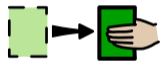




I'm



Moving

Up to



Secondary School



I



am going

to



move

up to



secondary school.



My



secondary school

is



called



Secondary school

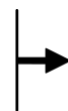


may

be



different



from



my



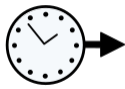
current



school.



I



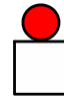
will



start

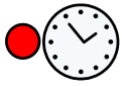


secondary school



on

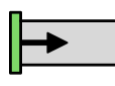
_____.



Before



I



start,



I



may



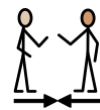
visit

the



school

or



meet



some

of the



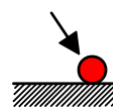
people



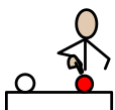
who



work



there.



This



can



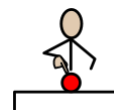
help



me



learn



what

the



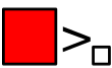
school

is



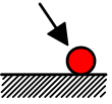
like.







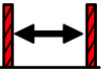
 Secondary school may be bigger than my current school.





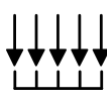
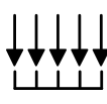



 There may be more classrooms, corridors and outdoor


 spaces.





 I do not have to learn where everything is straight away.







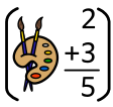



 Adults can help me find the places I need.









 I may have different teachers for different subjects.







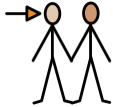

 I may also meet teaching assistants, pastoral staff




 and other adults.

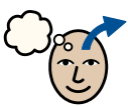
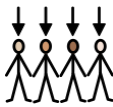







 Some adults may introduce themselves to me.

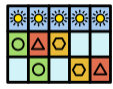


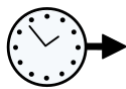
 I do not have to remember everybody straight away.



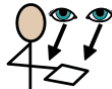
My



timetable



will



show me



what



lessons



and



activities



I



have.

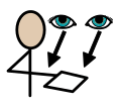


It

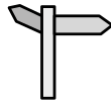
may



also



show me



where



I



need



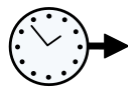
to go



and



who



will



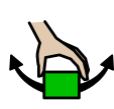
teach



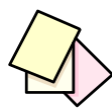
me.



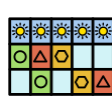
I can



use



a paper

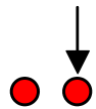


timetable,



a visual timetable

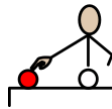
or



another



format



that



works



for me.



An adult



can



help



me



understand

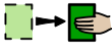


my



timetable.








 I may move to a different classroom for some lessons.



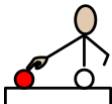




 The corridors may be busy when people are changing

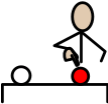

 rooms.



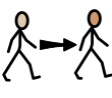





 I can use the support that has been agreed for me.

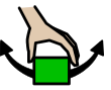




 This might include leaving early, following a map,



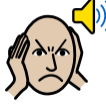



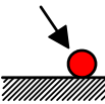
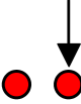

 walking with someone or using a quieter route.

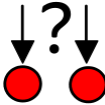
 My
  secondary school
  will
  have
  places
  for break time
  and



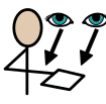
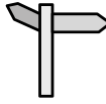
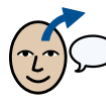
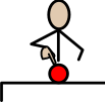
lunchtime.

 Some
  places
  may
  be busy
  or noisy.

 There
  may
  be another
  place
  I can
  use
  if
  I need



somewhere
  quieter.

 An adult
  can
  show me
  where
  to go
  and
  explain
  what



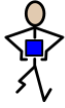
happens.





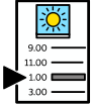
 I may need to wear





 I may need to bring things such as a bag, stationery,

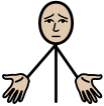


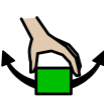
 books or PE kit.

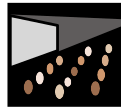




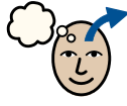




 Someone can help me prepare the things I need.




 It is OK to use a checklist or pictures to help me


 remember.



Secondary school



may



have



sounds,



lights,



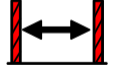
smells,



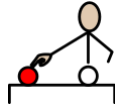
people



and



spaces



that

are



new

to



me.

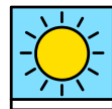


Some



parts of

the



day



may



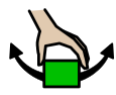
feel



busy.



I can

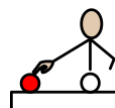


use

the



things



that



help

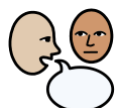


me,

such as



I can



tell

an



adult



when



something

is



difficult.



I



might



have



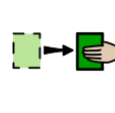
different



feelings



about



moving to



secondary school.



I



might



feel excited,



worried,



curious,



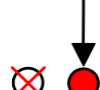
happy,



unsure, or



something



else.



My



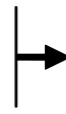
feelings



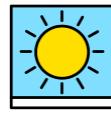
may



change

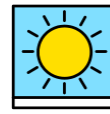


from

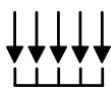


day

to



day.



All of



my



feelings

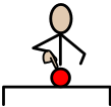
are



OK.

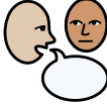


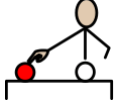


 It is OK if I do not know what to do.





 I can ask for help or tell someone that I

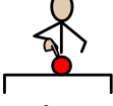


 need a break.

_____ is
 
 someone
 
 I can
 
 go to
 
 for help.



 I can use _____


 to communicate what I need.



I

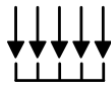


do not have

to



know



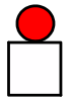
everything



about



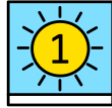
secondary school



on



my



first day.



I can



learn

the



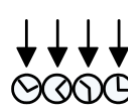
people,



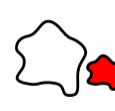
places

+

and



routines



a little



a



time.



The adults



supporting



me



can



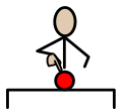
help



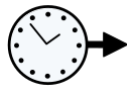
me



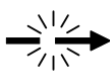
understand



what



will



happen.



I can



ask questions.



It is

OK

to



need



time to



get



used to



something



new.

Notes for Parents and Carers

Before using this story, personalise it with information that is accurate for the child or young person. Where possible, use real photographs alongside Widgit symbols.

- Secondary school name and start date.
- Photographs of the entrance, key classrooms and important places.
- A simple map or route between key areas.
- Names and photographs of trusted adults.
- The child or young person's actual timetable.
- Where they will go at break and lunchtime.
- The agreed quiet space or break space.
- Uniform, clothing and equipment expectations.
- Their usual communication method and sensory supports.
- What will happen if a lesson, room or adult changes.

