

Exploring transitioning from Key Stage 2 to Key Stage 3 as an Additional Learning Needs (ALN) Learner.

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Frontispiece

This is to certify that, except where specific reference is made, the work described in this research project is the result of the investigation carried out by the student, and that neither this research project nor any part of it has been presented, or is currently being submitted in candidature of any award other than in part for the degree of BA (Hons) in Primary Education with QTS of Trinity Saint David University of Wales. I understand that any work I use without reference constitutes as plagiarism, which will lead to the failure of this module.

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Chapter One: Introduction

The aim of this research project is to explore the transition process from Key Stage 2 to Key Stage 3 as an Additional Learning Needs (ALN) learner, to explore the interventions that are in place to support these learners and to study the parental involvement during this process.

The reasons for studying this topic are that the author has developed an interest in working with ALN learners and would like to further her understanding of ALN learners specifically throughout the transition process. The author is aware that the transition process can be a stressful time, which can be eased with support and guidance. However, she would like to research further ~~into~~ the interventions that are most successful in this process and gain an insight into what children's worries are about transitioning and how to support these worries successfully. Furthermore, throughout the study of previous modules during her degree, the author has researched ALN learners and their well-being and transitioning to Key Stage 3. This has developed a personal interest, which she wants to research in more depth. Another reason for researching this topic is that the number of ALN learners in Wales has risen to 105,000 pupils in the academic year 2014/2015 (Dauncey, 2016) and the author believes it would be beneficial for her teaching career if she expanded her knowledge on ALN learners and how to support these children through their transition to Secondary school.

In order to assist the research, the author will interview all teachers involved in the KS2 to KS3 transition, Additional Learning Needs co-ordinators (ALNCo's) in KS2 and KS3 and other practitioners that could be involved in the process. To aid the research project further, the author will distribute a questionnaire to Year 6 pupils, which can be viewed in *Appendix One*. The research that is gathered aims to assist the author, and readers, to develop their knowledge of ALN learners, their worries when transitioning to Secondary school and how to support these children throughout the transitioning process. The author believes that by combining both primary and secondary research this should provide ample findings in relation to interventions that are set and will decipher how these interventions can contribute and support ALN learners in the transition process. By using both primary and secondary research, the author believes that this will help to develop a current and profound understanding of how the transition process is planned and delivered to ensure a smooth transition for ALN learners.

This research project could also potentially assist in the author's professional development by enhancing her knowledge and understanding of ALN learners and the interventions and support strategies that could be implemented to ensure that the children's transition process is as smooth and successful as possible. She could then apply this knowledge to her future professional career to support and enhance ALN children in her class throughout their school transitions.

Chapter Two: Literature Review

The purpose of the author's literature review is to highlight relevant research in relation to the current interventions and support strategies that have been developed to support ALN learners in their learning and transition to Secondary school. The research will include journals, internet sources, government papers and books, which will provide the author with an insight into ALN children and what support is available throughout the transition process.

The author chose this topic as the amount of ALN children in Wales has risen and by having an insight into this area, this could prove advantageous for the author in her later teaching career. Looking at the SEN StatsWales (2015) consensus data, it shows that in the school year 2014/15, there were 104,957 pupils identified as having a Special Educational Need (SEN) in maintained schools in Wales, in comparison to the school year 2009/2010, where there were 99,004 pupils identified. This shows that since the 2009/2010 school year, there has been an increase of 5,000 children with SEN in schools in Wales, who will all need different levels of support for their individual needs. The author believes that because of this increase, schools in Wales will need to provide more support to these children throughout their Primary school experience. This ensures successful transitions throughout their education and will guarantee that SEN children receive the correct and appropriate support to ensure that their right to education is met regardless of their circumstances. (UNICEF, 2016.)

Research such as Rhondda Cynon Taf (n.d.) discusses difficulties for children with ALN when transitioning to Secondary school, stating that some of the most common barriers for ALN children are meeting new children/teachers who may not understand or recognise their difficulties, having to learn new teachers' names, finding their way around school and coping with new topics they have not studied before. Presenting interventions throughout the children's last year at Primary school could potentially eliminate or calm anxieties before the transition, as they have already met members of staff and pupils and visited the school.

