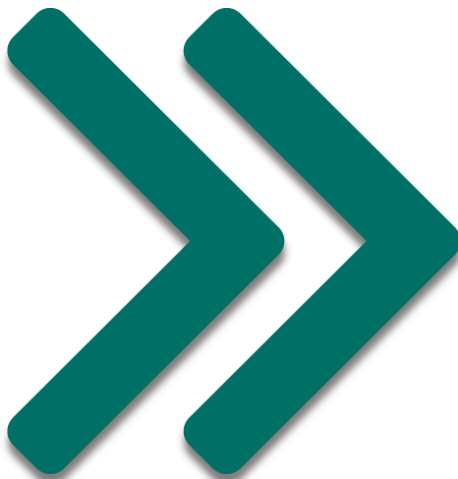
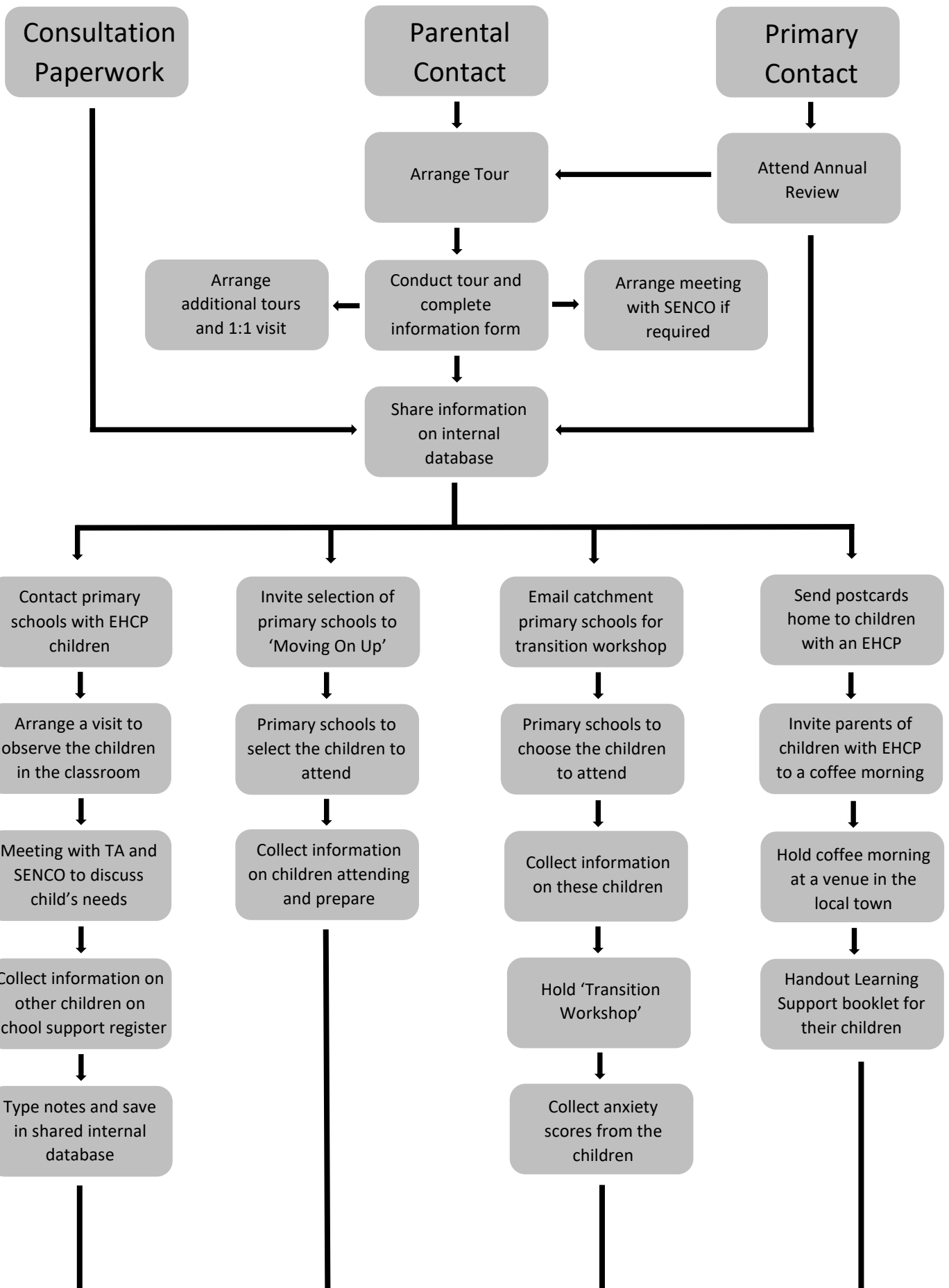
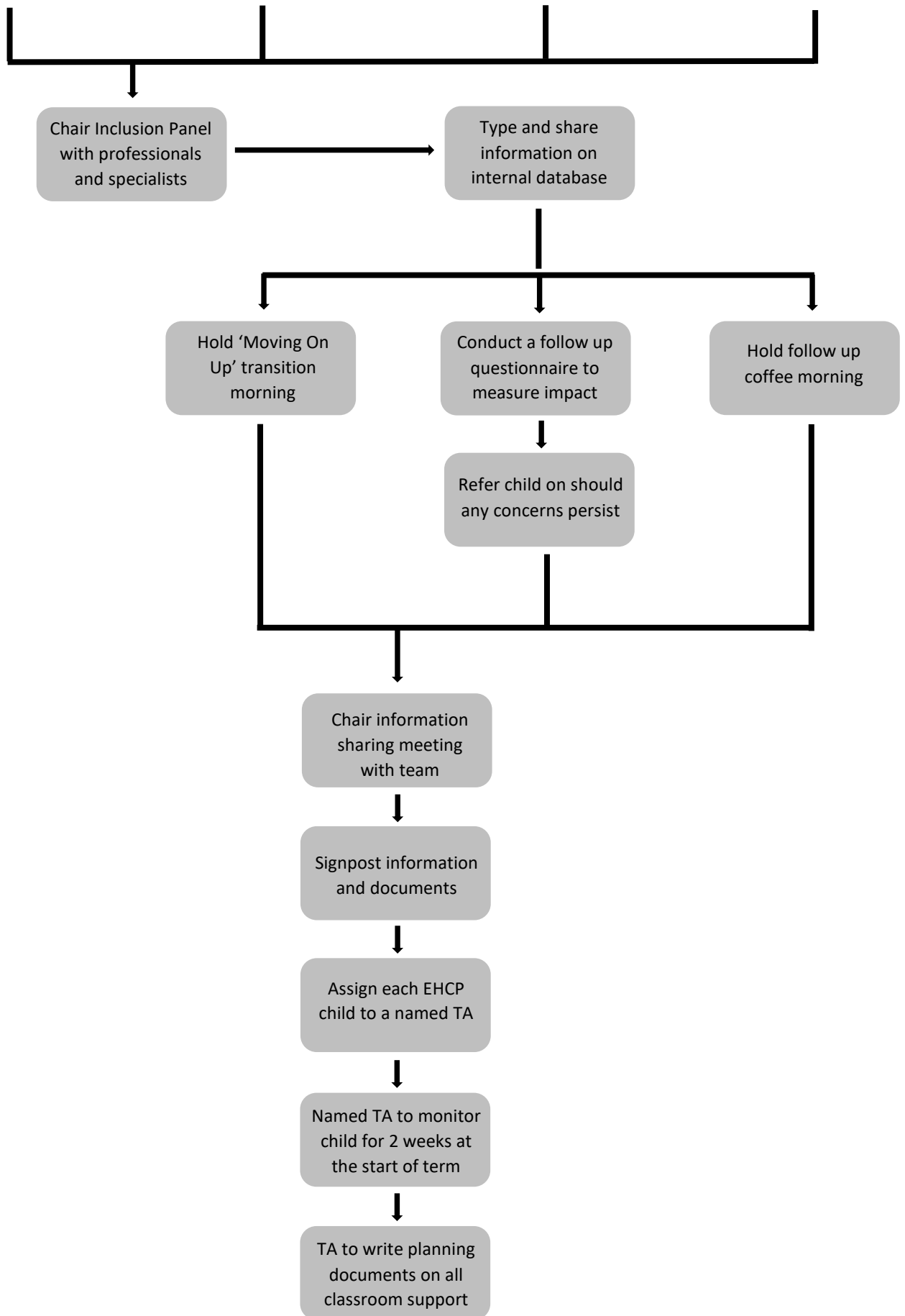


SWCHS

KS3 Transition







Contents Page

Tour	5
Open Evening.....	11
Annual Reviews	12
Primary Visits.....	16
Parent Coffee Mornings	18
Transition Workshop	31
Inclusion Panel.....	45
Moving On Up.....	46
Support Taster Day.....	52
Closely Monitor Children for 2 Weeks.....	52
Working with Specialists.....	52
Additional Visits with Children	53

Tour

When first receiving contact from a parent or carer we would initially offer a tour. This is an opportunity to show the school on a typical day, while discussing the model of support that we offer here.

Depending on the child and their awareness of their needs I often give a tour to parents or carers first, so we can discuss their current situation in detail, and then I would offer an additional tour with the child if needed.

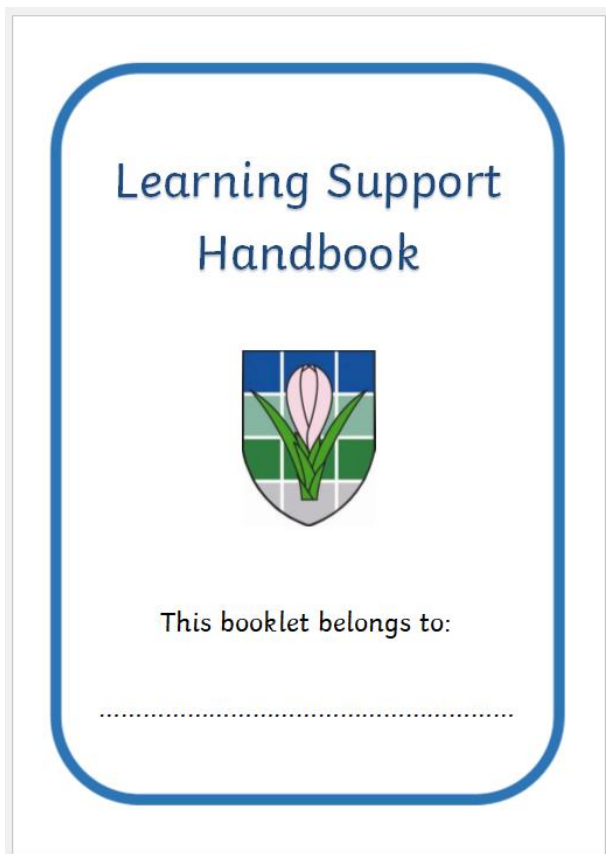
On each tour I ask the parent or carer to fill out the form below which I then use to support out transition data.



