

## Transfer to Secondary School Factors to Consider

Main differences between Primary and Secondary

- Bigger site
- More pupils
- More teachers
- Increased amount of teacher-led talk
- Decrease in multi-sensory learning
- Greatly increased vocabulary learning demands (3000 new words introduced/year)
- Greater organisational demands
- Greater number of subjects
- Complex timetable
- Greater number of non-teaching staff
- Transient in-class support
- Variability of teaching styles
- Different levels of parent-teacher communication

Factors to consider re: Transfer to Secondary School

- Levels of comprehension and ability to ask for help
- Vocabulary knowledge and vocabulary learning skills
- Ability to use language for verbal reasoning
- Social vulnerability
- Friendship skills
- Organisational skills
- Behaviour/potential for behavioural difficulties

Discussion with a number of Secondary Sencos indicates that the children who concern them the most and who tend to struggle are those with very poor comprehension and weak vocabulary knowledge, who are often quiet and well-behaved, who smile and nod and get overlooked until staff begin to realise they aren't coping. These are children who may have managed fine in Primary because they are with the same pupils they've known for years, who they can turn to for help. They tend to rely on others, the known routines and the teaching style of their primary school teacher in order to get by.

They often do not realise that they have misunderstood and because they appear to be getting on with the work they go un-noticed until it's too late. If they don't understand, they are unlikely to ask for help unless a teaching assistant is nearby.

At the other end of the scale are those who tend to misbehave or kick-off when they don't understand or cannot express themselves. These are more likely to have their

language and communication difficulties overlooked because they become labelled as a 'behaviour problem'.

<b>Checklist for Risk Factors re: transfer to Secondary School</b>	<b>Y</b>	<b>N</b>
Is the child statemented?		
Does he/she have any additional support in the classroom currently?		
Is he/she reliant on adult support in the classroom?		
Will he/she have additional support available in secondary school?		
Can the child follow complex instructions?		
Is the child able to follow classroom dialogue?		
Is the child aware when he/she has not understood?		
Will he/she ask for help?		
Is he/she a visual or kinaesthetic learner?		
Does the child struggle with vocabulary learning?		
Can he/she make connections between new words and known words/concepts?		
Is the child able to use language for the purposes of verbal reasoning? Describing, explaining, predicting, justifying, comparing		
Does the child have good friends who are going to the same school		
Does he/she have basic friendship-making skills		
Is he/she socially vulnerable? Assertiveness, aware of social rules, easily led, at risk of bullying or social exclusion?		
Does he/she have the ability to cope with the organisational demands of secondary school? Different classes, rooms, timetable.		
Does he/she have the language skills and/or confidence to ask for help re: organisational demands		
Is he/she aware of his/her difficulties		
Are his/her difficulties likely to result in behaviour problems		
Are parents supportive with a good working relationship with school?		
Does the secondary school have good knowledge/practice in relation to SLCN?		

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