



# Specialist Teaching and Learning Service

Ashford District

## Newsletter April/May 2020

### Transition Edition

This term we would usually be doing school visits and tours, we are all now planning on how this will take place in 'the new world' we find ourselves in!

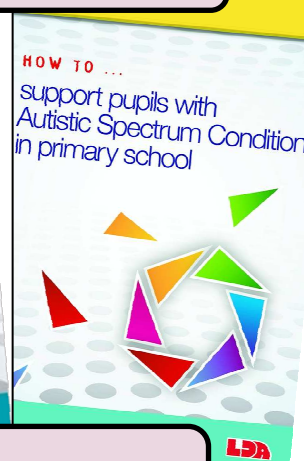
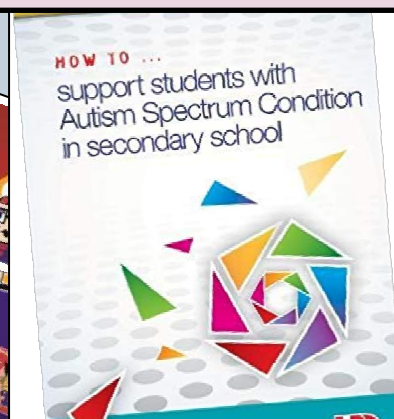
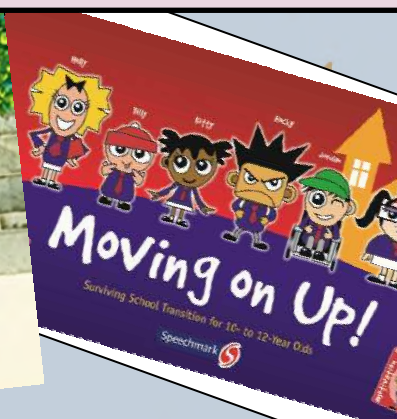
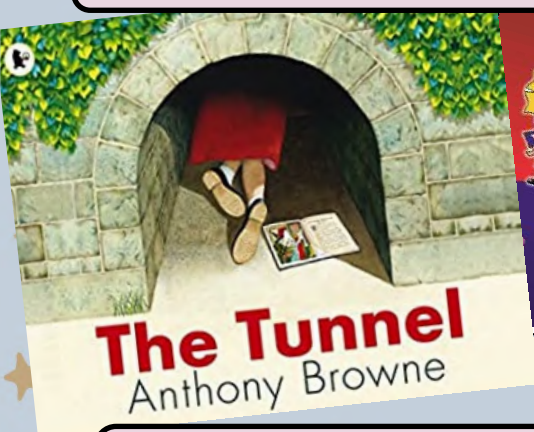
Specialist Teaching service has met with all Secondary schools and is now facilitating meetings across schools to facilitate a smooth transition.

The 'Moving on' resource has been created especially for children making the transition. [Please find attached in email.](#)

Whilst this newsletter specifically focuses on those physically making a transition to another school we are acutely aware that ALL our children will be making a transition in the coming weeks and months back to school. We have been working with colleagues in KCC to put together the very best resources to support the most vulnerable. I will be sharing this with you hot off the press next week.

*Kerry Greene*

### Book Resource Bank



### UPCOMING TRAINING

Unfortunately due to the Coronavirus we have cancelled all training courses until further notice. Apologies for any inconvenience caused but I am sure you will appreciate that due to the circumstances this has been the best decision.


Attachment 1

# Moving On

Getting ready to transfer from Primary School to Secondary School.

