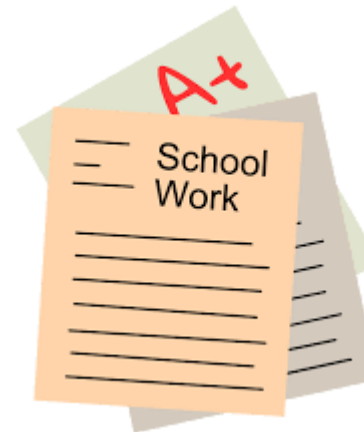
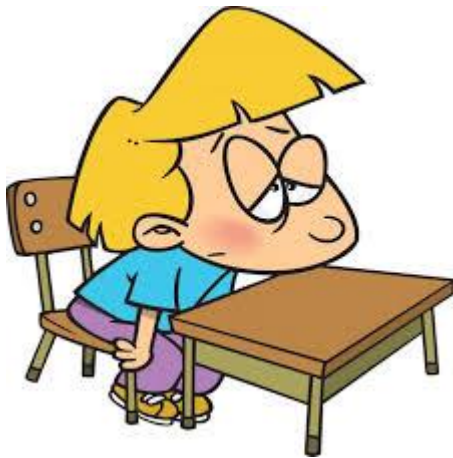
browsing the internet

Google Search

I'm Feeling Lucky



When screen times becomes an issue....



Key skills for education ... and life

Self awareness and self management



Emily Vincent

Educational Psychologist

www.educationalpsychologist-glos.co.uk



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Resilience

The capacity to cope with life's challenges
and adversities.....



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Life can **throw** things at us..

- **An F for a test**
- **Illnesses**
- **Accidents**
- **Falling out with others**
- **Setbacks**
- **Challenges**



Why is it that people can respond to a crisis in very different ways?



Resilience. What is resilience?

- The term resilience comes from the Latin word 'resilio' – to jump back
- It refers to a person's capacity to handle environmental difficulties, demands and high pressure without experience negative effects (Kineman and Grant 2011)
- Studies since 1970's (lots!) – considered resilience in terms of individual characteristics such as temperament, intelligence, problem solving skills, stress resistance which would 'harden' children and enable them to achieve success. These studies suggested that there was something remarkable about children who overcame great adversity
- Researchers have found that **protective factors** have a stronger impact on children's development than risk factors

Resilience. Why is it important?

- Having resilience therefore increases a person's self awareness and self management, aids ability to 'bounce back' and protects our mental health.

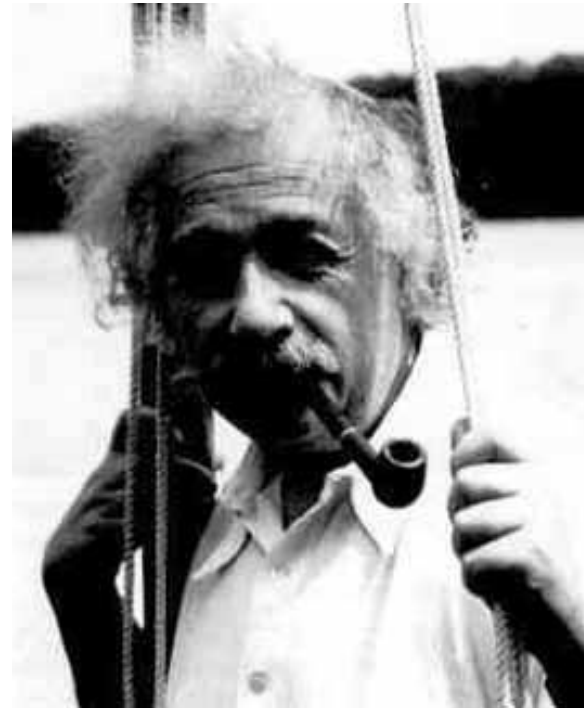
Q: How can we support our children on this important transition to adulthood?

