Do you feel like them?

- https://www.annafreud.org/schools-and-colleges/resources/moving-up-the-transition-to-secondary-school-animation-teacher-toolkit/
- STEPS School Transition Toolkit (padlet.com)

What is your biggest worry? I am a bit nervous about ….

What is your biggest hope? I hope I …….

How does a parent feel at transition ?

- You might feel you can’t protect your child anymore .
- You might feel that all of a sudden your child has grown up.
- You might feel detached from school.

Is there anything you can do to ease the process?

Equipment

- Ask the school for a checklist of all the equipment your child will need.
- You can laminate this and stick it on your child's wall, so they can tick off what they need each day.

Writing up a timetable of the books and other equipment they need to take on each day of the week is useful.

Uniform

- Label all of their uniform and equipment clearly, especially if they're prone to being forgetful or disorganised.

If there are sensory issues with any garment of the uniform I recommend a step by step approach starting the week before school starts.

Touch the garments first
Try to wear it at home for 10 min.
Then for longer

This help can make the difference.

- Teach your child the skills they'll need for secondary school. Many of these, such as tying a tie, reading a timetable and ordering their own food in the cafeteria, may be new to them, so start early so they have time to practise

	Monday	Tuesday	Wed	Thurs	Friday
AM					
1	Spanish F24 Mr D Alarcon	Science F07 Mr R Clevela	Art S04 Mrs S Greig	Hosp + Cat G01 Mrs R Girlins	History G10 Mr G Knight
2	English S16 Mrs E Picker	Science F07 Mr R Clevela	Art S04 Mrs S Greig	Hosp + Cat G01 Mrs R Girlins	English S16 Mrs E Picker
Fm	Form time F18 Mrs R Girlins	Form time F18 Mr S Davis	Form time F18 Mr S Davis	Form time F18 Mr S Davis	Form time F18 Mr S Davis
Br					
3	Maths S28 Mrs L-M Kri	Geography F25 Mr D Stevens	English S16 Mrs E Picker	Maths S28 Mrs L-M Kri	Spanish F24 Mr D Alarcon
4	Science F10 Miss A Brow	Computer Sci F21 Mr R McGres	Maths S28 Mrs L-M Kri	English F18 Mr S Davis	History G10 Mr G Knight
5A	Science F10 Miss A Brow	Maths S30 Ms K Bought	Religion + eth F25 Mr D Stevens	PE PF2 Mr R Palmer	Music G04 Miss K Lande
5B	Science F10 Miss A Brow	Maths S30 Ms K Bought	Religion + eth G16 Mrs A Hurray	PE PF2 Mr R Palmer	Music G04 Miss K Lande
5C					
6	Geography F25 Mr D Stevens	Drama S12 Ms D Loughr	Personal Dev F18 Mr S Davis	PE PF1 Mr S M Colli	Maths S28 Mrs L-M Kri

Time to become more independent

- If your child will be getting to and from school independently, rehearse the route a few times, together at first, and then following them at a safe distance.

How do all teachers know about my son and his needs ?

Learning Plan for [redacted]

Stage: **E**

Date of birth: [redacted] Gender: Male Tutor group: [redacted] Year group: 10 House: [redacted]

Teacher: Mrs [redacted] Start date: 22/6/2026 Review date: 17/12/2026 Plan number: 5

SEN needs:

- Physical Disability (PD)
- Autistic Spectrum Disorder (ASD)
- Social, Emotional and Mental Health (SEMH)
- Moderate Learning Difficulty (MLD)

Gifted & talented: N First language: English Free school meals: N Medical needs: N In care: N Ethnic background: Pupil Premium: N Armed forces: N Year 7 catch up: N Attendance: 99.4%

Assess

Areas of strength: Has a strong passion for history.
Happy in his own company.
Polite and tries his best in class
Loves running.

Pupil Contribution

[redacted] continues to be a keen runner, and this activity brings him great enjoyment. He also has a strong interest in tennis. He feels confident and happy within his friendships at school and is now comfortable seeking support when needed. [redacted] reports that he is coping well with school life and feels increasingly self-assured in this environment.

Mr [redacted] is [redacted]s favourite teacher, as he thinks he is passionate about his subject and manages his classroom effectively.

Areas of concern: Has a rare Neurological Disorder - PANDAS.

[redacted] experiences difficulties with revising his schoolwork. He finds it challenging to organise his time and maintain a consistent revision schedule.