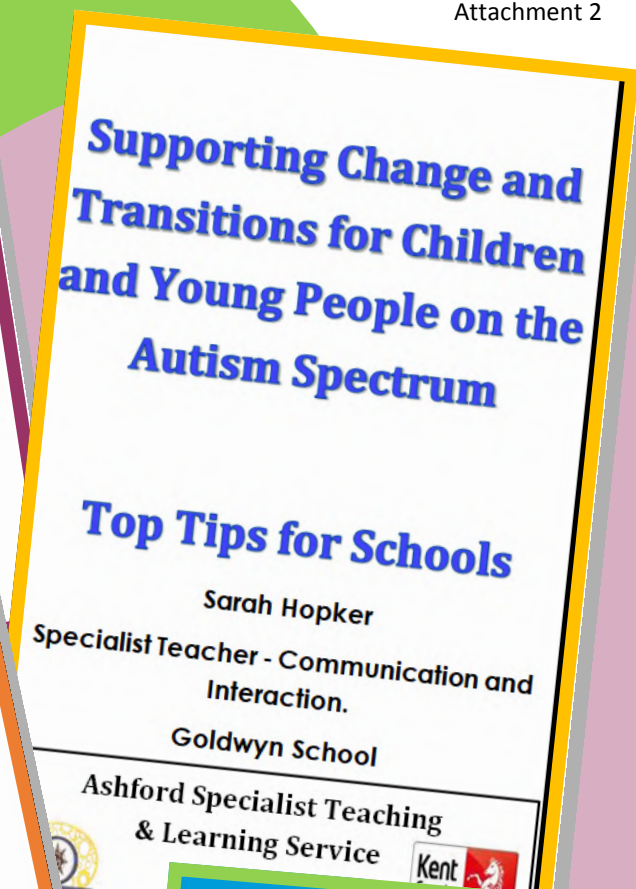
From...  
My Primary School: \_\_\_\_\_

To...  
My new Secondary School: \_\_\_\_\_



Useful booklets around transition. Please find attached in email.

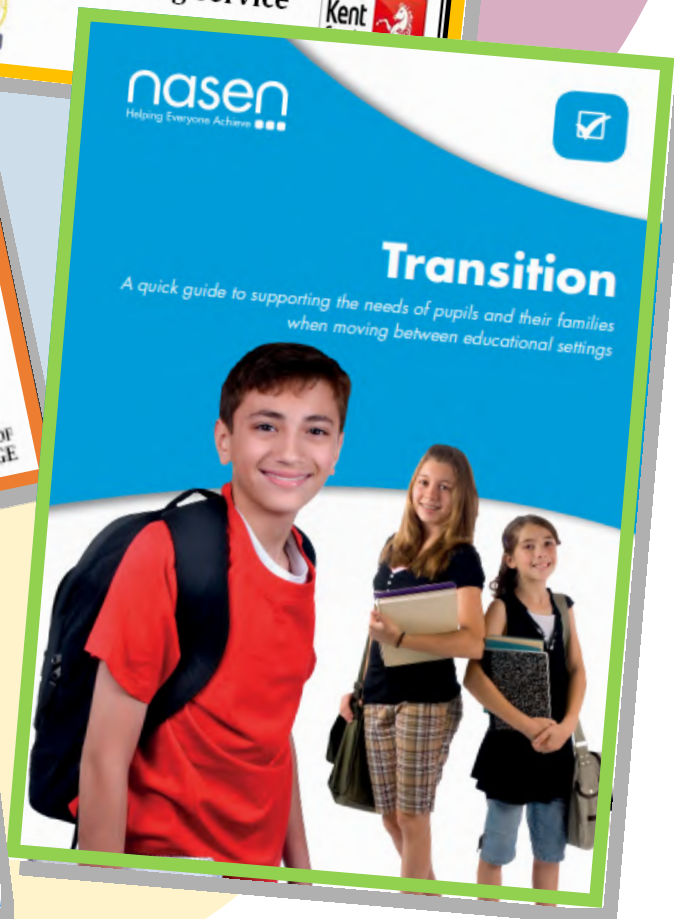
Attachment 2



Attachment 3



Attachment 5



Attachment 4

Professional Association for Childcare and Early Years is a charity and membership organisation based in London and working in England and Wales. A standard-setting organisation, it promotes best practice and

### HAPPY TALK

<https://www.pacey.org.uk/Pacey/media/Website-files/school%20ready/Happy-Talk.pdf>