A: Foster their resilience (increase their ability to 'bounce back')

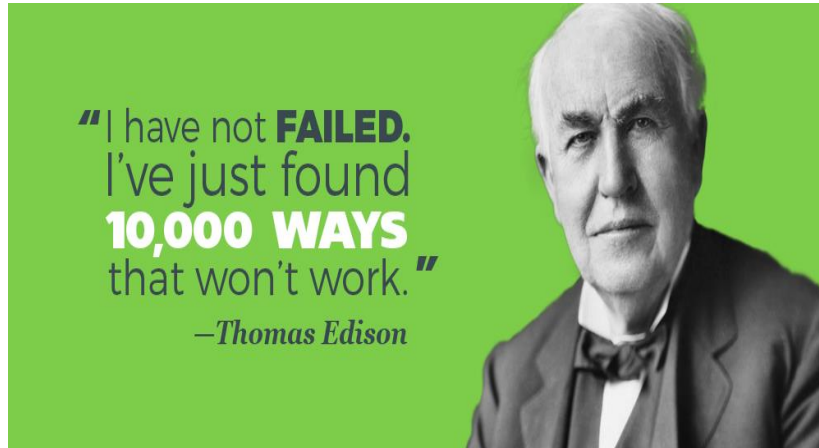
Resilience is learnable and teachable...

1. People are not born smart

- Encourage young people to see intelligence and ability as something they need to work at
- People are not born smart
- ALL of the most successful people in life will have had to overcome failure
- Use role models to illustrate this



2. Failure often leads to success



- Encourage young people to view failure in a different way
- Failure is a learning opportunity
- Talk about the failures you have overcome. You are a role model

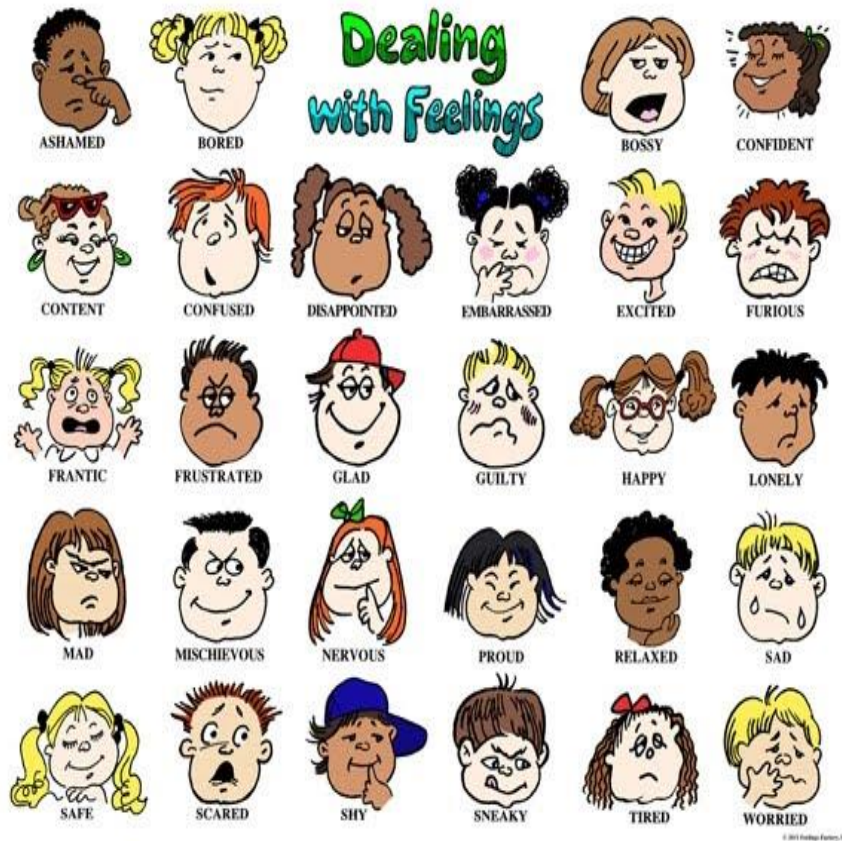


3. Normalise don't personalise

- After a negative experience it is common for young people to think that this type of thing **ONLY** happens to them
- Encourage young people view these setbacks as normal – everybody experiences them
- And help them not to think that this is something which reflects badly on them