Donaldson (2015) stated in his report that in order to increase potential for higher attainment and improve children's progression, phases and key stages should be removed to reduce transitions. The author believes this would be effective for all children transitioning, as it could potentially eliminate the fear of moving up in Primary school and moving to Secondary school, for children in the future. There is a plethora of existing research, which identifies ALN learner's needs throughout the transition process, and how teachers and schools in Wales can plan and develop interventions efficiently to make this process as effective as

possible. There is a vast range of additional learning needs, so the author has decided to focus on support available for children with Autistic Spectrum Disorder (ASD), Gypsy Traveller children and More Able and Talented children (MAAT) throughout the transition process. Research such as Powell et al (2006), states that Primary and Secondary schools across Wales are working together to develop standardised approaches for the transfer of pupil information, and are developing bridging and induction programmes that are inclusive to all pupils providing them with an insight into their Secondary school. Developing these induction programmes allows the Year 6 pupils opportunities to visit the Secondary school in the summer term, which prepares them for the transfer in the autumn term.

The author believes that by starting visits from and to Secondary school earlier in the year, can allow all the children in the class to become accustomed to the new school and to adjust to the structure of the school day. This provides the children the opportunity to familiarise themselves with members of staff in the school and make new friends. The children are able to make new friends from different cluster Primary schools, but also become friends with older pupils in the school who they could speak to with any worries or concerns. The author believes that visiting the Secondary school earlier on would be far more beneficial to the children than to just visit in the summer term. This is supported by Pontypridd High School (2019) as the transition programme they have in place is thorough and starts late in the winter term when the Year 6 children are invited to their Christmas Carol Service. This allows the children to familiarise themselves with staff and pupils at the school and could spark an interest in taking part in these activities when they transition. The process continues through the spring term where the transition team make several visits to each feeder primary school and liaise with staff including Primary and Secondary ALNCo's, in order to gather up-to-date information and build relationships with their pupils. The author believes this is an effective way of attaining specific information about ALN pupils, which the Secondary school can use to feed into their planning for the next school year. The Welsh Assembly Government (2004) supports this as they state that Secondary ALNCo's should be invited to attend Year 6 Annual Reviews for the ALN pupils with statements. This ensures that the children undergo a smooth transition and that information gathered is appropriate and will develop their first Individualised Education Plan (IEP) in Year 7 and enhance the future planning of the pupil's curriculum. The author believes that partnership between schools is crucial to ensure a successful transition with Pontypridd High School showing good practice of this, as was

stated in their most recent Estyn report. The Estyn Report (2015) showed that the school was awarded a ‘good’ for their Partnership working section. The report stated that the school’s partnerships with their feeder primary schools were well established and contributed to effective transition and progression to their Secondary school.

Another way of ensuring involvement from both schools and staff in the transition process is through the use and development of IEP’s. Cavendish and Connor (2017) suggest that ALN children and their parents are required to be involved in annual IEP meetings with Primary and Secondary staff involved in the transition, where the child will need a transition plan completed as part of their IEP. IEP’s are created by setting goals that will identify children’s strengths, which professionals will then use to work on the child’s weaknesses. It is important that the goals set in the children’s IEP’s are SMART (Specific, Measurable, Attainable, Results-oriented and Time-bound) as these goals will be achievable and realistic to the child and will outline how the child will accomplish the goal. (Lee, 2014-2019). According to Stanberry (2016), the transition plan is based on the pupil’s individual needs, strengths, skills and interests and is used to identify and develop goals that the pupil will need to achieve throughout the school year in order to assist the child in their future goals. Donaldson (2015) supports this as stated in his report that during the transition from Primary to Secondary there needs to be more “face-to-face discussion between teachers and with individuals about their strengths and weaknesses, and less reliance on simply transferring data.” The author believes that creating IEP’s with SMART goals and focusing on strengths and weaknesses is beneficial to children with ALN, as this can provide the children with goals that are individualised and are manageable whilst providing support to assist their future progression in Secondary school.

