STARS

School Transition & Adjustment Research Study

Transition Strategies

Next to each item please indicate whether you used each strategy to prepare this pupil for the transition to secondary school and how helpful you consider that each strategy is/would be in preparing this pupil for the move to secondary school.

	Did you use this strategy with this pupil?			How helpful do you consider each strategy is/would be in preparing this pupil for the move to secondary school?				
	No	Yes, a little	Yes, a lot	Not at all	Very little	Some what	Quite a bit	Very much
1. Web-based resources	0	1	2	0	1	2	3	4
2. Peer support groups with pupils who are going to the same secondary school *(e.g. group work on joint projects)*	0	1	2	0	1	2	3	4
3. Drama workshops to develop skills needed for transition	0	1	2	0	1	2	3	4
4. Teaching secondary school vocabulary *(e.g. words such as 'tutor')*	0	1	2	0	1	2	3	4
5. Shared projects/bridging units with secondary school *(e.g. projects taught before and after the transition)*	0	1	2	0	1	2	3	4
6. Pupil passports *(booklets completed by pupils about themselves which are passed on to secondary school)*	0	1	2	0	1	2	3	4
7. Provision of written information about secondary school *(e.g. leaflets, maps)*	0	1	2	0	1	2	3	4
8. Meetings with parents to discuss options *(e.g. open evenings)*	0	1	2	0	1	2	3	4
9. Parent support groups *(informal groups for parents to discuss concerns)*	0	1	2	0	1	2	3	4
10. Additional visits to secondary school *(beyond visits organised for whole year group)*	0	1	2	0	1	2	3	4

Please list any other interventions beyond those used for all year 6 pupils that were put in place for this pupil and not outlined above and indicate how helpful you think each strategy was in preparing this pupil for the move to secondary school.

	How often did you do this?		How helpful was this strategy in preparing this child for the move to secondary school?				
1	A little	A lot	Not at all	Very little	Some what	Quite a bit	Very much
2	A little	A lot	Not at all	Very little	Some what	Quite a bit	Very much

Special Educational Needs

Does this child have any special educational needs?	No	Yes, School Action	Yes, School Action Plus	Yes, Statement

If yes, please specify type *(e.g. Autistic Spectrum Disorder, Behavioural Emotional and Social Difficulties)*

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Transition Support for Pupils with Special Educational Needs

If the child does not have SEN, please move on to the 'Feelings' section below

	Did you use this strategy?			How helpful do you consider each strategy is/would be in preparing pupils for the move to secondary school?				
	No	Yes, a little	Yes, a lot	Not at all	Very little	Some what	Quite a bit	Very much
1. Transition review meeting	0	1	2	0	1	2	3	4
2. Sharing written information with secondary teachers on pupil's needs *(e.g. information about support at primary)*	0	1	2	0	1	2	3	4
3. Liaison between primary staff and secondary SENCO *(e.g. meetings, emails, telephone calls)*	0	1	2	0	1	2	3	4
4. Training regarding pupil's needs provided by primary teachers to secondary staff *(e.g. opportunities for secondary staff to observe pupil at primary)*	0	1	2	0	1	2	3	4
5. External agency support to address transition issues *(e.g. support regarding travel arrangements)*	0	1	2	0	1	2	3	4

The Primary School Intervention Questionnaire has been developed as part of The School Transition and Adjustment Research Study (STARS; wwww.ucl.ac.uk/stars). STARS is a project that began at University College London, led by Dr Frances Rice. The STARS team includes Prof Norah Frederickson, Dr Katherine Shelton (Cardiff University), Prof Chris McManus, Lucy Riglin, Terry Ng-Knight and Sinead Neal. The study has been funded by the Nuffield Foundation.