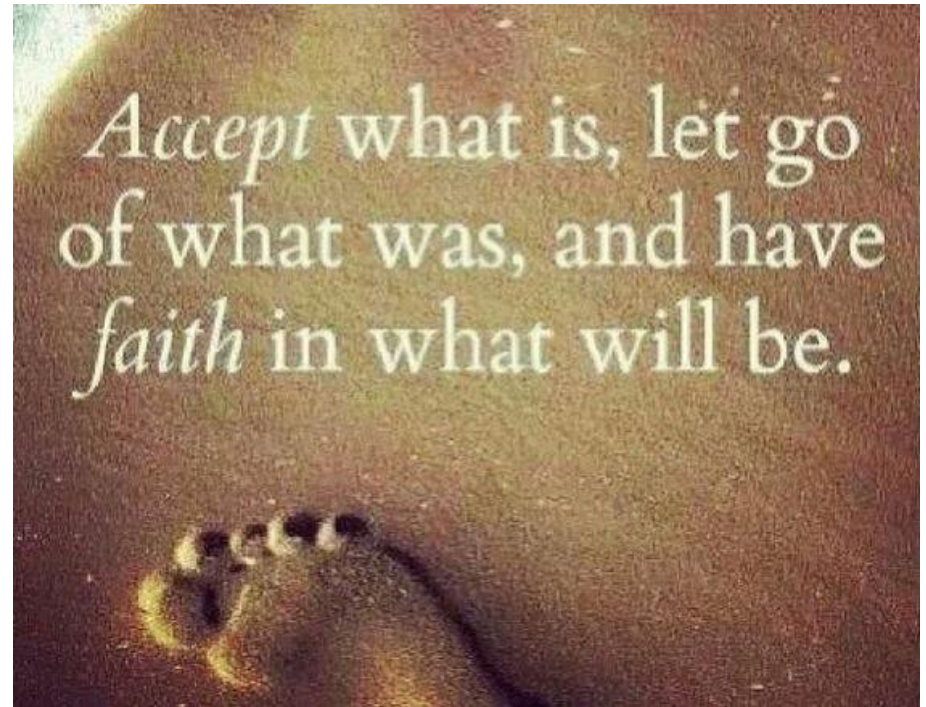
4. Bad feelings are normal



- It is human nature to experience negative emotions
- Only psychopaths and dead people don't
- Bad feelings are normal
- Learning anything worthwhile requires some frustration

5. Bad feelings don't last

- When young people encounter negative experiences they may think that they will **ALWAYS** feel that way
- Research shows that most bad feelings don't last
- Remember to remind young people that these feelings will pass



6. Try not to over worry or over protect



- Life is full of ups and downs
- If you protect young people from them they will not cope when they meet setbacks and will not be able to assess risk
- Allow young people to make mistakes, do not bail them out
- Overprotection only makes young people more vulnerable and anxious
- Show that you trust them by talking through a situation, provide choices and evaluate any mistakes

7. Perfection doesn't exist

- Everyone has flaws, even the most accomplished people (and the people on social media!)
- There is no standard for perfection
- It is much more important that people try to do their best, rather than be the best
- Reward effort not grades



8. Teach young people skills



- Young people have an inbuilt need to learn (however lack of confidence, lack of skills or fear of failure, may prevent learning)
- You can help young people to learn the skills to help them in life
- Teaching executive function skills is essential to learning and life

Summary –building resilience

1. Remember, bad feelings: don't last; have a purpose; and galvanise us to do things differently
2. Try to normalise young people's set-backs. Help them to see they are not abnormal in having difficulties in life
3. Help them to see that problems can be solved
4. Encourage young people to keep things in perspective – the problem is usually confined to only one part of their lives
5. Remember the value of humour – laughing can be a great release (but only if it is well-intentioned)

Summary –building resilience

6. Encourage young people to accept responsibility for their actions
7. When reading stories, or discussing events, point out how people manage to overcome difficulties
8. Remember that learning is often frustrating. Encourage young people to persist and believe they can get there
9. Provide support. Help them to see there are people who care about them and can give them help and advice when needed
10. Create a positive environment, that emphasizes the importance of relationships and a sense of purpose: there is more to life than the way they feel



Responsible Decision Making

“It’s a much bigger step for parents than the children themselves...they take it in their stride!”



