



■ ■ ■ ■ taking the STING out of transition

Secondary Transfer Parents Information Session 12th June 2025 7.00 - 8:30pm

AGENDA



- **Welcome and introductions**
- **How to prepare your child for secondary school**
- **Transition Projects in Tonbridge and Malling**
- **What to expect at Secondary school**
- **Breakout rooms with Secondary Schools**
- **Summary and close**



Preparing for Secondary School

Kent Educational Psychology Service

How can we best ensure that
young people are included
and developing their
independence?

Resilience!!

The process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands

(American Psychological Association)

Maslow's Hierarchy of Need

A psychological theory of motivation comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid.



Resiliency framework

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007					
	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
		Help child/YP understand their place in the world			
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going		Solving problems	
	Access & transport	The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know themselves
		Take what you can from relationships where there is some hope		Fostering their interests	
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise themselves	Calming down & self-soothing	Help the child/YP take responsibility for themselves
		Responsibilities & obligations			
	Exercise and fresh air	Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Enough sleep Play & leisure	Make sense of where child/YP has come from		Lean on others when necessary	
	Being free from prejudice & discrimination	Predict a good experience of someone or something new	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
		Make friends and mix with other children/YPs			
NOBLE TRUTHS					
ACCEPTING		CONSERVING		ENLISTING	

Home

Positive Discussions

- Stationary
- Uniform
- Shoes
- Haircut

Responsibilities

- New Timetable
- Preparing bags with familiar objects
- Map new school
- Map new travel routes

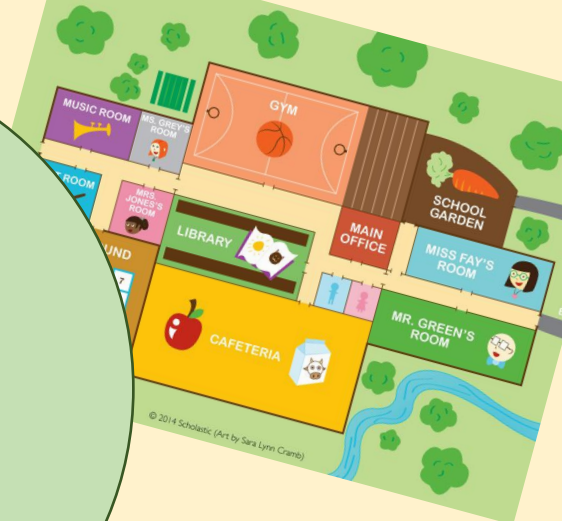
Reassuring Routines

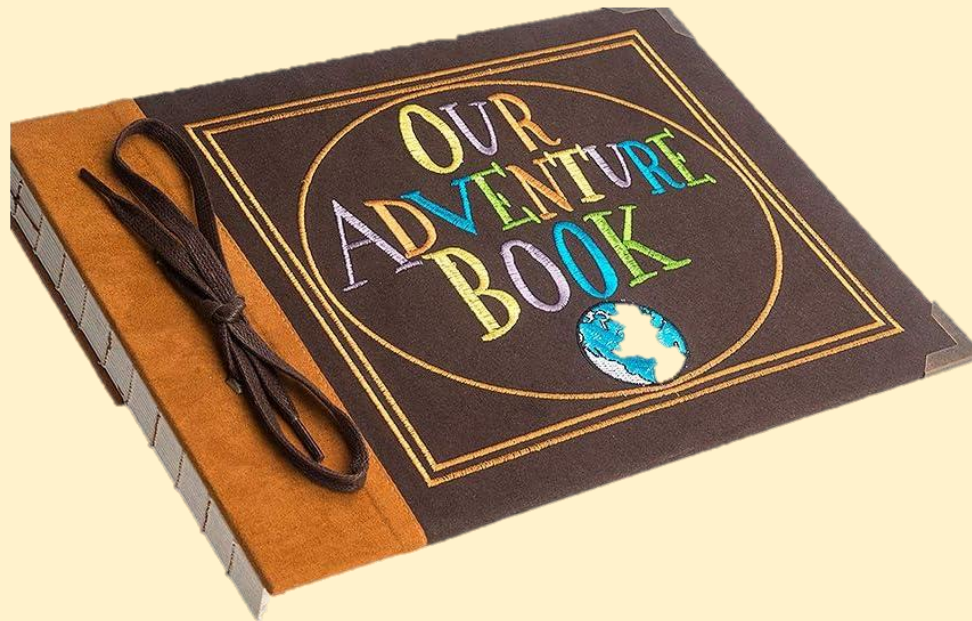
- Meal times
- Bed times

Ladder of
Success e.g.,
planning
achievable
goals



Action Plans
e.g., social
stories, comic
strip
conversations





Communication

“Better
partnerships, better
transitions”

National Autistic
Society



School



Primary & secondary school relations

Coffey (2013) finds that positive relationships and good communication channels amongst and between the stakeholders before, during and after transition are crucial to improve the transition process.