Learning Support Information Form

Name of Child:	
Preferred Name:	
Date of Birth:	
Parent/Carer Name:	
Contact Number:	
Contact Email:	
Address:	
Primary School:	
Current School Year:	
EHCP:	
Area of Need:	
Strengths:	
Any Other Information:	

I also provide them with this booklet to take away.



Teaching Assistants

At school we have TAs, this means Teaching Assistant.

We are there to help you with things in the classroom and around the school.

There are lots of us, which means you will have lots of people who can help and talk to.



2

What We Do

- D2 - is our base where we can welcome you and help you with any worries
- Academic Tutoring
- Communication with home
- Quiet learning space
- Homework club with TAs
- Multi Sports Club at lunchtime
- Lunch passes for the canteen
- Support in class
- Someone to talk to with any worries
- Visual timetable
- Escorting to lessons

3

What to Bring

Have a drawer or a box at home as a place to keep all your school books together and pack your bag the night before.



School bag	✓
Pencil case	
Colouring pencils	
Ruler	
Pens	
Pencils	
Calculator	
School Planner	
Lunch	
Water bottle	
Reading Book	
PE Kit	
Homework	

4

Timetable

Here is an example of how your timetable might look. It can be confusing but you will only need to know the subject and the room number, as highlighted.

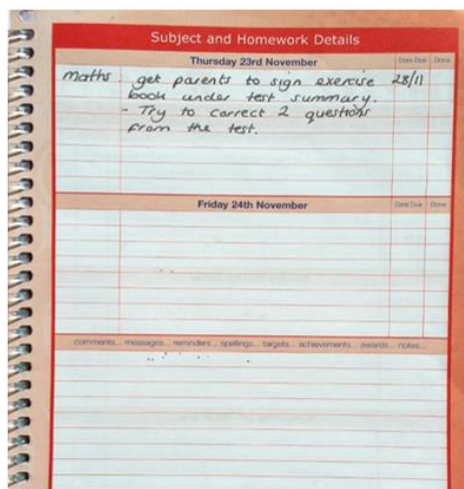
	1Mon	1Tue	1Wed	1Thu	1Fri
1	French C14	History B11	English PH1	Maths EJR	German MC
2	English LIBA	Art & Desig C4	Maths Q4	PE SAF1	Music M14
3	Des Tec XE1	Science A11	Science CM	English PH1	Science CM
4	Des Tec XE1	Geography EK1	PE AJS	Science CM	Computing HE1
5	Maths EJR	Computing HE1	German MC	Des Tec XE1	Geography GR1

	2Mon	2Tue	2Wed	2Thu	2Fri
1	Drama AJE	Science CM	Maths EJR	Des Tec XE1	PE JC
2	Geography EK1	Art & Desig GA	English PH1	Des Tec XE1	Computing HE1
3	French MC	Drama AJE	History SX1	PE AJS	Maths EJR
4	History SX1	Music LUV	RPE EAC	English PH1	Science NL1
5	English PH1	German MC	French MC	Maths EJR	RPE EAC

5

Planner

Here is an example of a page in your planner. This is a book where you will write your homework and when it is due back in.



6

Our Day

This is the structure of our school day.

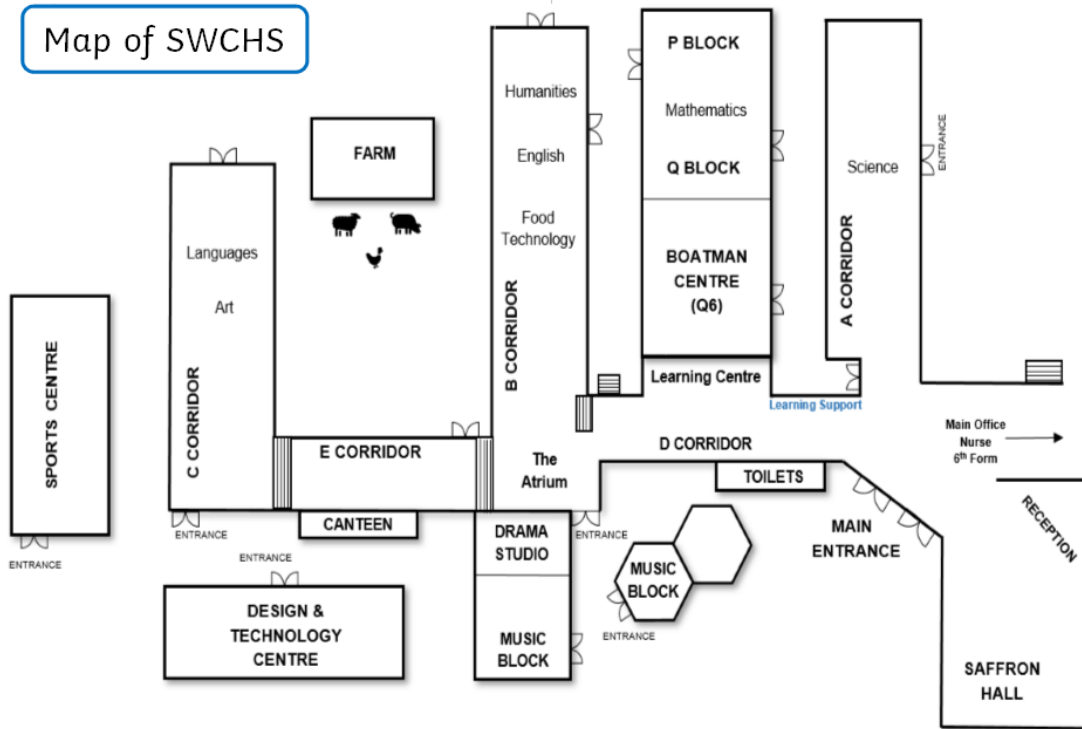
Between each new period or break there is a 5 minute movement time which allows you to make your way to your next lesson.

A bell will sound in the school to tell us when to move.

Time	Our Day
08.40 - 09.40	Period 1
09.45 - 10.45	Period 2
10.45 - 11.00	Break Time
11.05 - 12.05	Period 3
12.10 - 13.10	Period 4
13.10 - 13.55	Lunch Time
14.00 - 14.15	Registration / Academic Tutoring
14.20 - 15.20	Period 5
15.20 - 16.30	Homework Club (Monday - Thursday)
15.20 - 16.00	Homework Club (Friday)

7

Map of SWCHS



8

9

Top Tips for Surviving Secondary School!



10

SENCO	Special Educational Needs Coordinator
KS3	Key Stage 3 - Year 7 & 8
SSO	Student Support Officer - a person who will be responsible for giving you advice and guidance while you are at school.
YAC	Year Achievement Coordinator / Head of Year
What Went Well (WWW)	When your teacher / peer has marked your work and gives you written praise.
Even better if (EBI)	When your teacher / peer has marked your work and gives you written improvements.
Responsibility Card	A card to keep in your pocket and remind you of school expectations. Staff will mark in the card if you have broken these rules.
Academic Tutoring	Where students are invited to work 1:1 with an TA during registration time.
Registration / Form Time	From 2:00 until 2:15 every day in your form room where you will receive announcements and your form tutor will take the register.
Corridor Pass	A yellow card given to students who need to be out of lesson for any reason e.g. to go to the toilet.
Learning Centre	Library - where you can borrow books or access the computers and printer for homework at break or lunch times.
Detention	You can be given a detention if you forget your books or have not done your homework. The detention is usually held at lunch time for approximately 10mins in a class room.
Amber Warning	These are electronic warnings for incorrect uniform, being late for lessons or defiance.

11

Student Feedback

How did you feel about SWCHS prior to this tour?

Snobby

What was most interesting on this tour?

To see the people that would be in my year and the sense of how the classroom would look.

Was the tour beneficial to you?

It was good to see it during the school day and everything is clean.

Do you have any concerns or questions?

I would be interested to know more about using a laptop.

Would you like to attend this school?

Yes

Open Evening

We are available on open evenings in our inclusion space.

We use this as an opportunity to ask parents to fill in the form below, meet the staff and share our various roles within the department, display our resources and discuss any concerns.

Again, I ask the parent or carer to fill out the form below which I then use to support our transition data.



Learning Support Information Form

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Preferred Name:	
Date of Birth:	
Parent/Carer Name:	
Contact Number:	
Contact Email:	
Address:	
Primary School:	
Current School Year:	
EHCP:	
Area of Need:	
Strengths:	
Any Other Information:	

Annual Reviews

We are often invited to attend the Year 6 annual reviews at their primary schools. Our Transition Coordinator and, if required, SENCO will attend.

Parent Feedback

What were your worries and concerns about the transition to SWCHS for your child and you?

We were worried about how my son would cope with the move from a school of around 90 pupils to a huge secondary school with 300 pupils in Year 7 alone.

At primary school, he was effectively 'man marked' as he had difficulty maintaining concentration and undertaking academic work independently. We were concerned about, both how his needs would be managed at SWCHS, and how he would be helped to become more independent and self-sufficient when doing subjects, he found hard and didn't enjoy.

We were also worried about him undertaking the broad curriculum and range of subjects required at secondary level, whilst we knew he struggled with the critical core subjects.

How did the transition process work and how did it feel for you as a parent?

For me, the transition started when I met Mr Heath and members of his team, because they demonstrated their skills and professionalism from the start. They had read my son's papers and so were able to talk about his issues and requirements knowledgeably.

They were also able to reassure us that, if he did struggle to undertake all subjects, there would be alternate learning routes and activities that he could undertake.

Mr Heath and Mrs Pipe then arranged several visits to see him in his primary school and to take part in his One Plan Meetings. This ensured that they had some personal experience of

him and his needs and that he also started to build a relationship with them, something that is very important to my son.

He took part in the usual transition days, but there were one or two extra sessions arranged for the SEND children, including one towards the end of the summer holidays which was good preparation for the start of term. The whole process helped him enormously as he was able to meet other children and start to build friendships. It also helped him to become familiar with the school environment.

For the first week or so of his first term at SWCHS, my son's key LS, Mrs Pipe, spent every lesson with him so she could build a relationship with him and understand how he worked. This was a good grounding as it meant Mrs Pipe was then able to brief the other TAs. Mrs Pipe also instigated a communication booklet which she used to keep me updated and I could do the same. This was a really helpful process for my husband and me as, otherwise, it's difficult to have a clear view of what's happening in school, unless it's bad, and then you get telephone calls.

Mr Heath and Mrs Pipe also made it clear that they were accessible and could be contacted at any time (I find email works really well as it means they can respond when they have time and will call me if they feel a conversation is necessary) to discuss anything we were worried about.

They also make themselves very available to my son to discuss any concerns he has.

The SEND team were also constantly positive about him and took every opportunity to focus on the progress he was making and look forward rather than dwell on the negatives.

Another thing I found useful as a parent were the coffee mornings the SEND team held twice a year to give parents a chance to meet them and each other and discuss how things were going. These meetings helped to put things in perspective and to get to know other parents.

