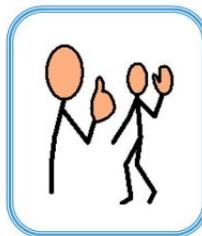




Transition Pack



We are all really looking forward to meeting you!

Your class is _____

We will give you a copy of your timetable to take home 😊

Meet the staff - Tick when you have met the staff 😊

Head Teacher: Mr Brown

Deputy Head Teacher: Mr Kirsima

SENCO: Mrs Holmes

Administrator: Miss Carruthers

SEN Teacher: Mrs Robinson

SEN Teacher: Miss Hattersley

SEN Teacher: Miss Guy

SEN Teacher: Mr Sangra

SEN Teacher: Miss Dobek

SEN Teacher: Mr Caldicott

Tutor / SEN Teacher: Mr Smith

SEN Teacher: Mr Yasin

Tutor / ELSA: Miss Daily

Tutor: Miss Harper

TA: Mr Logie

TA: Miss Stainton Roy

TA: Miss Thompson

TA: Mr Kanan

TA: Miss Fatima

TA: Miss Campbell-Lendrum

TA: Miss Hunt

TA: Mr Kilburn

TA: Mrs Turner

TA: Miss Royal

TA: Miss Brown

TA: Miss Johnston

TA: Mrs Sahota

TA: Miss Woollerson

TA: Miss Blessy Joy

TA: Miss Allman

Caretaker: Mr Teasdale

About Me

Completing this transition book will help you think about what kind of support you might need at your new school.

It will help staff at your new school to understand what they need to do to support you.

You can personalise this book with colours, pictures, and drawings if you like.

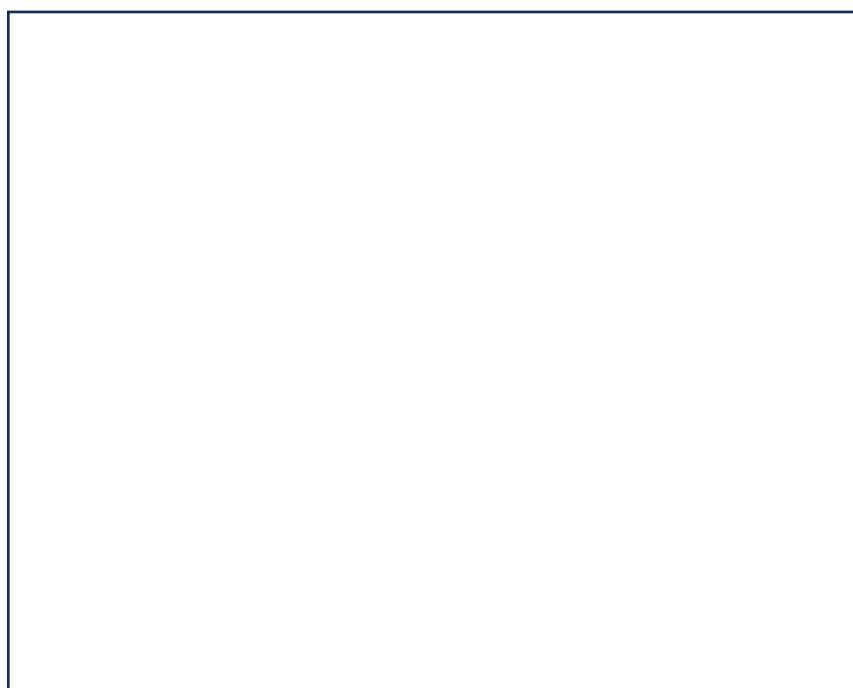
Name: _____

Birthday: _____

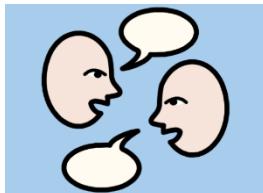
Do you want to be added to the birthday poster in the classroom? **Yes / No**

My last School was called: _____

Draw a picture or add a photo of yourself here:



Telling the staff about what other young people are doing



You **must** tell a staff member if another young person is hurting you, upsetting you or doing something dangerous.

You do not need to tell if another young person is being silly.

Remember: Staff will make sure that the school rules are followed.

Activity: Can you **highlight** on this list some things that you should tell the staff members about?