Familiarise with key members of staff

Headteacher

Deputy Head Teachers

Form Tutor

SENCo

Head of Colleges/Years

Peers and friends



Research heavily suggests attention should be paid to facilitate the formation of interpersonal relationships between children in the new school (Fuller, 2001; Coffey 2013).

**‘Best friends forever’?
Friendship stability
across school
transition and
associations with
mental health and
educational
attainment (2018)**

Choose health

Know what affects your child,
what makes them grumpy, hyper, disconnected...

- Do they need snacks throughout the day?
- Do they need lots of sleep?
- Do they need to get out and about and do exercise?
- Do they need time alone?

Trust that you know your child and give them the basics
that they need to cope with difficult days

Work together

Share ideas about how to:

- create action plans
- have a problem-solving approach
- enjoy achievements
- be forward-looking
- show them that we can all get things wrong



Move on up

Encourage independence:

- help them to move positively from child identity towards teen identity
- increase their responsibilities
- be positive whenever they act maturely



Be aware of your child's changing needs. Sometimes it might feel like one step forwards, two steps back.

Be calm

Try to stay calm whilst your child is feeling distressed.

Your child may show:

- highs and lows
- blame
- melodrama
- self-centredness
- anger



Communicate

The small things you do make all the difference:

Keep talking, texting, listening, hearing,
hugging, sympathising, smiling, reassuring,
checking, sharing, suggesting, encouraging,
respecting

Get learning

Be involved, find out more and talk about:

- social media
- internet benefits and dangers
- new music
- language and slang
- current affairs
- what it's like to be young in the current world



Be wise

As they discover new things, try to:

- be interested
- be non-judgemental
- guide
- give boundaries
- see it from all sides
- listen to their point of view
- choose your words carefully
- act on warning bells



Be the anchor

In times of change you are:

- constant
- family
- familiar
- routine
- in-jokers
- irritating
- comforting
- home



Have fun

Provide lots of light relief:

- be silly
- be embarrassing
- play games
- laugh together
- do stuff together
- make jokes
- make things
- be outside