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What our parents think.....

The biggest surprise was how independent they become. They rise to the challenge more than you think they would.

It takes time to get used to the children being more in charge of information flow between home and school.

Don't worry everything always works out fine!



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Before your child starts

- Time the journey to school
- Be sure your child is clear about what time they are expected to be home and what to do if they are held up for any reason
- Make sure they know/have your contact numbers
- Work out with your child what time they will need to get up to get to school on time. Work backwards from the time they need to be at school. Include all the things they will need to do
- Agree a bedtime for school days with your child that will ensure they get enough sleep
- Help your child organise their living space at home so that they have a place for everything to do with school. Try to make sure they have access to a desk, good light and storage space for their school books

- Equip them with the tools they will need at home. It can be useful to have spare items so that they can still do their homework if they leave their pencil case at school. A useful home tool kit consists of pencils, pens, rubber, sharpener, crayons, felt pens, ruler, maths equipment (protractor, compass, set-square and calculator), sellotape, glue-stick, paper (lined and plain) and plastic wallets
- A box file or stacking system is useful for pupils with organisational problems each file can be labelled with a subject and all books and worksheets can be kept ready to pull out and put in the school-bag when required
- A labelled A4 plastic or card folder to take to school for each subject is useful – pupils are given lots of worksheets which they are not used to organising. Folders can hold all work sheets, books etc.
- An additional A4 plastic or card folder for finished homework is useful for children with poor memories – they can check it each lesson to see if there is homework to be given in

When they start

- If possible, be around for your child for the first few days/weeks and “supervise”. Praise and encourage independence but be ready to offer a helping hand
- Decide on responsibilities who does what – parent / child?
- Keep your side of the bargain - carry out the tasks you said you would!
- Encourage your child to put everything out the night before
- Have a system for making sure that clothes are clean and ready – the earlier children start to take responsibility the better, but whoever does it, both parties need to know the system

- Teach a routine for ‘emptying their bag’. The subject folders or books are replaced in the system. Any subjects for which homework is required are placed in homework to be done pile. Do this with your child to begin with if necessary, then gradually let them take over. Even when your child “has got it” do “spot checks” every so often
- Encourage your child to glue any worksheet/odd bits of paper into their workbook if possible each night – otherwise the sheer volume of bits of paper becomes impossible
- When homework is completed supervise the packing of the bag. This is best done the night before
- A displayed timetable can be used as a checklist for subject folders and equipment. Get them to write the equipment needed at the top of each day
- Encourage your child to check their planner for any reminders/notes each night. It’s usually worth double checking!
- If you know your child has food technology on a certain day, check at the beginning of the week if they need ingredients – searching through cupboards on the morning is not to be recommended!

From a tutors perspective...

- Eating is important!
- Clubs and activities
- Have a structured routine at home – homework, bag checking, planner signing
- Be properly equipped – write in pen!
- Don't let 'issues' develop
- Make sure they can do up their shoes
- Make sure they can tie a tie!
- When they join us – don't expect them to suddenly undergo a dramatic change (although some of them do!)
- They will be exhausted in the first few weeks – bear with them



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Top tips from our pupils.....

Get involved in clubs.

Get involved with everyone surrounding you and try your best in each lesson

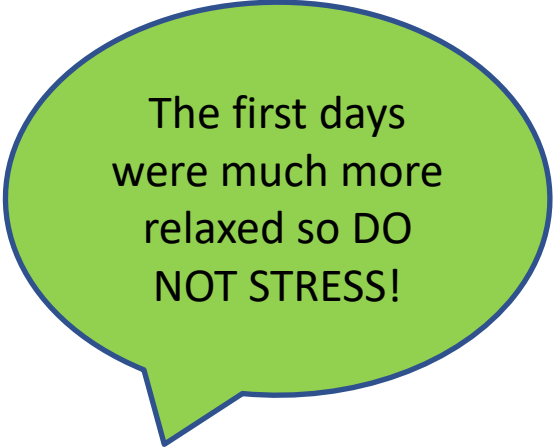
Try to make new friends as well as keeping old ones

Do not worry about anything.