- Someone is not wearing the right uniform
- Someone is saying hurtful things about how someone looks, their race, sexuality, gender or disability
- Taking food from someone
- Whispering in class
- Scribbling over someone else's books
- Shouting in the corridor
- Calling someone a horrible name
- Calling someone a funny name
- Hitting, kicking, head-butting or biting someone
- Threatening someone
- Telling rude jokes

Making Friends



Moving to a new School is a great time to make new friends. Some people are good at this, other people find it much harder.

Remember, all new people will be feeling nervous – even the staff!

Here are some top tips for making new friends.

- Smile and say hello
- Tell them your name and ask who they are
- Ask where they are from
- Ask them what they like
- Tell them what you like
- Try to find something you both like – like computers
- Ask them about who they live with
- Tell them about yourself

Activity: Can you think of any other ways that might help you make new friends?

Bullying



Bullying is against school rules!

Staff hate bullying and work hard to stop it.

Bullying does not happen very often; staff will always work with the bully to make sure it does not happen again.

If you are not sure if you are being bullied speak to a member of staff or someone you live with to help you.

There are things you can do to help keep yourself safe from bullies:

- Always talk to a member of staff
- Make sure you know where members of staff are
- Tell a member of staff if you are worried about being in the toilets or changing rooms
- Walk away from people who are saying or doing things that you don't like
- Remember bullies are not in charge and that adults are more powerful than bullies

What is Bullying?

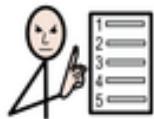


Bullying is when someone deliberately does something to another person which they know will upset them.

Activity: Can you **highlight** on this list some things which are done deliberately to upset someone?

- Taking someone's money and not giving it back
- Accidentally bumping into someone
- Telling other people that someone fancies someone else
- Hitting, nipping, kicking or scratching
- Verbal abuse about how someone looks
- Disagreeing about someone's favourite music
- Having a different opinion
- Making someone break the rules on purpose

School Rules



Rules

Our classes only have 6 young people in, however there will be lots of young people and staff in the school. When lots of people work together in the same place, we must have some rules. The rules are there to help everyone feel safe and happy.

Our School Vision

To provide a learning environment where young people can thrive, feel supported, safe and are then able to leave school happy with relevant experiences and outcomes to enable them to contribute to the wider community.

Our main goal in education is to help young people to reach their full potential. At Polaris we recognise the importance of specialist education and support for young people who need a tailored approach to learning.

Ormston School values

- Integrity
- Inclusive
- Teamwork
- Celebration
- Respect

You can look at our display to learn about our values, Teachers will also help you understand what they mean.

Integrity

The quality of being honest and having strong moral principles.



- Try your best in class
- Ask if you need help or don't understand
 - Know who to talk to
- Follow adults' instructions
- Build positive relationships
- Doing the right thing even when nobody is watching

Inclusive

Accepting, understanding and catering for young people's differences and diversity, whether that is physical, cognitive, academic, social or emotional.



- Understand that we are all different
- Be accepting of all race, religion, belief, gender and sexuality
- Work towards awards for schools including 'The Rainbow Award'

Teamwork

Work together to successfully complete tasks. Be able to create a positive atmosphere recognising the strength and skills that each person bring.



- Be aware of personal space and items
 - Help each other
- Develop positive relationships between each other and adults

Celebration

Acknowledge a significant or happy day, moment or event. Celebrate working hard and learning.



- Enjoy Golden Time which is provided every day (Understand when this may be used as reflection time)
- Give and receive positive comments and feedback
- Take part in visitor events and trips
 - Celebrate 'work of the week'

Respect

Thinking about the thoughts, feelings, wishes and rights of others.



- Treat each other with dignity and respect
- Listen to each other's points of view, recognising that we may have disagreements
 - Keep conversation on topic
- Have kind hands and feet, be aware of personal space
 - Use kind and appropriate language
- When things go wrong, don't let it spoil things moving forward, be able to take part in restoratives

Other things to know



We do not allow mobile phones in school – these must be locked away in the cupboard in reception when you arrive.



You will be collected from your car/taxi/transport by your class TA.



We are always here to listen.