Was the Learning Support Booklet provided informative and useful?

The booklet was very useful as a reference as there's a lot of information to try to take in and it helped explain how the school and the Learning Support Department work. I used it to remind my son of things. I also found the photos of the SEND team very helpful.

What do you think made it work well?

I think it worked well because the SEND team takes the time to get to know and understand the child and to try and address their specific needs.

The fact that members of the team visited my son in his primary school and spent time talking to and listening to his teachers and parents to really understand him made a huge difference and created a feeling of confidence in all of us. His teachers at his primary school were very impressed with the way the SEND team managed the transition.

The transition days were well-managed, and he felt confident and happy about starting SWCHS.

The management of his first term was also a key part of the transition because it was a roller coaster experience for my son and for us. He got into trouble for various things as he tried to find his place in his new environment and work out how to fit in. Mr Heath and Mrs Pipe and the rest of the SEND team were tireless in their support for him and in the development and application of practical solutions to help him. They discussed things with us regularly and so we were able to work together to help him manage his difficulties and to get as much out of school as possible.

If you had to pinpoint three 'must-do' things to share with other groups of schools/families/Year 6s, what would they be?

1. Take every opportunity to engage with the SEND team and to help them get to know your child.
2. Support the school and make sure they have the information they need to understand, support and manage your child most effectively (i.e. in the way they reward and sanction them) when they have difficulties.

3. Create constructive channels of communication with the SEND team, so you communicate in ways and about things that will help your child, you and the team even when you're upset or angry about something.

Do you have any suggestions that could make it better?

I think I've covered everything already.

Any other comments?

I think, unfortunately, the transition never stops. Each new year is a transition for my son as the move up involves change and places new demands on him. Therefore, we have to be aware that he needs to be supported through this at the start of each year – which the SEND team is doing.

Primary Visits

During the spring term I contact the primary schools to arrange a visit to meet the SENCO, TA and child at their primary school.

I use this as an opportunity to gather information from the SENCO and TA regarding the day-to-day support that the child receives and any information that is beneficial and otherwise not recorded in their EHCP.

Following this I observe the child in the classroom with their TA and then take some time with them myself, explaining who I am and my role. I also spend time working alongside them to complete a small task.

I gather further information regarding any children who will need to be on our school support register, and again I explain who I am and my role while spending time with them and any work they may be completing.

Following this I type up my notes and share these with the transition team.

Parent Feedback

When my son transitioned from year 6 to year 7, I had multiple concerns as a parent. I was frightened how he would cope going from a small village primary to a large secondary school. He was also concerned and daunted by the scale of his new school environment. I was also scared how he would cope with the much stricter routine of a year 7 school day and how he would learn to manage his time within a very structured day.

The transition process worked very well and alleviated many worries. In year 6 SWCHS worked alongside my son's primary preparing him for the transition, so that when taster days arrived, he had a good knowledge of what to expect. Being mentally prepared helped him feel less overwhelmed. He was encouraged to keep a file with SWCHS layout in so he could familiarise himself with the setting. The communication between primary and SWCHS and myself was excellent and really helped me also to deal with the move. I felt reassured

by the support at SWCHS and I believe it kept me calmer and this of course had a knock-on effect to managing my son's anxieties better.

The communication at transition is wonderful and the school should be praised for providing such a smooth and supportive transition process, particularly when you bear in mind the size of the school. Planning is meticulous and you feel that the staff genuinely care how you and your child are coping.

Three must do things for transition. My advice as a parent would be embrace all help and support offered. When in year 6 ensure your child has several visits to the school to familiarise themselves. SWCHS are always happy for you to visit again to refresh your memory. Communication is key. Talk to your child, prospective staff and other parents. At an anxious time like this it is easy to try and bury your head, but it is much better to ask for support.

I do not really see how SWCHS could improve on a system that clearly already works so well. The only one thing that I thought at the time was if a morning or afternoon towards the end of the summer holidays prior to year 7 could be arranged to settle them for a couple of hours before the whole school starts back but in hindsight this is unfair to teachers and support staff who would have their holidays cut short.

I personally cannot thank SWCHS enough for all their support at what was a challenging and emotional time.

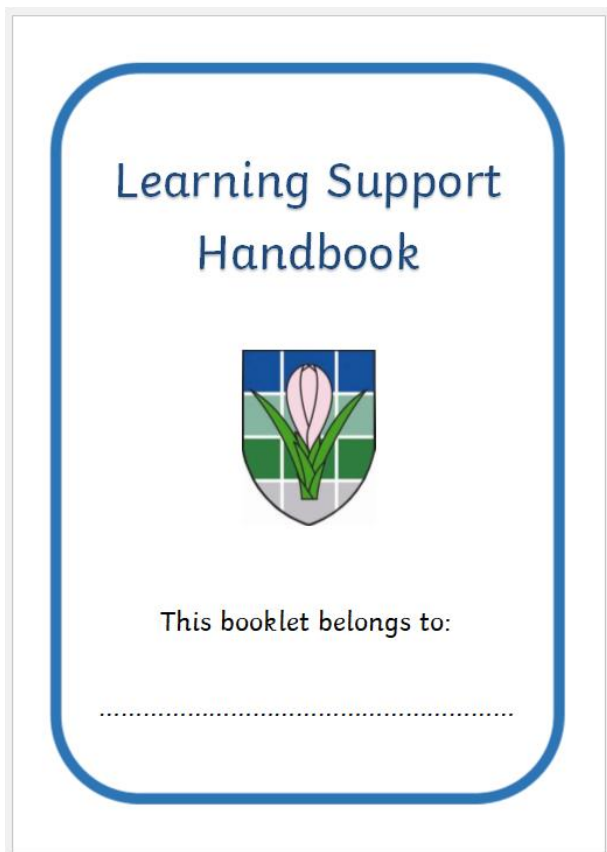
Parent Coffee Mornings

We are keen to support parents through this difficult time. We know that the challenges faced by pupils are often also faced by parents. With this in mind, we invite parents of students with an Education Health and Care Plan, to an informal get together at a venue in the local town. We hold the first coffee morning in May and then an additional one, when they have started Year 7.

The aim of this get together is to provide parents with an information pack about us and to meet some of the Learning Support Department. More crucially though, it is a chance for parents to meet each other. As parents that will all be starting this journey together, we feel its beneficial to meet each other and share ideas and worries.

We have previously invited parents of students who have already had a successful transition into our school to discuss this with the group.

I also hand out our more comprehensive booklet as below.



3

Contents

Welcome	3
School Uniform	
Home School Agreement	
Bullying Policy	
Learning Support	9
Introduction to the SENCO and Deputy SENCO	
Staff Photo	
What We Do	
Clubs	
Transition	
About Me	
Be Prepared	16
What to Bring	
Networking	
Timetable	
Planner	
Our Day	
School Map	
Top Tips	
Useful Information	25
Terminology	
Questions and Answers	
Useful Cut-Outs	
Further Support	33
Introduction to the School Nurse and Counsellor	
SWCHS Thrive	
Zones of Regulation	
How to Make Friends	
Mindfulness	
Contact Details	39
Contact Information	
Notes	

2

Welcome

3

At Saffron Walden County High School we believe that all learners, irrespective of their starting point or the challenges they face, have the right to a broad and balanced curriculum.

They deserve a positive experience of school life, including social events and extra-curricular activities. We strive to ensure that all students are able to engage in all aspects of school life. We provide a range of support in order to facilitate this and regularly review what we do in order to ensure that we provide the most accurate support in line with the needs of the child, always paying careful consideration to the opinion of the child.

Assisting students to become independent and courageous learners is a key aim. Ensuring that they leave school with the necessary skills to be independent, including academic skills, is key to the success of our students.

Mr Heath & Mrs Pieri
(SENCOs)

4

Our School Uniform



5

Our School Uniform

While you are in Year 7 to 11 you will be required to wear this school uniform every day.

There are days when you are allowed to wear your own clothes called 'non uniform days'. You will be told about these beforehand.

- **Blazer:** plain black with school badge and Year bar
- **Sweater:** (optional) plain black with a V-neck
- **Shoes:** plain black; sensibly styled in the interests of safety and health
- **Shirt:** plain white with collar – to be tucked in at all times
- **Kilt:** (optional) dress MacKenzie tartan
- **Trousers:** (optional) standard black - not denim
- **Shorts:** (optional) standard black - summer uniform
- **Socks & tights:** plain black, white or beige
- **Tie:** knotted closely to the collar with the crest visible

6

Home/School Agreement

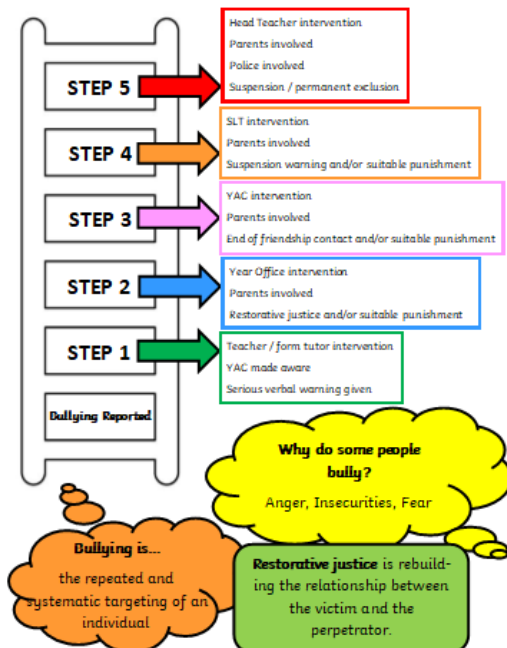
As a student, I will;

- Work hard to achieve the targets set with my teachers.
- Get involved in school life and opportunities both in and beyond the classroom.
- Show respect to fellow students and all school staff.
- Follow instructions given by all school staff.
- Accept responsibility.
- Wear my uniform correctly.
- Bring all of the equipment I need each day.
- Behave well in and out of class, following the community code at all times.
- Take care of property belonging to others and to the school.
- Complete all homework and coursework by the deadline.
- Attend regularly and arrive each morning by 8:30am.
- Talk with my parents and teachers about any concerns in school.

7

How is bullying dealt with at our school?

SWCHS Ladder of Consequences



8

Learning Support

9



Mrs Pieri
(SENCO)

'Hello, I am Mrs Pieri, one of the SENCOs at SWCHS. My job is to make sure you get on well at school, have fun and do your best. I work with children and their parents and lots of the staff in school. We look forward to meeting you.'



Mrs Kenyon
(Deputy SENCO)

'I am the Deputy SENCO and work with Mrs Pieri in the office next door to D2. I act as your school Mum / Auntie who will be there for you when you need help, if you get in a pickle. I help you get through school life here at SWCHS with as much ease as possible. When in doubt come and talk to me as I can usually sort things out and if I can't I know someone that can!'

Teaching Assistants

At school we have TAs, this means Teaching Assistant.

We are there to help you with things in the classroom and around the school.

