***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%3A%5CUsers%5CMichaela%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5COGJB0Q5Q%5CCare%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