Primary School Times Monday - Thursday



Breakfast Club & Tutor Time	08:45 – 09:15
Lesson 1	09:15 – 09:55
Lesson 2	09:55 – 10:40
Break Time	10:40 – 10:55
Lesson 3	10:55 – 11:40
Lesson 4	11:40 – 12:25
Lunch	12:25 – 12:45
Lunch Activity	12:45 – 13:05
Interventions	13:05 – 13:25
Reading	13:25 – 13:45
Lesson 5	13:45 – 14:30
Golden Time	14:30 – 14:55
Tutor Time	14:55 – 15:05

Primary School Times Friday



Breakfast Club & Tutor Time	08:45 – 09:15
Lesson 1	09:15 – 09:55
Lesson 2	09:55 – 10:40
Break Time	10:40 – 10:55
Lesson 3	10:55 – 11:40
Lesson 4	11:40 – 12:25
Lunch	12:25 – 12:45
Activity	12:45 – 13:05
Reading	13:05 – 13:25
Golden Time	13:25 – 13:55
Tutor Time	13:55 – 14:05

Secondary School Times Monday - Thursday



Breakfast Club & Tutor Time	08:45 – 09:15
Reading	09:15 – 09:30
Lesson 1	09:30 – 10:15
Lesson 2	10:15 – 11:00
Break Time	11:00 – 11:15
Lesson 3	11:15 – 12:00
Lesson 4	12:00 – 12:45
Lunch	12:45 – 13:05
Activity	13:05 – 13:25
Intervention	13:25 – 13:45
Lesson 5	13:45 – 14:45
Tutor Time & Reading	14:45 – 15:05

Secondary School Times Friday

Breakfast Club & Tutor Time	08:45 – 09:15
Reading	09:15 – 09:30
Lesson 1	09:30 – 10:15
Lesson 2	10:15 – 11:00
Break Time	11:00 – 11:15
Lesson 3	11:15 – 12:00
Lesson 4	12:00 – 12:45
Lunch	12:45 – 13:05
Activity	13:05 – 13:25
Golden Time	13:25 – 13:55
Tutor Time & Reading	13:55 – 14:05

Golden Time Primary

Days	Little Owl	Barn Owl	Hooting Owl
Monday	ICT Club 	ICT Club 	ICT Club
Tuesday	Show and Tell 	Show and Tell 	Show and Tell
Wednesday	Games Club 	Games Club 	Games Club
Thursday	Sensory Club 	Sensory Club 	Sensory Club
Friday	Film Club 	Film Club 	Film Club

Golden Time - Secondary

Every half term you can choose from a selection of activities to take part in during a Friday afternoon.

Friday Activity	Into Film	Games	Arts & Crafts (Mindfulness)	Exercise	Show & Tell
	 INTO FILM				

Noise Academy - Thursday



Noise Academy DJ sessions

**Do you have any hobbies /
interests you would like to
include for future Golden
Times?**



First Aiders

All Staff are trained in First Aid

Mr Teasdale – Caretaker & Mr Brown – Head Teacher must be notified if you require any First Aid or medication



Miss Holmes (DDSL) SENCo or Miss Daily (DDSL) Tutor must be notified if Mr Brown is unavailable



medicine



medicine



medicine



Worried about something?

Talk to your Safeguarding Team



Mr Brown



Miss Holmes



Miss Daily



Zones of Regulation

"Zones of Regulation" is like a special colour map that helps you understand your feelings by placing them into four different zones so you can learn how to manage your emotions.

- **Blue Zone (Low Energy):**

Think of feeling sleepy, bored, or not wanting to do anything, like when you just woke up

- **Green Zone (Just Right):**

This is the best zone to be in for learning and playing, where you feel happy and calm

- **Yellow Zone (Caution):**

When you start feeling a little excited, frustrated, or nervous, like when waiting for a surprise.

- **Red Zone (Stop):**

This is when big feelings like anger or panic take over, and it's important to take a break.

How to use Zones of Regulation:

- **Identify your zone:** When you feel a certain way, think about which colour zone you are in.
- **Learn coping strategies:** Each zone has different ways to help you feel better, like taking deep breaths in the Yellow Zone or taking a quiet break in the Red Zone.
- **Talk to a trusted adult:** If you're struggling to manage your feelings, talk to a parent, teacher or TA about which zone you're in and how they can help

Zones of Regulation

Blue	Green	Yellow	Red
			
Low	Happy	Wobbly	Angry
Sad Sick Tired Bored Moving slowly	Happy Calm Okay Focused Ready to learn	Frustrated Worried Silly Excited Some control	Mad Angry Terrified Yelling/Hitting Out of control

Can you think of some things that help you when you are in each zone?

Blue	Green	Yellow	Red
			
Low	Happy	Wobbly	Angry

Reading

At Ormston School we read every day – sometimes without you even knowing! Accelerated Reader (AR) is a special computer program that helps you pick books at your reading level, read them at your own pace, and then take a short quiz to show how well you understood what you read; it's like a fun way to track your reading progress and choose books that are just right for you!.