There are lots of us, which means you will have lots of people who can help and talk to.



What We Do

- D2 - is our base where we can welcome you and help you with any worries.
- Academic Tutoring
- Home school communication
- Quiet learning space
- Homework club with TAs
- Lunchtime clubs
- Lunch passes for the canteen
- Support in class
- Someone to talk to with any worries
- Visual timetable
- Escorting to lessons

Clubs

There are lots of clubs for you to join at lunch and after school, here are just a few.

- Multi Sports
- Farm Club
- Gaming Club
- Maths Club
- Film Club
- One World Group
- LGBT+
- Science Club
- Football
- Netball



The Transition Process

We know that it can be a scary time starting secondary school with feelings of anxiety and uncertainty being normal.

As a school we do many things to alleviate the anxieties of pupils so you can come to school feeling relaxed, excited and prepared.

- We talk to your parents
- We support you on the Taster Day
- We can answer any questions you have
- We will help you find your way around

We are looking forward to meeting you and showing you all the great things about our school.

14

About Me

I am looking forward to secondary school because:

.....

I would like to know more about:

.....

I will need help with:

.....

15



16

What to Bring

Have a drawer or a box at home as a place to keep all your school books together and pack your bag the night before.



School bag	<input checked="" type="checkbox"/>
Pencil case	<input type="checkbox"/>
Colouring pencils	<input type="checkbox"/>
Ruler	<input type="checkbox"/>
Pens	<input type="checkbox"/>
Pencils	<input type="checkbox"/>
Calculator	<input type="checkbox"/>
School Planner	<input type="checkbox"/>
Lunch	<input type="checkbox"/>
Water bottle	<input type="checkbox"/>
Reading Book	<input type="checkbox"/>
PE Kit	<input type="checkbox"/>
Homework	<input type="checkbox"/>

17

Networking

When you arrive at school you will be given a username and email address so you can access the school systems and your new school email.

You can make a note of this information here:

Username:

Email:

Password:

To login to your emails you will need to:

- Go to www.swchs.net/links
- Click on [Email & Office 365](#)
- Type in your [email address](#) and [password](#)

18

Timetable

Here is an example of how your timetable might look. It can be confusing but you will only need to know the subject and the room number, as highlighted.

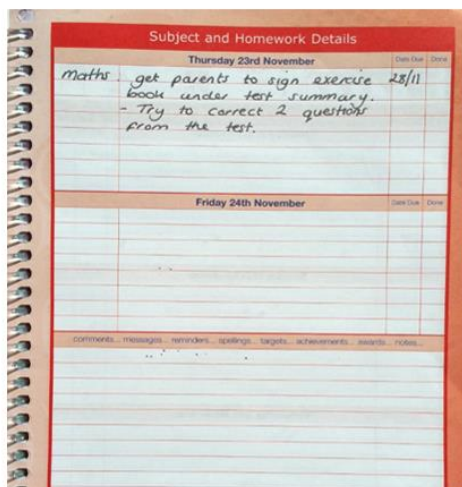
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5	Maths EJR	Computing HE5	German MC	Des Tec XE1	Geography GR2

	2Mon	2Tue	2Wed	2Thu	2Fri
1	Drama A1B	Science CM4	Maths Q4	Des Tec XE1	PE MC
2	Geography EK3	Art & Design GA	English PH1	Des Tec XE1	Computing HE1
3	French MC	Drama A1B	History SX1	PE A13	Maths EJR
4	History SX1	Music LV1	RPE EAC	English PH1	Science NL1
5	English PH1	German MC	French MC	Maths Q4	RPE EAC

19

Planner

Here is an example of a page in your planner. This is a book where you will write your homework and when it is due back in.



20

Our Day

This is the structure of our school day.

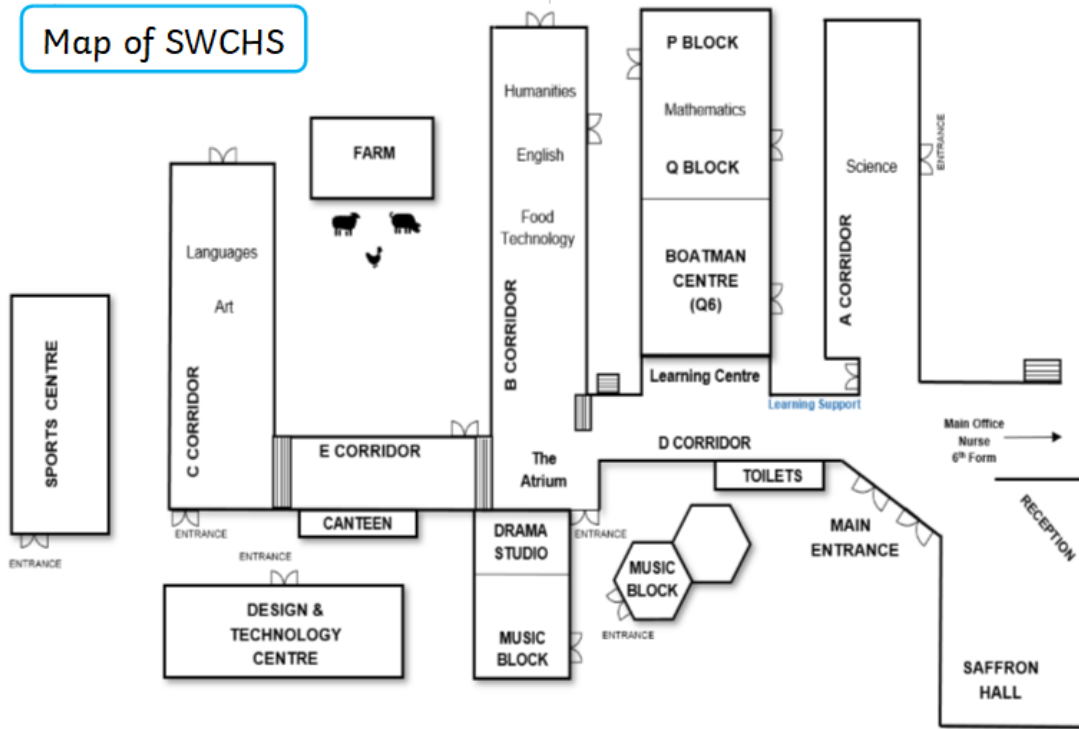
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A bell will sound in the school to tell us when to move.

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09.45 - 10.45	Period 2
10.45 - 11.00	Break Time
11.05 - 12.05	Period 3
12.10 - 13.10	Period 4
13.10 - 13.55	Lunch Time
14.00 - 14.15	Registration / Academic Tutoring
14.20 - 15.20	Period 5
15.20 - 16.30	Homework Club (Monday - Thursday)
15.20 - 16.00	Homework Club (Friday)

21

Map of SWCHS



22

23

Top Tips for Surviving Secondary School



24

Useful
Information

25

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Detention	You can be given a detention if you forget your books or have not done your homework. The detention is usually held at lunch time for approximately 10mins in a class room.
Amber Warning	These are electronic warnings for incorrect uniform, being late for lessons or defiance.

26

I get lost or can't find my class.		Check your timetable or ask at the Year 7 office, Reception or Learning Support in D2.	
I'm late and missed Registration.		Sign in at Reception as soon as you arrive.	
I have been bullied.		Tell your teacher, TA or any adult immediately.	
I lost something.		Check <ul style="list-style-type: none"> Where have you been? Bag racks Lost property 	
I missed my bus.		Go to Reception.	
I forgot my PE kit.		Borrow some or see your teacher before the lesson.	
I do not understand work in a lesson or my homework.		Ask your teacher before it is due in or go to Homework Club after school or ask Learning Support in D2.	
I have a medical appointment.		<ul style="list-style-type: none"> Bring your form tutor a letter from home or a note in your organiser. Show the letter at Reception and sign out when you leave. 	

27

I feel ill or I have hurt myself.		Get my planner signed by the teacher and go to the nurse.	
I forget my lunch or I have no money on my finger.		Phone home at Reception or go to the Year 7 Office for a lunch loan.	
There is a message from home.		Urgent messages are delivered to your lesson.	
I get a detention.		Accept responsibility for your actions. Arrive on time, in the right place and be prepared to work!	
I forgot or lost my planner.		Go to the Year 7 office or ask your teacher for a temporary sheet.	
I do not have the correct uniform.		Explain at the Year 7 office. You will be given a Yellow Slip.	
I cannot keep up with taking notes in the lesson and writing in my homework.		Ask the TA or teacher for help and ask them to record your homework in your planner.	
I have lost my bus pass.		Go to reception to inform the bus company and get a note for the bus driver.	

28

English Hints

Noun

A noun is a word for a person, place, or thing. *Man, dog and town* are all examples of a noun.

Verb

A verb is a "doing" word. (e.g. *to swim, to write, to climb, to think, to guess, to consider*)

Adjective

Adjectives are describing words. *Large, grey, and friendly* are all examples of adjectives.

Simile

A simile is where one thing is compared to another. This is done by the use of the word *like* or *as*

Maths Hints

Add / Plus
+
2+3=5

Minus / Subtract
-
5-2=3

Divide / Share
÷
6÷2=3

Times / Multiply
×
6x2=12

Equals / Total
=
5+5=10

More than
>
6>5

Fraction
 $\frac{1}{2}$


Decimal
0.5

29

Natascha Pipe
KS3 Transition Coordinator

25

SWCHS 2021


I don't understand

Could you say that again please?

I'm not sure what that means.

Could you give me a clue please?


What does mean?

Sorry I can't remember all of that.

Have I done this right?

I'm sorry, I don't understand.

Please can you write that down for me?


Questions for Learning

Who?

What?

Where?

When?

Why?

How?

Times Table Square

*	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100

Prime Numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Only divisible by itself and 1
Remember:
1 is not a prime number

Fractions, Decimals and %

Fraction	Decimal	Percentage %
$\frac{1}{100}$	0.01	1%
$\frac{1}{10}$	0.1	10%
$\frac{1}{5}$	0.2	20%
$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%

Mean, Mode and Median

Mean	The average when all values are added and then divided by the number of values.
Mode	The most popular number in a set of data.
Median	The middle value of a set of data when they are written in size order.
Range	The difference between the highest and lowest value of a set of data.

Further Support



Mrs Moorey
(School Nurse)

She is here to help you if you are feeling unwell or worried. She can provide emergency first aid treatment for accidents and injuries.

She can support and help students who have diabetes, asthma, epilepsy and many other things.



Headspace:
try this free app for mindfulness.

Beth Robertson
(Counsellor)

There may be a variety of reasons why you might want to ask for counselling. If you think that you would like to see Beth you can refer yourself by emailing brobertson@swchs.net, seeing Beth in person at her office in E4a or asking your form tutor or Learning Support to guide you.