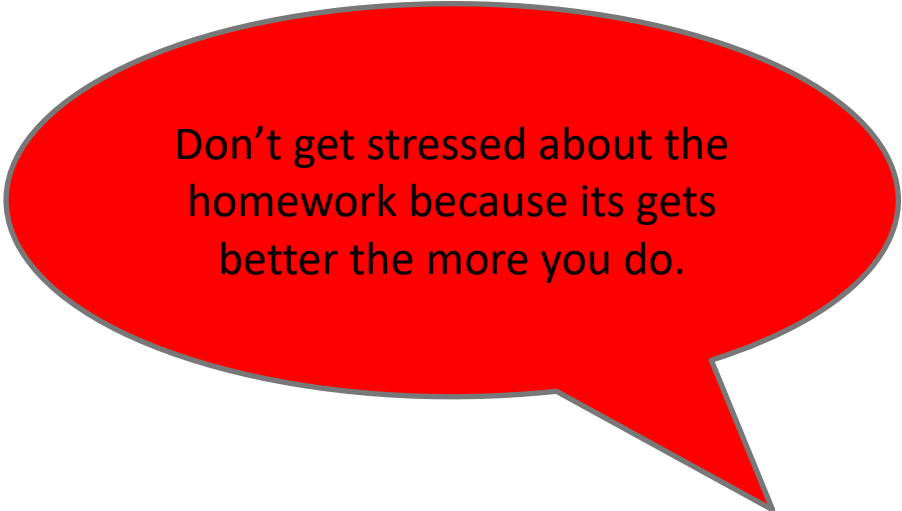


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Top tips from our pupils.....




The first days
were much more
relaxed so DO
NOT STRESS!



Don't get stressed about the
homework because its gets
better the more you do.



Explore new things!



Try hard in all
lessons!



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Taster day

- Opportunity to meet their new tutor group
- Meet their tutor and Head of House
- See what school is like – learn a little more about Balcarras
- Attend lessons in Design and Technology, Art, Science and Languages
- Meet the whole year group during break and lunch

What happens next?.....

- All pupils will be visited in schools by either Mrs Cathryn Saunders or Mr Ian Davidson
- Some will be visited by Mrs Catherine Williams SENCO or Mrs Louise Young
- We talk to all the children and answer any questions they may have – even if they are coming on their own
- We talk at length with their teachers
- We will allocate them in to houses and tutor groups
- They are invited to taster day – Wednesday 4th July (not Leckhampton)
- You are invited to taster day parents evening – Thursday 5th July – very important event – uniform, meet tutor and house head – important for all children
- Sept 2018 – they will be raring and ready to go!

What you can do next.....