Sensory

A sensory room for is a space that provides you with various resources which can include lights, sounds, textures, and movement to help you regulate your senses. It provides you a space to explore different sensory inputs in a safe setting, this can help with relaxation and self-regulation.



We have a self-service station so you can try different things which includes Sensory Mats, Body Socks and Fidget Toys. You will also find other things in school like trampolines, dark tents, spinning chairs and sensory circuits.

Other rooms that are available for you include: The Activity Room, The Continuous Provision Room and The Roundabout Room – we are more than happy to show you these areas and all our resources.



Breakfast and Lunch

Our canteen area is used for Breakfast and Lunch, and we have a separate lunch time for primary and secondary.

We enjoy sitting with you and eating our lunch however if you wish to eat in your own space, please just let us know 😊



What do I need to do now?

It would be helpful if you could answer the following questions so we can make sure you feel safe and happy.

The worksheet is titled 'AUSOME passport' and is divided into two main sections: 'ALL about me' and 'How you can help me if I'm overwhelmed'.

ALL about me

Things that might overwhelm me
(for example: bright lights, sounds, smells, textures)

How you can help me if I'm overwhelmed
(for example: give me space, call my parents, give me my favourite thing, remind me to breathe)

The worksheet features a green and yellow background with a faint pattern of school-related icons. A small AUSOME logo is in the bottom left corner, and a cartoon character wearing headphones is in the bottom right corner.

ALL
about me

**These sort of things
make me feel calm**

(for example: toys, activities, songs, movement)



AUSOME
passport

**These are my
favourite things**

(for example: toys, hobbies, games, books, TV shows)



ALL
about me

**Here's how to explain
things to me:**

(for example: show me, give short instructions,
write down instructions, make a drawing, let me try to
understand on my own)



AUSOME
passport

Please help me with...

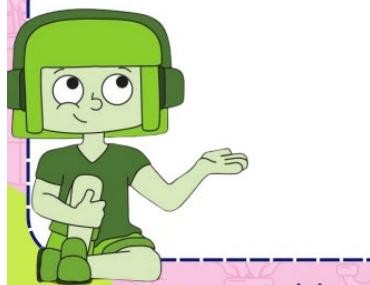
(for example: joining the group, cutting paper,
putting on my jacket, organising my stuff, saying no)



**ALL
about me**

**AUSOME
passport**

I'm often sensitive to things around me:
(for example: tags, lights, colours, noise, clothing)



I'm sensitive to things people do & say:
(for example: certain topics, meeting new people, group activities, instructions I don't understand)



**ALL
about me**

**AUSOME
passport**

I can get anxious when...
(for example: things don't go to plan, things aren't fair, I don't know where things are)



When learning new things I struggle with
(for example: reading, reading in front of others, numbers, game rules, movements)



ausometraining.com

ALL
about me

AUSOME
passport

Here's how you can help me concentrate

(for example: give me a stim toy, give me a break,
let me doodle, tell me a story)



If I need a break you will know because:

(for example: I move around, I rub my eyes, I cry)



ALL
about me

AUSOME
passport

Please remind me to:

(for example: drink water, go to the bathroom,
move my body)



Other ideas to make sure I have a good time:

(for example: toys, games, comfort items)



What are you worried about?

- You will be thinking about your new school
- You may be worried
- Please answer the following questions by ringing the number which shows how you feel.
- Putting a circle round Number **1** means you are not worried at all. Number **4** means you are very worried.
- _____ will help you fill in this form.

1.	Being bullied	1	2	3	4
2.	Getting lost	1	2	3	4
3.	Making friends	1	2	3	4
4.	Getting detention or 'punishments'	1	2	3	4
5.	Having a lot of different teachers	1	2	3	4
6.	Finding classwork too difficult	1	2	3	4
7.	Homework.	1	2	3	4
8.	Doing PE	1	2	3	4
9.	Changing and showering	1	2	3	4
10.	Being late for school	1	2	3	4
11.	Being late for lessons	1	2	3	4
12.	Having your money stolen	1	2	3	4
13.	Having other property stolen	1	2	3	4
14.	Break time / lunchtime	1	2	3	4
15.	Doing tests and exams	1	2	3	4
16.	Forgetting books or equipment	1	2	3	4

Do you have any questions?



question