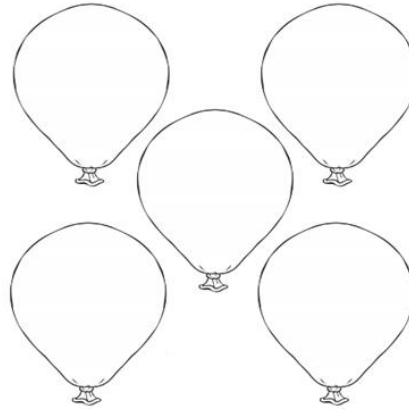


You can also see Beth at the drop-in sessions on Monday, Tuesday, Thursday and Friday at 1.10pm to 1.50pm.

Positivity

You must remember to be kind to yourself and tell yourself that you are wonderful everyday.

Please write in each of these balloons something that makes you amazing, kind, unique, funny... or anything else positive that you can think of!



The ZONES of Regulation®

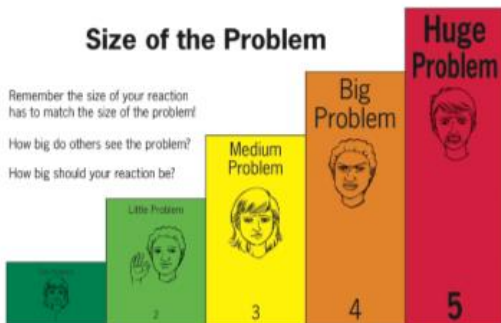
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



Calm Down

- 1 Remember it's OK to feel angry or sad.
- 2 Let go of the anger, sadness or fear.
- 3 Breathe in and think of what is troubling you.
- 4 Breathe out and let those emotions go.
- 5 Feel yourself calming down with each breath you take.
- 6 Say to yourself, "I am in control. I feel calm and relaxed. I feel the negative emotions leaving my body."
- 7 Take time to relax and become fully calm.



38

Contact Details

39

Pastoral Team

Form Tutor:

YAC:

SSO:

Saffron Walden County High School
Audley End Road
Saffron Walden
CB11 4UH

Tel: 01799 513030



40

Learning Support

SENCO: Mr Heath

Deputy SENCO: Mrs Kenyon

KS3 Transition Coordinator: Mrs Pipe
npipe@swchs.net

KS4 Transition Coordinator: Mrs Prentice

Exam Access Coordinator: Mrs Drake

If you have any worries or questions that we haven't been able to answer then please contact us.

41

Parent Feedback

Parent 1

What were your worries and concerns about the transition to Saffron Walden County High School for your child?

I was concerned about how my son would cope with the change due to his hyper vigilance and anxieties.

Had your child shared any worries or concerns about transitioning to Saffron Walden County High School?

My son has shared his concerns about transitioning.

How did the coffee morning feel for you as a parent?

It felt very friendly, everyone was very approachable and very helpful.

What do you think made it work well?

It was great to be able to share my concerns with other parents and staff.

Do you have any suggestions that could make it better?

No. It was brilliant.

Parent 2

What were your worries and concerns about the transition to Saffron Walden County High School for your child?

Our worries included: 1. That the teaching staff would not understand our son's SEN or make the agreed adjustments for him 2. That our son would struggle to fit in with his peers and might be picked on because of his differences 3. That we didn't understand the processes at secondary school and where we would go for help 4. That our son would find the change overwhelming and stop enjoying learning and school

Had your child shared any worries or concerns about transitioning to Saffron Walden County High School?

Yes - he was concerned about making friends and fitting in.

How did the coffee morning feel for you as a parent?

It was a wonderful opportunity, on both occasions, to share our experiences. It was great that the meeting was away from school in a 'neutral' environment and where we were not seen by our son. We came away from each meeting feeling like we were not alone and that we could reach out to other parents in a similar situation if we needed to. It was also good to see many of the SEN team again and to put faces to names of people we hadn't met before. Having the coffee morning in our diary so early in the term was reassuring as we felt that we needed some SEN-related contact early on. We were surprised that more parents did not attend both sessions but felt that many parents already knew each other so perhaps they felt less of a need to meet up.

What do you think made it work well?

Being away from school - Being informal and so allowing us to mingle and make contacts - The location created a sociable vibe - Having drinks made it feel relaxed and created an atmosphere of meeting up with friends - Having SEN staff present allowed us to put names to faces and to share bits of information informally - The SEN team got to know us a little more!

Do you have any suggestions that could make it better?

Would it be feasible to make the group wider and include parents with SEN children from other years? Just thinking that this allows us 'newbies' to learn from those already through year 1 and gives us a wider set of contacts to draw support from? We also would welcome the opportunity to meet parents of children who had similar types of support needs to our son.

Transition Workshop

We arrange to visit the local primary schools and provide workshops for up to 10 children in Year 6 at a time. The children are selected without SEND in mind as the workshops focus is around anxiety.

The workshop structure is as follows and the following booklet is also provided to the participants.

During the Autumn term of Year 7, I conduct a follow up questionnaire to measure the impact of these workshops and on occasion refer a child on to our school councillor should the concerns and anxiety persist.

Aims of the programme:

- Develop positive coping styles in order to reduce anxiety and develop effective ways of dealing with difficult or worrying situations.
- Enhance one's ability to be self-reflective.
- Develop greater social awareness and relationships.
- Increase autonomy and more effective planning and problem solving.
- To provide information and answer questions to reduce any initial concerns about secondary school.

Selection of Pupils:

The SENCO of the primary schools selected the appropriate children with their class teachers.

Materials:

- School Anxiety Pictures
- School Concerns Questionnaire

- Sharpie Pens
- Large Paper
- Raisins Relaxation Sheet
- Plain paper and colouring pencils
- Positive Visualisation Sheet
- Homework Sheet – My Feelings Toolbox

Overview of Session:

- Welcome & Aims (10 Mins)
- Ice Breaker with Pictures (5 Mins)
- Questions and Answers (5 Mins)
- School Concerns Questionnaire (5 Mins)
- Activity: What is my body telling me? (10 Mins)
- Feedback
- Activity: Thoughts and Feelings (5 Mins)
- Strategies: Raisin Relaxation (5 Mins)
- Strategies: Positive Visualisation (5 Mins)
- Strategies: Breathing Technique (5 Mins)
- Summary (5 Mins)
- Homework Task: My Feelings Toolbox Sheet

Transition Handbook



This booklet belongs to:

.....

Hello

We know that starting secondary school is a big change and it may leave you feeling nervous and excited all mixed together.

I have made this booklet with these feelings in mind, to alleviate your worries, encourage your excitement and ultimately support you to feel prepared for joining us at school.

We are looking forward to showing you all the great things about our school, but until then I hope you find this booklet useful.

See you soon,

Mrs Pipe



About Me

I am looking forward to secondary school because:

.....
.....
.....

I would like to know more about:

.....
.....
.....

I will try hard at:

.....
.....
.....

What to Bring

Have a drawer or a box at home as a place to keep all your school books together and pack your bag the night before.



School bag	✓
Pencil case	
Colouring pencils	
Ruler	
Pens	
Pencils	
Calculator	
School Planner	
Lunch	
Water bottle	
Reading Book	
PE Kit	
Homework	

4

Networking

When you start school you will be given a username and email address so you can access the school systems and your new school email.

You can make a note of this information here:

Username:

Email:

Password:

To login to your emails you will need to:

- Go to www.swchs.net/links
- Click on [Email & Office 365](#)
- Type in your [email address](#) and [password](#)

5

Timetable

Here is an example of how your timetable might look. It can be confusing but you will only need to know the subject and the room number, as highlighted.

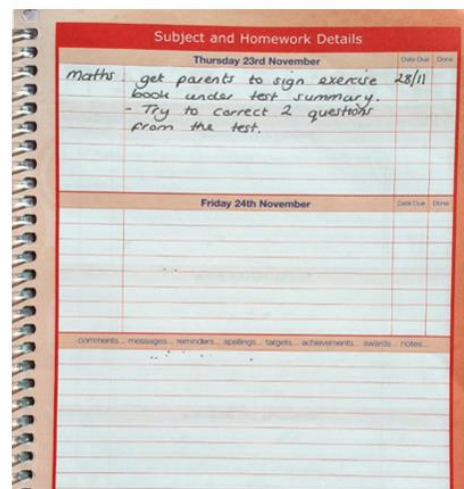
	1Mon	1Tue	1Wed	1Thu	1Fri
1	French C14	History B11	English D3	Maths PH1	German C5
2	English LIBA	Art & Desig GF	Maths GA	PE EJR	Music AJS
3	Des Tec B17	Science NEI	Science CM	English PH1	Science CM
4	Des Tec B17	Geography EK1	PE	Science AJS	Computing HE1
Lun					
Reg					
5	Maths Q4	Computing P5	German C6	Des Tec NEI	Geography GR1

	2Mon	2Tue	2Wed	2Thu	2Fri
1	Drama AJE	Science CM	Maths EJR	Des Tec NEI	PE JC
2	Geography EK1	Art & Desig GA	English PH1	Des Tec NEI	Computing HE1
3	French C14	Drama AJE	History SX1	PE AJS	Maths EJR
4	History B11	Music M14	RPE LVC	English PH1	Science NLI
Lun					
Reg					
5	English PH1	German C5	French C14	Maths Q4	RPE B11

6

Planner

Here is an example of a page in your planner. This is a book where you will write your homework and when it is due in.



7

Our Day

This is the structure of our school day.

Between each new period or break there is a 5 minute movement time which allows you to make your way to your next lesson.

A bell will sound in the school to tell us when to move.

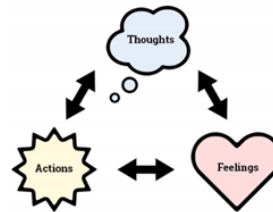
Time	Our Day
08.40 - 09.40	Period 1
09.45 - 10.45	Period 2
10.45 - 11.00	Break Time
11.05 - 12.05	Period 3
12.10 - 13.10	Period 4
13.10 - 13.55	Lunch Time
14.00 - 14.15	Registration / Academic Tutoring
14.20 - 15.20	Period 5
15.20 - 16.30	Homework Club (Monday - Thursday)
15.20 - 16.00	Homework Club (Friday)

8

Thoughts, Feelings, Actions

When we discuss our worries we often talk about the thoughts that we have, how that makes us feel in our bodies and how we respond to it. It is therefore important for us to know that our thoughts, feelings and actions are connected.

Imagine you have an upcoming test and you think "I'm going to fail". Because of this thought, you start to worry. You are so worried that you start to feel sick just thinking about the test and because this feels so uncomfortable you decide not to study.



What might have changed if you had a different thought?

9

Thoughts, Feelings, Actions



Thoughts are words that run through your mind. They're the things you tell yourself about what's going on around you.



Feelings come and go as different things happen to you. You might feel happy, angry and sad all in one day. Some feelings are uncomfortable but they are not bad.