Bespoke strategies: Try to give one instruction at a time and allow time for [redacted] to process the information. **Bespoke strategies**: Praise [redacted] for his positive contributions and hard work. **Bespoke strategies**: Allow additional time for Teddy to record notes during lessons. **Bespoke Strategies**: [redacted] plans to use

Plan

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
Communication	To ask for help or guidance from teachers or LSA.	Achieve this when necessary.	LSA support, traffic light system for discrete request for help. Teachers/LSA ask [redacted] if he needs help when he looks like he is struggling and encourage him to ask if he feels confident enough. Praise to be given when he does seek support.	

Summary	[redacted] tries his best in lessons and has become more confident in sharing his ideas with class and putting his hand up to answer questions. He won't often ask for support so regular check ins are needed. [redacted] has been known to display OCD behaviours when his PANDAS is presenting - during this flair up, he should not be expected/asked to share his equipment with other students although I have witnessed other students ask to borrow equipment previously and he has done so without hesitation. [redacted]s enjoys his own company and doesn't like drawing attention to himself, but has become more sociable over the past year.
Parent / Guardian contribution	
Pupil contribution	

We all need rules

- .

- **If your child has behavioural issues, it's a good idea to get hold of a copy of the school rules so they can familiarise themselves with what's expected of them, and what will happen if they break a rule.**

The Bullers Wood Way

- Show **honesty** and **maturity** by taking on **personal responsibility** for my actions
- Demonstrate **self-discipline** and **self-control**
- Show **respect** for **myself**, for **other boys**, **adults**, **school values** and the **environment**
- Follow the **uniform code**
- Be a **good role model** in the **community**
- Arrive at school and lessons **on time**
- Bring the **correct equipment**, **books and homework** to **support** my **learning**
- Ensure that my **mobile device** is **'off and away'** when in school

Bullers Wood School for Boys

Be Bullers

To embody what it means to 'Be Bullers' we demonstrate our values in class by: being **responsible**, being **respectful**, being **kind**, and being **ambitious**.

What we say:
be ready to learn

What you do:
- Be on time
- Wear uniform correctly
- Have your equipment
- Take care of the presentation of your work

What we say:
sit up

What you do:
- Look at and listen to the person talking
- Follow instructions first time

What we say:
use one voice

What you do:
- Listen to others
- Respect other's views
- Wait your turn

What we say:
engage

What you do:
- Apply hard thinking
- Attempt all tasks set
- Complete your work
- Work to meet your targets
- Contribute to lessons
- Own your actions

What we say:
make it better

What you do:
- Be at least 1% better every lesson
- Redraft, review, rewrite
- Push yourself
- Check Spelling, Punctuation and Grammar
- Use subject terminology

Book expectations

The basics

- Arrive at every lesson with the correct equipment.
- Complete all written work in **black ink** – not felt pens.
- Complete all diagrams, graphs, charts, and drawings using a pencil.
- **Use a ruler** for drawing all straight lines, underlining dates and titles.

Starting your work

- Rule off continued work from a previous lesson with a straight pencil line before starting a new piece.
- Write the **date** on the **top right-hand side** and underline it with a ruler.
- Write the title or learning objective in the centre of the next line and underline it with a ruler.
- Write '**CW**' for classwork or '**HW**' for homework in the margin next to your title.

During the lesson

- Write all question numbers clearly in the margin.
- **Do not skip blank pages**; ensure all work follows on consecutively.
- Cross out mistakes neatly with a single, straight horizontal line. **Do not scribble** over your mistakes.
- **Green pen** to be used for 'Make it better' tasks, peer assessments, and self-corrections.
- **Never doodle**, graffiti, or tear pages out of your exercise book.
- Secure all loose work into your book. **Glue worksheets** in carefully.
- Take care of your book. The school will **charge for a replacement**.
- Demonstrate consistent effort and attention to neatness and legibility of handwriting.

How will this be checked

- Teachers will check during lessons – this may be as part of written and verbal feedback.
- Heads of Faculty, Heads of Year and Leadership will check periodically.
- Your parent/carer should check when you take your books home.

There will be sanctions for failure to meet these expectations

Professional Partnership

- **In my experience students thrive in school when parents and school work together**

We are here to listen to you, but be mindful that teachers are here to teach mainly and sometimes are not available.

We are human and we can make genuine mistakes.

ELSA (Emotional Literacy Support Assistant)

- To support students with a mental health barrier to learning
  - Anxiety
  - Exam Stress
  - Low confidence and self-esteem
  - Bereavement and loss
  - Social skills
  - Emotional Regulation
  - Emotional literacy
- Therapeutic approach
- Bespoke Intervention
- Referral Process
- Oversee Year 7 transition
- Management and point of contact for selected EHCP

Interventions

- Students learn in class and when we remove for an intervention it must be absolutely necessary.
- We run many intervention during form time and during PD.
- Intervention don’t start straight away.
- All interventions are communicated with an email
- SIR-24-25.pdf