***Starting Secondary School***

# Choosing a School (in Year 5)

We’ve read the SEN Information Report for the school we’ve chosen and know what help, including pastoral care/pupil support is available to us

We’ve had a tour of the school/s

We’ve checked how accessible the school is (lifts, one- way system during changeovers)

We’ve read the school’s Medical Needs Policy and it meets our child’s needs

We’ve met the SENCO/Head of Pupil Support to find out how they can support our child

The school has a place for our child to rest and has good toilet facilities

We’re preparing our child for the increasing weight of books by trying out a backpack with wheels

# In Year 6

We’ve attended any Induction Days, Parents’ Info Days and know about uniform etc

We’ve met the Pupil Support (Pastoral) team and know what they do

If our child has or needs an Individual Educational Plan (IEP) or Education Health and Care Plan (EHCP), it’s up to date and the support needed has been arranged

Bristol OT/PT have visited the school with us to prepare for transition

We’ve organised transport (and funding) to and from school (bus pass/taxi etc)

We have a lift pass organised for our child should they need this

If our child wishes to leave the electric wheelchair outside the classroom and sit on a chair during lessons, then OT/school has arranged this

Staff training for first aid/defib training has been arranged for the in-service days before school term starts (arranged by the school, local health authority or child's cardiology team)

Our child’s Care Plan for school, including their photo, has been updated so that staff will be able to easily access their info

# In late June/early July

We’ve met the Head of Year/Form Tutor/SENCO/Pastoral (applicable key players) and given them the detailed [Care Plan](file:///C:\Users\Michaela\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\OGJB0Q5Q\Care%20Plan%20for%20school) and [Education Booklet](https://www.barthsyndrome.org.uk/userfiles/Factsheets/BarthSyndromeEducationGuide2019forschools.pdf)

We have distributed the A4 summary about our child to all teachers and TA’s

# When School Starts

We have a plan for letting the school know about any absences due to medical appointments etc

We’ve discussed with the school and have a plan if our child has times or days where they feel too tired to learn (rest breaks, quiet room, time off)

Our child has a centrally placed locker that they can get to easily

We have a Home/School book so that we can communicate daily with school staff

We know what social activities and clubs are available for our child

We have a plan for managing lunch, break times and moving around between classes

We have a plan for our child to take part in PE lessons and sport in a manner suited to their abilities and interests

If our child has their own defibrillator, staff know to always keep it nearby and have a plan to use in case of any emergency

School staff know where school defibrillators are and what to do in case of any emergency (defibrillator/nearest hospital etc)

We have a plan for physio/OT/Speech and Language therapy if needed while at school

We are confident that the school is aware of any adaptations our child might need and have the facility to provide them

Where our child has problems writing due to muscle fatigue, an appropriate device - such as a laptop with no internet access - will be allowed/provided

Relevant adaptations and provisions (e.g., a laptop and/or scribe etc) will be agreed well in advance of examinations and tests

We have a clear line of sight with school staff as to how plans are to be put in place should our child need to catch-up after sustained periods of absence due to sickness

# Managing Emotions

Helping your child to develop emotional literacy

Have regular, short, purposeful conversations, remember at this age concentration is short

Give emotions a name and a brief explanation as they arise in everyday life

Introduce a selection of words to describe emotions, use yourself, family members and your child in daily life to provide learning opportunities to help develop a better understanding of their emotions and to be able to identify them

Talk about recognising anxiety and develop a simple action plan to help reduce anxious feelings in different situations

Ensure your child understands what is meant by bullying, has a useful vocabulary to explain what has happened and most importantly know when to talk and who to talk to. Remember bullying is not just a physical thing, it can be much more subtle than that, cyber bullying on social media can have an impact through the teenage years