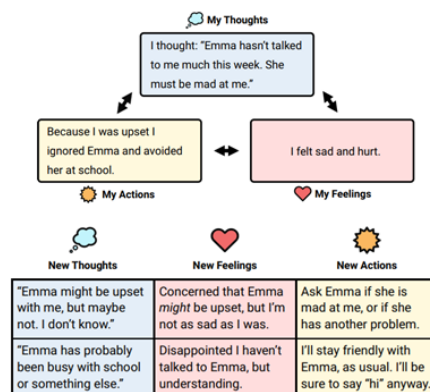


Actions are things that you do, or the way you behave. Your thoughts and feelings have a big impact on how you react. If you feel happy, you are likely to behave well and do nice things.

10

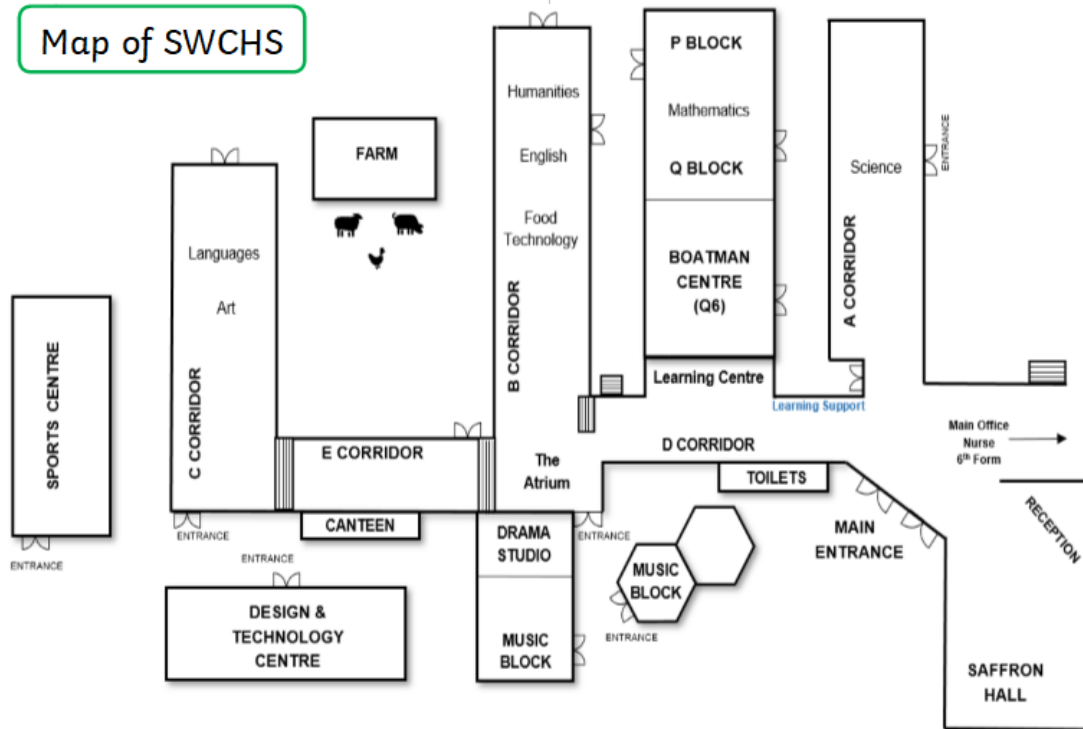
Thoughts, Feelings, Actions

It will help you to be aware that just because you have a thought about something doesn't mean it's true. Your thoughts are guesses about why something has happened, or about something that might happen. When you try to think of new thoughts it will help you to see the situation differently.



11

Map of SWCHS



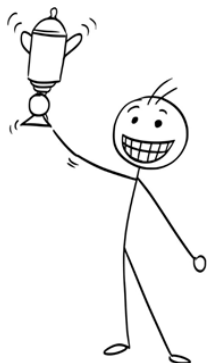
8

9

Visualisation

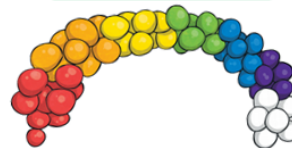
I believe in positive visualisation, where if we see it, feel it and believe it, then it will come true.

Draw a situation with yourself at school that you have been worried about, but change your thoughts to making it a positive moment and capture that feeling in a drawing.



14

Mindfulness



When we are feeling anxious we can use breathing to calm ourselves down. It will also help you to feel connected with your body and what is happening around you.

Taking slow and gentle breaths, in and out, can help us to feel better if you are worried, sad or frightened.

Imagine you are blowing up a balloon - take a gentle, deep breath in and slowly breathe out to fill up your imaginary balloon. Tie a knot in the end and tie on an imaginary string.

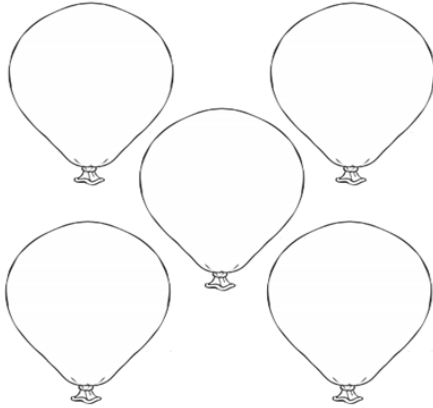
You can fill each balloon with a worry or an uncomfortable feeling as you blow out and watch it float away as you let the balloon go.

15

Positivity

You must remember to be kind to yourself and tell yourself that you are wonderful everyday.

Please write in each of these balloons something that makes you amazing, kind, unique, funny or anything else positive that you can think of.



16

I get lost or can't find my class.		Check your timetable or ask at the Year 7 office, Reception or Learning Support in D2.	
I'm late and missed Registration.		Sign in at Reception as soon as you arrive.	
I have been bullied.		Tell your teacher, TA or any adult immediately .	
I lost something.		Check <ul style="list-style-type: none"> Where have you been? Bag racks Lost property 	
I missed my bus.		Go to Reception.	
I forgot my PE kit.		Borrow some or see your teacher before the lesson.	
I do not understand work in a lesson or my homework.		Ask your teacher before it is due in or go to Homework Club after school or ask Learning Support in D2.	
I have a medical appointment.		<ul style="list-style-type: none"> Bring your form tutor a letter from home or a note in your organiser. Show the letter at Reception and sign out when you leave. 	

17

I feel ill or I have hurt myself.		Get my planner signed by the teacher and go to the nurse.	
I forget my lunch or I have no money on my finger pay.		Phone home at Reception or go to the Year 7 Office for a lunch loan.	
There is a message from home.		Urgent messages are delivered to your lesson.	
I get a detention.		Accept responsibility for your actions. Arrive on time, in the right place and be prepared to work.	
I forgot or lost my planner.		Go to the Year 7 office or ask your teacher for a temporary sheet.	
I do not have the correct uniform.		Explain at the Year 7 office and you will given a Yellow Slip which explains it.	
I cannot keep up with taking notes in the lesson and writing in my homework.		Ask the TA or teacher for help and ask them to record your homework in your planner.	
I have lost my bus pass.	 	Go to reception to inform the bus company and get a note for the bus driver.	

18

Top Tips for Surviving Secondary School!

Be prepared! Look at your timetable and make sure you know where to go and when.

Be organised! Make sure you have the right books and equipment with you for each lesson.

Be enthusiastic! Teachers won't expect you to get every answer right, but they will be impressed if you try your best and 'have a go' at learning new things.

Be resilient! Sometimes things won't go your way - they will be difficult or unfair or embarrassing. This is normal and happens to everyone, so don't worry. Just say to yourself, 'Tomorrow's another day ...'

Be brave! It might seem hard to make new friends, but everyone is feeling the same way. Say hello!

Be kind! If someone else seems to be having a hard time, try to help. This is a good way to make friends and hopefully they will return the favour.

Be honest! If you do something wrong or forget something, it's much better to own up straight away.

Be yourself! Believe in yourself! You can do it!

19



Mrs Moorey
(School Nurse)

She is here to help you if you are feeling unwell or worried. She can provide emergency first aid treatment for accidents and injuries.

She can support and help students who have diabetes, asthma, epilepsy and many other things.



HeadSpace: try this free app for mindfulness.

Beth Robertson
(Counsellor)

There may be a variety of reasons why you might want to ask for counselling. If you think that you would like to see Beth you can refer yourself by emailing brobertson@swchs.net, seeing Beth in person at her office in E4a or asking your form tutor or Learning Support to guide you.



You can also see Beth at the drop-in sessions on Monday, Tuesday, Thursday and Friday at 1.10pm to 1.50pm.

Who Can I Talk To?



Before school and after school

- Learning Support (from Sam in D2)
- Librarian (from Sam)
- YAC
- SSO
- Counsellor (Beth in E4A)
- Safeguarding Team
- Form Tutor

Break and lunch

- YAC
- SSO
- Learning Support (D2)
- Librarian
- Nurse
- Duty Staff
- Curriculum Areas

During lessons and form time

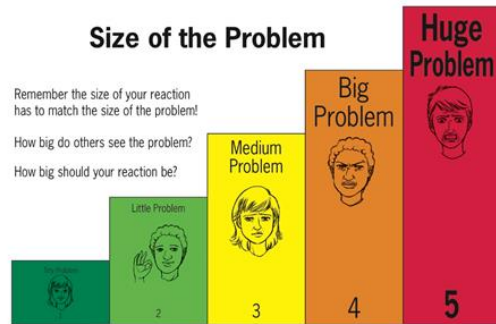
- Your Form Tutor
- Subject Teacher
- LSA
- Nurse

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



Calm Down

- 1 Remember it's OK to feel angry or sad.
- 2 Let go of the anger, sadness or fear.
- 3 Breathe in and think of what is troubling you.
- 4 Breathe out and let those emotions go.
- 5 Feel yourself calming down with each breath you take.
- 6 Say to yourself, "I am in control. I feel calm and relaxed. I feel the negative emotions leaving my body."
- 7 Take time to relax and become fully calm.

What Helps

You already know and will find a number of ways to control your anxious feelings.

Write them down here to help you remember.

Exercises:

.....

Activities:

.....

Music or Films:

.....