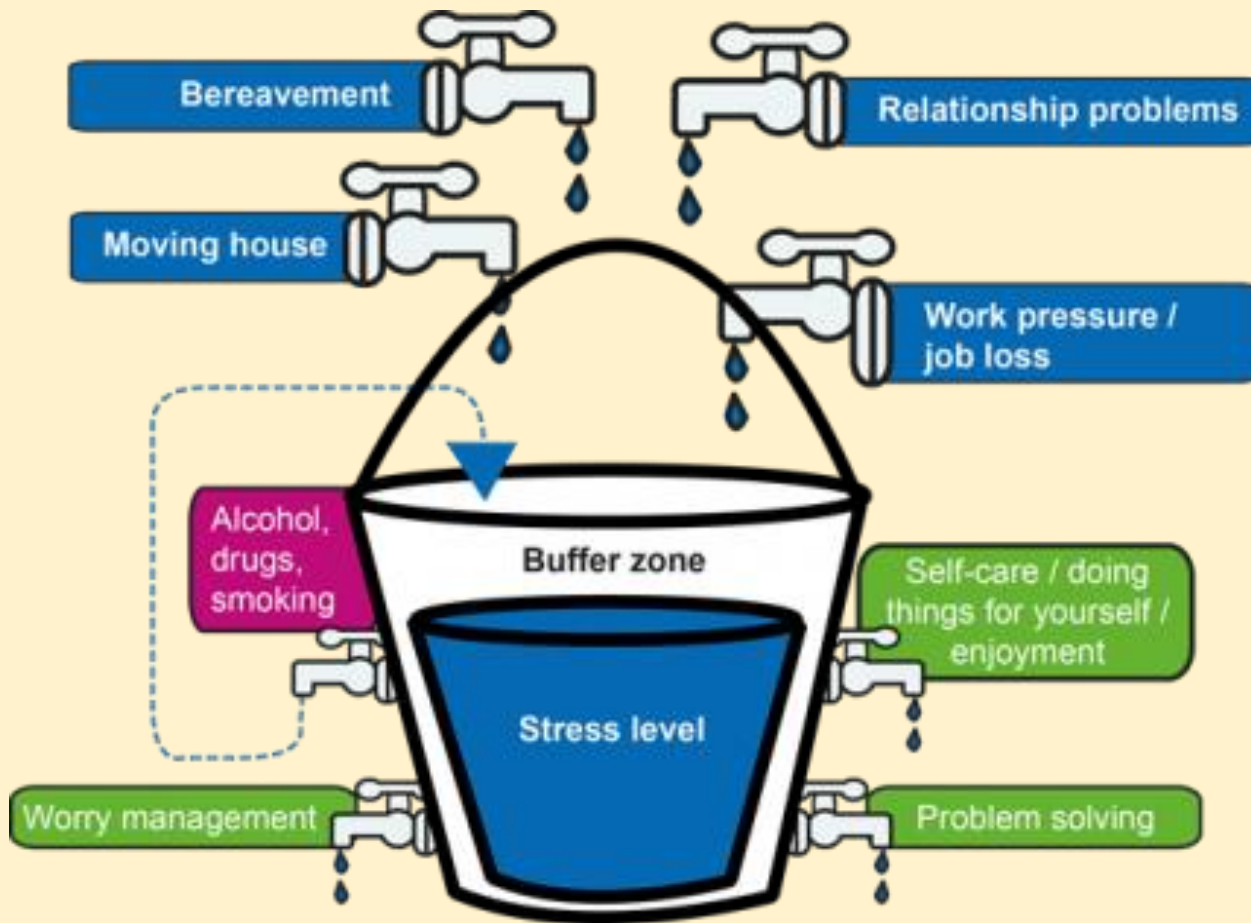
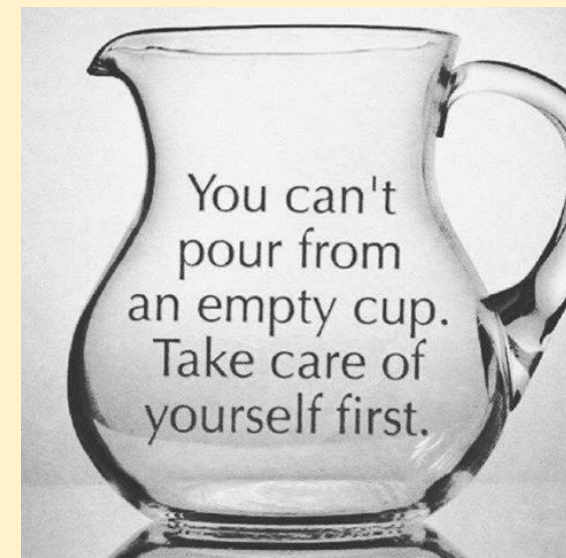
Look after yourself

Support yourself, to best support your child

- lean on friends
- offload on other family
- find 'me time'
- see the GP
- relax, exercise, sleep well, eat well
- remember tomorrow is a new day



Looking after yourself



Transition Projects in Tonbridge and Malling and Sevenoaks

- T&M STLS SEMH Transition Project
- STLS Communication and Interaction Project
- Speech and Language Transition Programme
- Schools offers...
- KCC Family Hubs



Secondary school transition

- Curriculum expectations
- Lesson transitions
- Lesson expectations
- Additional support
- SEND and pastoral – what's the difference?
- Homework
- Communication
- Uniform
- Behaviour policy – positive points and sanctions
- Parental support
- Online safety



Break out rooms with secondary schools

Testimonials and Tips from Year 7s

I also had help with interventions: Circle Time, Sensory Circuits , memory intervention and Lego Therapy. I go to the quiet room or Express club during lunchtime and at break time I go to a club run by Mrs. S. which is fun. I also attend the ASC girl's group. I also have therapy or I am able to speak with my TA . I attend breakfast club every day before school

At first coming to secondary school was a bit scary but also fun as I met with friends.

You can talk to people, you can trust people. The teachers are very kind

The homework isn't as bad as you'd think

It isn't as scary as your teachers make it out to be!

Testimonials and Tips from year 7s

PE isn't as scary as it seems!

If you forget your equipment, the teacher will provide you with it so don't worry

The food is good!

I have a lot more support in Secondary School than I use to have in my primary school

I have made a nice group of friends which is small but very nice with plenty of diversity in year groups .

You can talk to people, you can trust people. The teachers are very kind

Useful links

the pod

<https://www.kentcht.nhs.uk/childrens-therapies-the-pod/speech-and-language-therapy/school-aged-language/>.



[Starting secondary school - BBC Parents' Toolkit - BBC Bitesize](#)



Summary and close

Thank you for your attendance tonight.

There is a clear and useful Online Safety presentation for parents on the following YouTube link: <https://bit.ly/Y6-ESafety>

Please can you complete the quick feedback form on the Google Forms link to help us improve this event for next year.

<https://forms.gle/LHLcAXEMG97RpREA8>

Enjoy the rest of your evening and all the best for the end of the academic year and your child's start at secondary school.