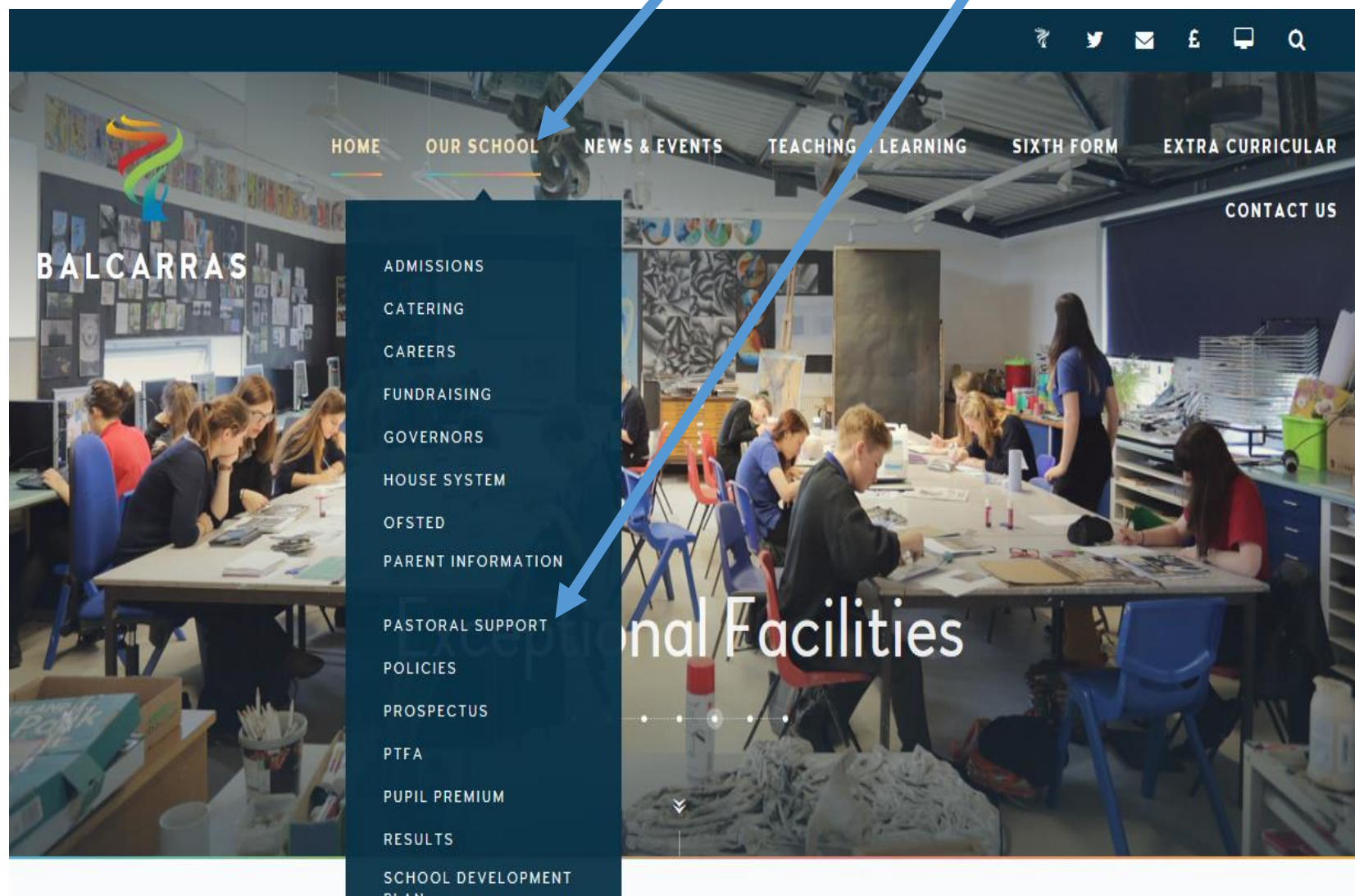
- Start talking about transition to your child
- Start getting involved in Balcarras – familiarity
- PTFA Events coming up – Midsummer Music – Friday 22nd June (tickets need to be purchased in advance from school – Friday 22nd June)
- PTFA meeting (staff room) – 13th Sept – welcome all newcomers to meetings
- Icebreaker Disco – Friday 14th Sept – for new Yr. 7s and their parents (don't worry although at school – not in the same venue and won't be expected to dance!)

Visit the school website....



www.balcarras.gloucs.sch.uk

Visit the Pastoral Support section



PASTORAL SUPPORT

As a school we believe that Pastoral support underpins the whole school community. Ensuring that every child matters and is valued is a focus for the school through the house system. This is vital to ensure that every child can access a quality education.



We recognise that there will be times when people need support. The positive relationship between children, parents, friends, the community and school is fundamental to develop a well rounded member of

General help



School Support



Mental Health



Child Exploitation



Internet Safety



The Safer Internet website has lots of information whether you're a student, a parent or

Social Media

Instagram Checklist to make sure that your Instagram account is safe

Snapchat Advice on how to ensure that snapchat is used safely

Facebook Information and advice on how to stay safe on Facebook

Sexting Advice from the South West Grid for Learning for parents and young people dealing with issues arising from sexting.