Children with Autistic Spectrum Disorder (ASD)

Opportunities for Secondary school staff to visit feeder Primary schools and Year 6 children to visit the Secondary school are paramount during the transition process for every child, but the author believes it is especially important for ALN children. Allowing children with ALN opportunities to familiarise themselves with staff, pupils and routines will allow children, such as those pupils with ASD, the ability to “increase predictability for individuals on the autism spectrum and to create positive routines around transitions.” (Hume, 2008). The National Autistic Society (2017) states that autistic children may become anxious if their daily routine is altered. This could be a change of room, teacher or teaching assistant and could have a massive impact on the child’s wellbeing and learning; this means that the

transition process from KS2 to KS3 can be a scary change for children on the autistic spectrum in particular. There are many visual, verbal and auditory interventions delivered in schools to provide support and guidance for children with ASD, which the author believes, are successful by providing comfort and building confidence so that the children are well prepared for their transition.

Research suggests that as a visual support for children with ASD, children should be encouraged to take photographs whilst visiting their school so they have a visual record of the school and the teachers they will be working with regularly. The author believes that visual supports can help children understand what is happening and it is important that they are used multiple times and include as much detail about the process as possible. The National Autistic Society (2016) supports this as they advise that “visual supports can help your child to understand what will be happening and reinforce verbal communication” and that when using visual supports, professionals and parents involved should make sure that the outcomes as well as the stages of a process are shown. The National Autistic Society (2016) uses the example of explaining a bus journey to school; they state it is important to ensure that there are pictures of the whole process, including the children arriving at the school. The society also suggests creating a book of information and pictures of key staff that are involved in the transition. This is effective as it can allow the children to refer to the book at home and whilst visiting the school, which can relieve their anxieties, but also allow the children to familiarize themselves with the staff and environments ready for the transition. Looking at the study undertaken by Schmit, et al (2000, p 131-137), they suggest that providing a child with ASD a visual cue as a support strategy can decrease the risk of challenging behaviour throughout the transition. Children with ASD can be prone to challenging behaviour, especially during transitioning from different activities, which can be due to uncertainty and lack of routine. By having concrete visual cues this can reduce confusion and help to achieve productive and successful transition routines. (Hume, 2008)

Gypsy Traveller children

There are many important factors to consider when working alongside Gypsy and Traveller children and their families, some of which are to ensure strong relationships with parents and the Gypsy and Traveller community and showing empathy with their concerns. (The Welsh Assembly Government, 2008). Cultural values of the Gypsy Traveller community can form barriers towards the transition to Secondary School and this can stem from parents own

negative or poor experiences of Secondary school. (Bhopal, 2004) There are some views within the Gypsy Traveller community where parents believe that their children will receive no benefit from attending Secondary school, but will achieve more learning life and practical skills at home that could be applied to their work in the community. This is seen in some communities as more relevant to the children, however, some parents do show positive attitudes to allowing their children to attend Secondary education as they are aware of the importance of their children gaining qualifications, whether they received a good experience of Secondary education or not. (Bhopal, 2004). Another barrier that can stem from the parents of Gypsy Traveller children is the fear of being targeted for bullying or racism and that by mixing with other children in the classes, their children may lose their Gypsy Traveller identity. Bowers (2004) supports this as he stated, “parents feared that by being in contact or ‘mixing’ with the settled community in school, their children would lose their cultural identity.”

Despite these barriers, many interventions have been developed to support Gypsy Traveller children who are granted the opportunity to attend Secondary school. Wilken et al (2010, as cited in Welsh Government, 2014) identified some interventions in schools in England that had a positive impact on educational outcomes, and again, many of these involved parental involvement and co-operation between the schools. They also identified that to ensure a more positive and effective transition, schools encouraged “ongoing liaison between Primary and Secondary schools; and Partnerships between the TES and schools, and broadening outreach to include families i.e. family learning to counter negative parental experiences of school.” Ensuring families are involved in the transition process can encourage not only the children, but also the parents and families involved in the transition to disperse their worries and possible negative feelings developed from personal experiences. Herts for Learning (2016) supports this as in the case study, Howe Dell School in particular supports Gypsy Traveller children and their families by encouraging parental involvement. The school introduces ‘transition to year 6 meetings’ and encourages the parents to start viewing Secondary schools in Year 5 to become familiar with the school, but also to start dismissing any anxieties or worries before the transition takes place.