Relaxing Place:

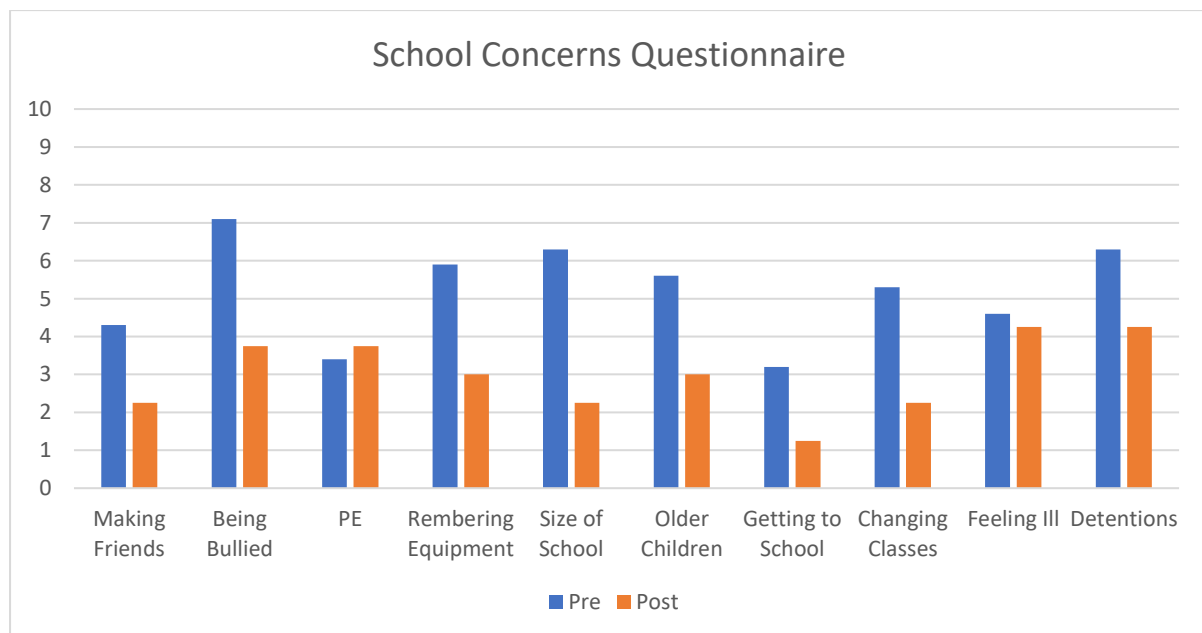
.....

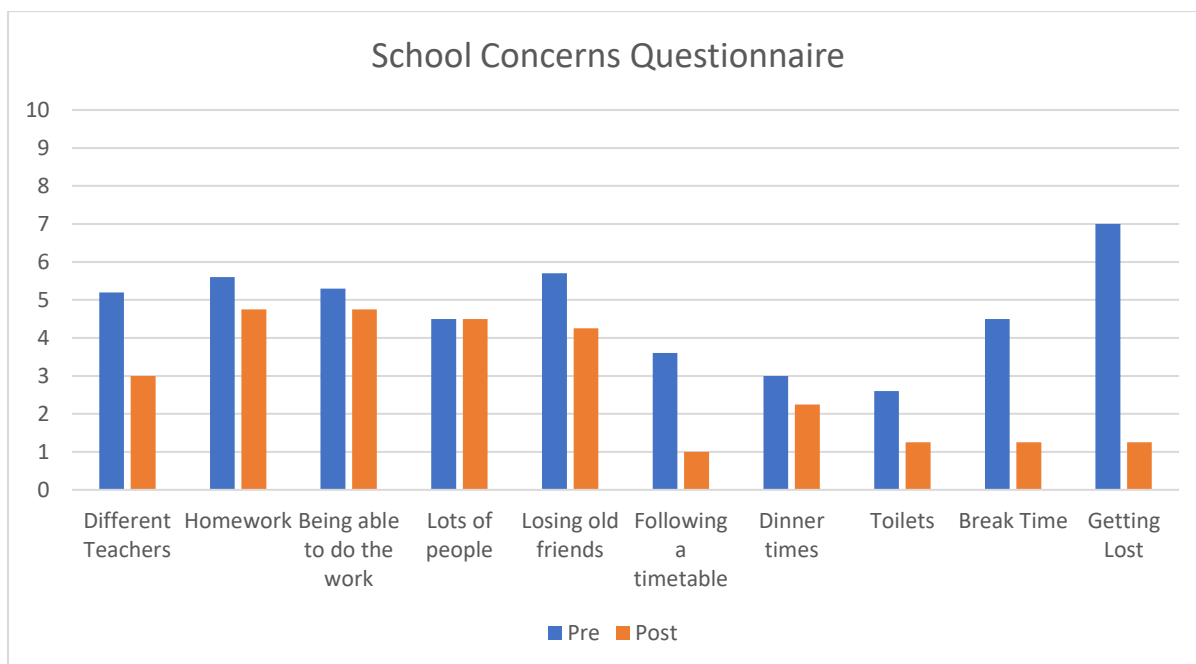
Measuring Impact:

During the transition workshop, the pupils were asked to complete the School Concerns Questionnaire. It is designed to be relatively easy and quick for young people to complete, normally taking only around 5 minutes to answer the questions. The pupils are asked to rate the degree to which they experience each anxiety on a 10-point rating scale. The same questionnaire was given with a feedback form during the first half term of year 7 and the responses have been compared.

Results:

The results reflect the 11 students (7 from Katherine Semar, 4 from St Thomas More) who completed the Transition Workshop and therefore completed the School Concern Questionnaire before and after participating in the workshop.





Summary of Results:

The three areas of greatest impact were:

- Getting lost
- Size of school
- Being Bullied

The three areas that remain as the greatest cause of anxiety for these students are:

- Homework
- Being able to do the work
- The volume of people in the school

PE displayed an increase in anxiety since the start of September 2017.

A comparison of three children:

Child	Pre	Post
X	93	37
Y	79	24
Z	134	66

As can be seen from the graph there is an overall decrease in anxiety for the children and the contributing factors to these results are the transition workshop and becoming familiar with the school in their first few weeks.

In addition to the transition programme, working on positive coping styles, effective planning and problem solving for anxious situations, we can assume that a successful transition involved being physically and socially involved in the school with a sense of belonging. This can be seen in the three main areas that had the greatest impact.

The three areas that remain the greatest cause for anxiety focus on their academic involvement within the school. This continues to present at the start of each new term with new expectations and teachers.

Therefore, we can conclude that a successful transition would involve functioning well in two areas:

- Being academically stable.
- Feeling a sense of belonging to the school and their peers.

Student Feedback

Student 1

What were your worries and concerns about coming to Saffron Walden County High School?

Bullying and getting lost.

Which part of the workshop did you find most useful?

Discussing our emotions and how we feel them.

Did the workshop help to calm your worries about secondary school?

YES

Would you have liked us to include anything else in the workshop?

No, it was perfect.

Would you be interested in attending further workshops to help anxiety at school?

Yes, I would like it if there were more of these workshops.

SENCO Feedback

Primary SENCO 1

The feedback was really positive. It was solution focused and this reassured the children. The visuals maps and answers to worries were well received and it means the children have something to take away and refer to. The visualisation was a big hit too.

A TA at the school said that interestingly children asked questions in the group that they hadn't had asked in class work and it was felt that the group allowed more opportunity to talk about worries or anxieties and ask questions.

Another TA at our school fed back that 1 child tried to dominate and that will make us think about suitability of a similar type of child next year and how we might either not include them or help them to take turns/ behave more appropriately.

Year 6 teachers said they could have provided the next 6 or 8 anxious pupils for another group!

Thank you! It seems like it was a big success and hopefully this will reduce anxieties for these children, and it will have meant your team will be aware of any potentially anxious students.

It will be interesting to see how they get on and I suppose you may have considered asking them later in the year if the session helped or how it could be improved.

Primary SENCO 2

What were your worries and concerns about the transition to SWCHS for the children you identified?

Getting lost, literally and figuratively, in such a big school, higher expectations of independence and organisation, them not speaking up if they had a problem, or not knowing who to go to.

How did the transition process work and how did it feel for you as a SENCO?

It worked well, definitely made a difference having Mrs Pipe as a named contact coordinating everything, and particularly as our children transferring up were SEN support or just a bit vulnerable rather than EHCPs. I don't think we sent anyone to Moving On Up for the last few years as they weren't that needy, but the session in our school meant that more children could have a lower level of support.

Were you able to see an impact from the workshop on the children?

The children from the group were much more confident. I found it useful being in the session too, so I knew what they had looked at and talked about which made following it up with further conversations much easier. The children who had been in the workshop were then able to reassure the others in their class – they liked being 'the experts'.

Did you ever receive any feedback from parents?

One parent commented that they were confused with all the different transition events, and I think as a school we were slightly too – various departments seemed to be doing different transition events but not always coordinating very well. I think in my last year there was Moving On Up, SEN workshop, taster day, bridging day, transition work to be completed, Year 7 tutors visiting, a science event and a singing event in Saffron Hall – all good but

packed into a short half term. Apart from that I think they are always happy to receive any support going.

What do you think made it work well?

Different opportunities depending on the particular needs of the child, there are now so many transition opportunities it has become personalised for individuals. It must be way over and above what other schools provide.

If you had to pinpoint three 'must-do' things to share with other groups of schools/families/Year 6s, what would they be?

Having a named person to co-ordinate transition, Mrs Pipe become the go-to person in the early weeks of September for new Year 7s which is really helpful.

For primary schools to make sure they understand the purpose of each transition activity being offered and make sure the right people attend!

Keeping the relationships going with the primary school after transition –they will have a wealth of knowledge about the parents too, which may become more relevant during the first half term or so!

Do you have any suggestions that could make it better?

Looking through the planners and starting to teach them how they can be used well – you might already do this! Could you leave any of the resources you use in the primary schools so they could look through them again maybe with their own TA or classmates?

Inclusion Panel

Our Inclusion Panel is a multi-professional meeting held termly at Saffron Walden County High School.

During the summer term I chair this meeting with professionals and specialists. This is an opportunity where they can share experiences, expertise, new information and suggested services to support the transition and development of the children in this transition cohort.

From this meeting we minute actions for ourselves as a school and the professionals present in order to ensure that the children receive the best transition based on collaborative working. We then following these actions up at our next Inclusion Panel in the autumn term.

This approach has enabled us to encompass all of the students within one meeting and therefore effectively save on time and workload while increasing our transition productivity and success.

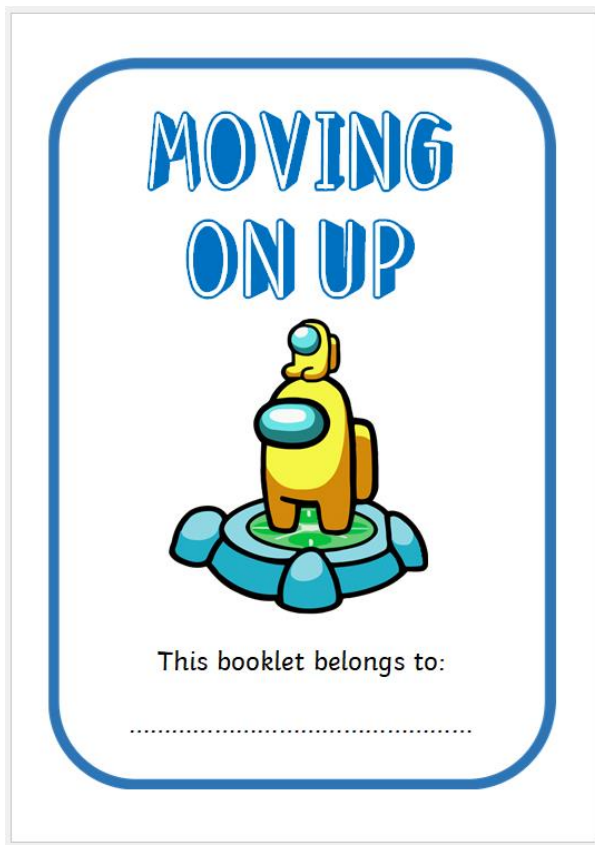
Moving On Up

Moving on Up is an inclusion morning delivered by the Learning Support Department at SWCHS. We invite children from the local schools who are planning to start in September and who would benefit from an additional and relaxed morning within our school. The morning, which consists of 3 hours, is an opportunity for the children to experience the school environment during a normal day, introduction to our department and staff, games, a tour and lots of fun.