### LISTEN & LEARN

<https://www.pacey.org.uk/Pacey/media/Website-files/school%20ready/Listen-and-Learn.pdf>

### MAKE A MARK. MAKE A START

<https://www.pacey.org.uk/Pacey/media/Website-files/school%20ready/Make-a-mark,-make-a-start.pdf>

### THE NUMBERS GAME

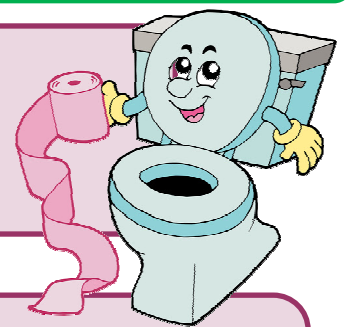
<https://www.pacey.org.uk/Pacey/media/Website-files/school%20ready/The-Numbers-Game.pdf>

## Useful Links

#### Specialist Children's Services:

##### SELF CARE—GOING TO THE TOILET

<http://live.nhsggc.org.uk/media/249082/readiness-for-toileting-information.pdf>



#### Sleep Health Foundation:

##### BEHAVIOURAL SLEEP PROBLEMS IN SCHOOL AGED CHILDREN

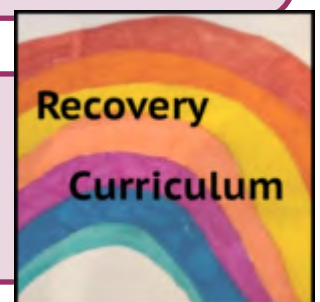
<https://www.sleephealthfoundation.org.au/pdfs/Behavioural-Sleep-Problems-Children.pdf>



#### Evidence for Learning:

##### A RECOVERY CURRICULUM

<https://www.evidenceforlearning.net/recoverycurriculum/>

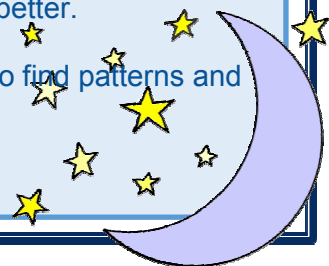




# Sleep Hygiene— CHOC Children's

Sleep Hygiene for Children Preschoolers (ages 3-5 years) generally need between 10-13 hours of sleep per night, and school-age children (ages 6-13 years) need between 9-11 hours of sleep per night.

- 1.** Stick to the same bedtime and wake time every day, even on weekends. Children sleep better when they have the same bedtime and wake time every day. Staying up late during the weekend and then trying to catch up on sleep by sleeping in can throw off a child's sleep schedule for several days.
- 2.** Beds are for sleeping. Try to use your bed only for sleeping. Lying on a bed and doing other activities (e.g., watching TV, using a tablet or computer) makes it hard for your brain to associate your bed with sleep.
- 3.** A comfy, cozy room. A child's bedroom environment should be cool, quiet, and comfortable.
- 4.** Alarm clocks are for waking up. Children who tend to stare at the clock, waiting and hoping to fall asleep should have the clock turned away from them.
- 5.** Bedtime routine. A predictable series of events should lead up to bedtime. This can include brushing teeth, putting on pajamas, and reading a story from a book.
- 6.** Quiet, calm, and relaxing activities. Before bedtime is a great time to relax by listening to soft, calming music or reading a story. Avoid activities that are excessively stimulating right before bedtime. This includes screen time like watching television, using a tablet or computer, and playing video games, as well as physical exercise. Avoid these activities during a nighttime awakening as well. It is best to keep video games, televisions, or phones out of the bedroom and to limit their use at least 1 hour before bedtime.
- 7.** How to relax. If a child needs help relaxing, they can use techniques such as taking deep and slow breaths or thinking of positive images like being on a beach.
- 8.** Start the day off right with exercise. Exercising earlier in the day can help children feel more energetic and awake during the day, have an easier time focusing, and even help with falling asleep and staying asleep later on that evening.
- 9.** Avoid caffeine. Avoid consuming anything with caffeine (soda, chocolate, tea, coffee) in the late afternoon and throughout the evening. It can still cause nighttime awakenings and shallow sleep even if it doesn't prevent one from falling asleep.
- 10.** If you can't sleep, get out of bed. If a child is tossing and turning in bed, have them get out of bed and do something that isn't too stimulating, such as read a boring book (e.g., textbook). They can return to bed once they are sleepy again. If they are still awake after 20-30 minutes, they can repeat the process and get out of bed for another 20 minutes before returning. Doing this prevents the bed from being associated with sleeplessness.
- 11.** Put kids to sleep drowsy, but awake. The ideal time for a child to go to bed is when they are drowsy, but still awake. Allowing them to fall asleep in places other than their bed teaches them to associate sleep with other places than their bed.
- 12.** Cuddle up with a stuffed animal or soft blanket. Giving a child a security object can be a good transition to help them feel safe when their parent(s) isn't/aren't there. Try to incorporate a doll, toy, or a blanket to comfort them when it's time for bed.
- 13.** Bedtime checkups should be short and sweet. When checking up on a child, the main purpose is to let them know you are there and that they are all right. The briefer and less stimulating, the better.
- 14.** Maintain a sleep diary in order to track naps, bedtimes, wake times, and behaviors to find patterns and work on particular problems when things are not going well.