There are some simplified versions of Young peoples rights on social media at the bottom of this page, produced by tes and the childrens commissioner



Young peoples' rights on social media: Facebook

Our rules

1. You must be 13 or over to use Facebook.
2. Don't lie about yourself when you set up your Facebook account, and make sure your contact information, including mobile phone number, is always up to date.
3. Don't post anything showing violence, or that might frighten people, or that shows nudity.
4. Don't bully anyone.
5. Don't pretend to be anyone else.
6. If you want to use someone's information from Facebook, ask them first.
7. If you want to tag someone who doesn't use Facebook, ask them first.
8. Don't share anyone's private or personal information, like bank or passport details, or address.
9. Keep your password secret and don't let anyone else log into your account.
10. Don't do anything illegal on Facebook, including taking part in scams.
11. Don't post spam or anything that isn't true.
12. Don't use any type of software or robot to get other people's information.
13. Don't upload viruses or do anything that might affect the way Facebook works, or mess around with our code.
14. You can only have one personal Facebook account; if we delete it, you must not make another.
15. Don't use the Facebook logo, pictures, layout or anything we have written, or try to copy it, without our written permission.
16. If you want to make an app, a Page, or an advert then you need to follow extra rules.
17. If you want to make money on Facebook then you must use a Page and not your own profile.
18. Don't use Facebook to try to sell things to people who are not old enough.
19. Don't encourage or help anyone else to break these rules.

Your rights

1. Even if your profile is private, remember that people can see and share information that others post about you. Other people can also save information you have posted about yourself on their own phones and devices.
2. Some companies will share information about you with us

7. If we have deleted something of yours and you think it's unfair, you have the right to complain.
8. We will let you know if we change our terms including how we use your data. If you keep using Facebook after we've told you about changes, we'll assume that you are okay with them.
9. Facebook can delete or force you to change your username or Page name and we can delete anything that breaks our rules. You can complain if you think it's unfair.

Our rights

1. We use technology that can track information about you automatically as soon as you go onto Facebook.
2. Facebook can collect information about you, including:
 - Everything you tell us when you set up your account
 - The pages you view, how long you spend and who you talk to
 - What device you're using, what browser and network, and your IP address
 - Details about what you post or 'like'
 - Anything anyone else shares about you or tags you in
 - What and who is in your address book, if it's synced to Facebook
 - Your card details, address and what you've bought, if you buy things on Facebook
 - Your battery and signal strength
 - Where you are
 - If you go onto another company's website or app
3. We can use your name, profile pictures, information about what you 'like' and anything you post to make money and we don't have to pay you for that.
4. Facebook owns other companies, including Instagram and WhatsApp who can share information about you with Facebook. If someone buys Facebook, the sale will include your information.
5. Facebook uses your information to suggest adverts, photos you should be tagged in, or places you should check in. We don't have to make it obvious whether something is an advert or not.
6. We use your information to improve safety on Facebook. If we think something you post looks suspicious or might be breaking our rules, we will investigate it.
7. If we think a law has been broken, or might be broken then we might get into your account and share your information with



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Resources from this evening – pastoral
support section – Year 6 Transition

Questions
????????

We hope you have found this evening useful

Should you have any further comments
or questions please email

cs@balcarras.gloucs.sch.uk

Cath Saunders

What makes a good learner.....

- I can do it – positive attitude
- Perseverance
- Good listener
- Takes risks – not being afraid to get things wrong
- When things do go wrong they have developed resilience
- Always tries their best
- Does homework regularly and on time
- Able to share ideas and knowledge
- Concentrates – is not distracting or distracted
- Seeks help when needs it
- Is properly equipped

Teach problem
solving

Avoid
catastrophising

Help the manage
emotions

Teach self-care and
self-awareness

Accept that change
is part of living

Random acts of
kindness



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Recognise dangers
of social networking

Avoid eliminating all
risk

Take a break

Keep perspective

Let them make
mistakes

Discourage
rumination



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10 keys to happier living

- Giving – do things of others
- Relating – do things for others
- Exercising – take care of your body
- Appreciating – the world around you
- Trying out – having a go at new things and not worrying of things do not go to plan
- Direction – have goals and work towards them
- Resilience – find ways to bounce back
- Emotion – take a positive approach
- Acceptance – be comfortable with who you are
- Meaning – be part of something bigger