This is the structure of our day:

9.00am	Meet at Reception
9.10am	Brief introduction in The Learning Centre
9.15am	Let's Make Friends
9.30am	Start completing booklet
9.45am	Tour
10.30am	Back to Learning Centre to complete booklet
10.45am	Break Time
11.00am	Sports Hall for Multi Sports
11.50am	Certificates
11.55am	Back to Reception

We complete this booklet with the children during the morning.



Welcome to
Moving On Up 2021!

We hope you have a fun morning and that it will help you to feel really excited about coming to Saffron Walden County High School in September!



Hopefully you will meet new friends and staff that will be working with you!

A Corridor

What subject is taught here?

.....



Outside A Corridor is P Block.

What subject is taught here?

.....

D Corridor

Learning Support is here!
What is the room number?

.....

We are here to support you
while you are at school.



4

B Corridor

What subjects are taught here?

.....

.....

.....



5

E Corridor

The Canteen



Here we have a cashless canteen, which means that you cannot pay for your lunch with any cash. Instead, an adult at home needs to top up your WisePay account online, or use the top up machine in E Corridor and you use your fingerprint to pay for your food!

6

C Corridor



What subjects are taught here?

.....

.....

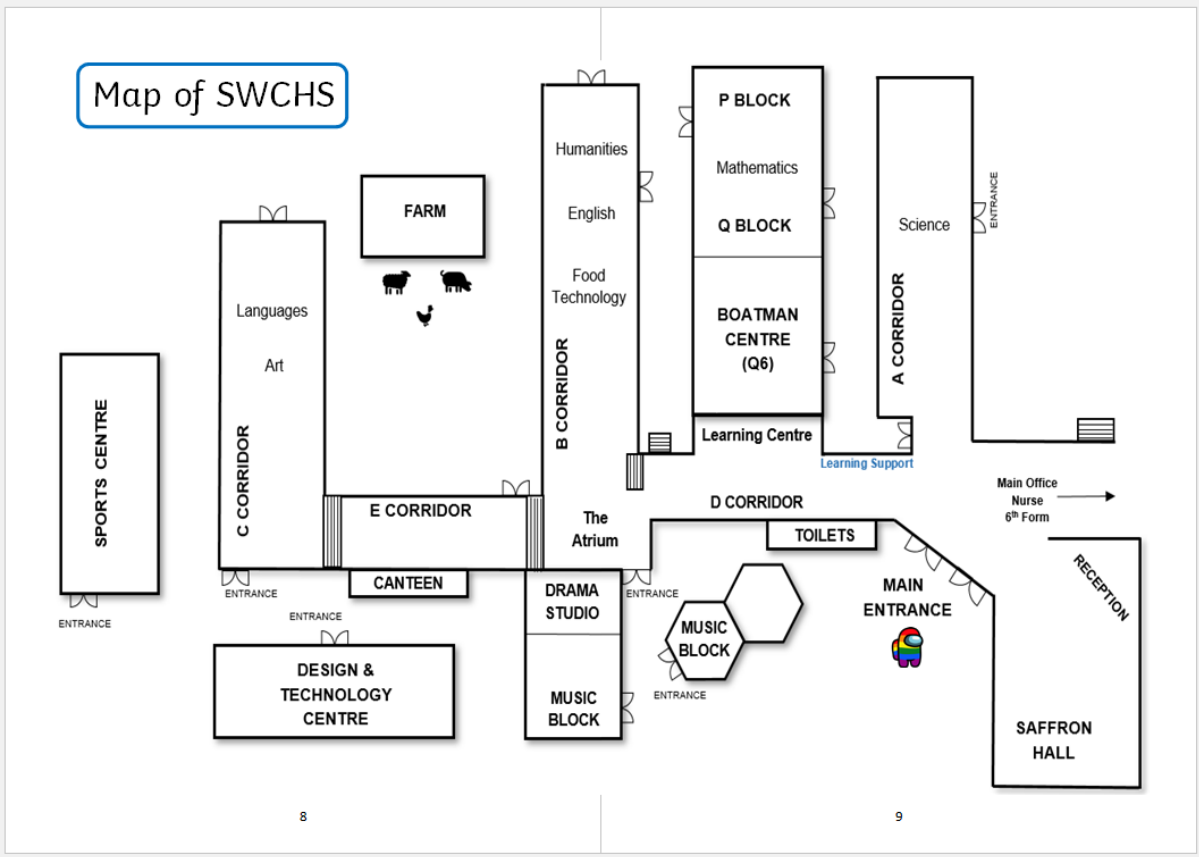
Walk outside of C Corridor.

What 2 subjects have their
own blocks just outside?

.....

.....

7



Clubs

What clubs could you go to at lunchtime?

.....

.....

.....



Extra Questions

What is the name of the Head Teacher?

.....

What is the name of your Head of Year?

.....



What to Bring

What will you need to pack for school?



What to Do

I don't know where my lesson is.

.....

I don't know how to do my homework.

.....

I am worried about something.

.....

I am lost.

.....

Our Day

This is the structure of our school day.
Between each new period or break there is a 5 minute movement time which allows you to make your way to your next lesson.

Time	Our Day
08.40 - 09.40	Period 1
09.45 - 10.45	Period 2
10.45 - 11.00	Break Time
11.05 - 12.05	Period 3
12.10 - 13.10	Period 4
13.10 - 13.55	Lunch Time
14.00 - 14.15	Registration / Academic Tutoring
14.20 - 15.20	Period 5
15.20 - 16.30	Homework Club (Monday - Thursday)
15.20 - 16.00	Homework Club (Friday)

Timetable

Your timetable might look like this.

What lesson is

Week 2 - Wednesday - Period 1?

.....

	1Mon	1Tue	1Wed	1Thu	1Fri
1	78W5 C14	78W5 B11	78eWF D3	78aWF Q4	78dW5 C5
2	French MN	History SXI	English PHI	Maths EJR	German MC
3	78aWF LBA	78aW5 C4	78aWF Q4	78aWE SAE	78aW5 M14
4	English GF	Art & Desig GA	Maths EJR	PE AJS	Music LVC
5	78dC1 B17	78eW5 A11	78eW5 A8	78aWF D3	78eW5 A11
6	Des Tec XEI	Science CM	Science PCU	English PHI	Science CM
7	78dC1 B17	78eW5 B10	78aWE SFI	78eW5 A12	78eW5 P5
8	Des Tec XEI	Geography EKJ	PE AJS	Science CM	Computing HEI
9	78aWF Q4	78eW5 P5	78dW5 C6	78dC1 B17	78eW5 B4
10	Maths EJR	Computing HEI	German MC	Des Tec XEI	Geography GRJ

	2Mon	2Tue	2Wed	2Thu	2Fri
1	78dW5 E7	78eW5 A12	78dWF Q4	78dC1 B17	78aWE JC
2	Drama ABE	Science CM	Maths EJR	Des Tec XEI	PE
3	78aW5 B10	78aW5 C3	78aWF D3	78dC1 B17	78eW5 P3
4	Geography EKJ	Art & Desig GA	English PHI	Des Tec XEI	Computing HEI
5	78W5 C14	78dW5 E1	78W5 B11	78aWE AJS	78aWF Q4
6	French MC	Drama ABE	History SXI	PE AJS	Maths EJR
7	78W5 B11	78aW5 M14	78eW5 B5	78aWF D3	78eW5 A8
8	History SXI	Music LVC	RPE EAJ	English PHI	Science NLJ
9	78aWF D3	78dW5 C5	78W5 C14	78aWF Q4	78eW5 B11
10	English PHI	German MC	French MC	Maths EJR	RPE EAJ

Parent Feedback

Parent 1

What were your worries and concerns about the transition to Saffron Walden County High School for your child?

He was not moving with any other children from his primary school. He has some learning difficulties which impact on how his peers relate to him or how friendship are formed which has been very difficult. It was a big transition and how he was going to cope with so many different teachers and subjects and would they know how to deal with problems or difficulties that would arise.

Had your child shared any worries or concerns about transitioning to Saffron Walden County High School?

He was excited and a little bit worried about not knowing other children and what to expect

Were you able to see an impact from 'Moving On Up' on your child?

Yes. He was more excited. He felt comfortable that he was recognised, and staff acknowledged him.

How did this process feel for you and were you satisfied with how this event was organised and carried out?

Yes, very impressed.

Any further comments.

I'm happy that we have been able to talk to staff about our concerns. Most staff that I have been in contact with has been very helpful and attentive.

Support Taster Day

Before the children are invited to attend our Year 7 taster day, the children with EHCP's are allocated a Key TA. This member of staff will then take the lead for the induction and wellbeing of that child while they are at school. This person will therefore also attend the taster day and be with that child for the duration of the day to ensure they are safe and supported during lessons and unstructured times.

Closely Monitor Children for 2 Weeks

Following on from the taster day the same TA would also be with that child and their form for the first two weeks of Year 7. The TA, who will have read their paperwork and prepared for their arrival, can then be on hand during the most challenging transition period and support them as required.

This also gives the TA a general overview of how the child needs support across the curriculum and the varying needs at these different times including unstructured times such as moving between lessons and lunch time.

When the initial two weeks have passed the TA will type a planning document for that child regarding the support required in this new environment. This will then be shared with other TAs and teachers.

Working with Specialists

When required we will facilitate working with specialists to support the transition of children.

This can be through attending meetings, open communication regarding the transition, sharing information and collaborating on a scheme of work.

Additional Visits with Children

There are times when we provide additional visits for the children that due to a particular need require to be desensitised or familiarised with the environment as part of their transition.

This has included additional short visits increasing over time for a home-schooled child with ASD, where schoolwork was carried out 1:1 with a TA in our school environment.

We have also supported a number of children with impairments such as VI where regular visits to familiarise themselves with the school was required. During these visits, we took pictures which they were able to take home and review, plan routes on a map and gain confidence in the space with managing their movements.

Student Feedback

What were your worries and concerns about coming to Saffron Walden County High School?

My concerns were walking around a big school and having the worry that I might be on my own, I know now that I wasn't.

What did the school offer you to support your transition?

You helped me around the school before I started and that helped me a lot.

Would you have liked us to do anything else?

I don't think there is anything else that you could have done.

What advice would you offer to someone in your position start in September?

I would say to make friends in and out of D2 and don't let people bully you or get you down.