## Useful Links

### Moving on : Top Tips for Pupils

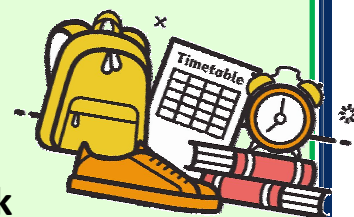
<https://www.mentalhealth.org.uk/sites/default/files/moving-on-top-tips-for-pupils.pdf>

### Starting Secondary School | BBC Bitesize

<https://www.bbc.co.uk/bitesize/tags/zh4wy9q/starting-secondary-school/1>

### Transition to Secondary School | Lesson Plan Pack

<https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lesson-plan-pack>



## From Early Years to Primary School—Best Practice

**However during the Covid 19 Lockdown these ideas may have to be completed in different ways, e.g. virtual tours, Moving Up Booklet with photos of key staff, classroom, dining hall etc.**

- Share relevant documents and information during two-way transition visits, for example: – families visiting the school – the school carrying out home visits – primary staff visiting early years settings – staff from early years settings visiting the school.
- Give children an opportunity to visit their new school, accompanied by a familiar adult, and to join in a variety of sessions, including playtimes and lunchtimes.
- Make an 'All about my new school' booklet for each child, with lots of pictures, and discuss it regularly with the child.
- Use stories to explain new situations.
- Give children opportunities to meet key staff, such as their teacher, teaching assistants and any other support staff who will work with them.

## From Primary to Secondary School



**Some Secondary schools offers a virtual school tour online, led by a friendly Headteacher avatar. Pupils can watch the tour as many times as they want at home or at school and can email any questions they may have.**

- Give young people an opportunity to visit their new school, accompanied by a family member or a friend. Individuals with mobility or visual difficulties may wish to visit several times to familiarise themselves with the layout. Pupils with learning difficulties may like to take photographs to help them remember and think about their new setting. Some schools provide opportunities during Year 6 for pupils to visit and experience some classes in their new school.
- Provide pupils with a map of their new school building(s) – colour code subject rooms and highlight important areas such as the cafeteria, toilets, assembly hall and form rooms.

Create daily checklists so that the correct items are taken to and from school for each day's activities, and use diaries for organising homework.

- Raise pupils' awareness and understanding about particular special needs and disabilities, especially those that are not visible, such as autism. This needs to be done sensitively. With appropriate support and preparation, some pupils may be willing to talk to their peers about their strengths and needs.

<https://nasen.org.uk/>