More Able and Talented children (MAAT)

Estyn (2018) states that it is important that “Primary and Secondary schools use parent consultation meetings and annual written reports appropriately to share information with parents and carers of more able and talented pupils about their children’s achievements and progress.” The author believes that by having meetings with MAAT children, their families and members of staff from both schools can allow opportunities to develop a transition plan, specific to MAAT pupils to allow them to progress in Secondary school and continue to be challenged in their work. The Estyn report (2018) supports this as it looks at a study where School Cluster A begins to discuss their pupils in Year 4 and identifies those pupils who are more able and talented. The schools are then able to plan for MAAT children’s transition work and consider the activities and approaches that might benefit these pupils the most. The Estyn report (2011) states that schools whose links are well established and focus on pupil outcomes are the schools who are building on the information that it receives in relation to their new pupils effectively. Schools that do this are usually planning to stretch their MAAT pupils and as a result, these pupils are achieving better outcomes.

The Estyn Report (2018) also looks at School Cluster B and their use of literacy-based challenges to support MAAT pupils. Year 7 pupils are encouraged to support the MAAT Year 6 pupils to use their reading, thinking, problem solving and writing skills to create a story in 50 words. This provides the children opportunity to meet other MAAT pupils and to develop friendships with older pupils prior to starting the new school. This could help to ease anxieties the children may have, as they have already developed friendships and have familiarised themselves with staff and the new school environment. The author believes that having a form of ‘buddy system’ in place for children to have someone to turn to for support whilst transitioning could be beneficial for ALN children in particular. The Welsh Government (2015) supports this, as it looks at Caldicot School where they encourage sixth form MAAT learners to act as positive role models, who plan and deliver parts of transition sessions under the guidance of the MAAT Coordinator. This links to the popular Buddy System delivered in various forms throughout Primary and Secondary schools. Buddy Systems are important, as they can be another form of support that can “reach those pupils who are unable or unwilling to use a more formalized system of support.” (Turner and Baker, 2000).

Chapter Three – Methodology

Chapter Three outlines the methods used in the primary research carried out by the author of this research project. Throughout the chapter, the author will explain the reasoning behind choosing these particular types of research and the methodologies used. Throughout the research project, it is crucial to ensure the author adheres to the appropriate ethical guidelines, practices and techniques whilst conducting and completing primary and secondary research. During the research period, it was made clear to all participants of the questionnaires and interviews that all data collected would be kept confidential in line with the BERA (British Educational Research Association) Guidelines. The author also stated that the data would be destroyed on completion of this research project. BERA (2018) state that researchers should adhere to simple principles and apply these principles to their research with integrity in order for their actions to be considered as ethical, justifiable and sound. The researcher undertook an application of ethical approval (*Appendix Two*) and once the researcher was granted approval, she was then required to receive consent from School A by reading and signing the ethical consent form. (*Appendix Three*) The researcher received consent from the children, teachers and Head teacher involved in School A and examples of this will be discussed throughout this chapter.

The author intended to use questionnaires and interviews as primary research to collect qualitative and quantitative data throughout the teaching experience. It was decided that completing pupil questionnaires in small groups would eliminate the risk of low return rates, the risk of incomplete questionnaires and to guarantee that the correct children were answering the right questionnaires. By distributing questionnaires to the children and completing the questionnaires in small groups, this allowed the questionnaire to be completed by a large audience, which determined a high response rate and collection of research whilst also being time and cost effective. It has been stated that questionnaires can also allow easy analysis of results, which can be interpreted into charts, and tables, and can best display the results gathered. (Debois, 2019) However, as suggested by Popper (2004) although large amounts of data are gathered through the distribution of questionnaires, there are disadvantages to the use of questionnaires as in some cases, the participant may not be able to explain their answer further. Before allowing the children to complete these questionnaires,

the author encouraged the children to complete a ‘child friendly’ consent form. (*Appendix Four*) This allowed the children to state if they were willing to take part and the author made sure to explain their right to withdraw at any point and that their answers would be kept confidentially at all times. This was in accordance to the United Nations Convention on the Rights of the Child act, which states that every child has the right to privacy and the right to express their views (UNICEF, 2016). The convention suggests that children are not obliged to participate in any study and that they have the right to express any views and opinions where they feel necessary. This was also in accordance with BERA (2018) who stated that the participants of the research have the right to withdraw from the research for any or no reason, and at any time, and participants should be informed of this right before they consent to take part.

It was decided to complete multiple interviews with different members of staff as primary research where the author encouraged the participants to read the participant information sheet (*Appendix Five*) which explained the nature of the interview and discussed the confidentiality and right to withdraw before the participants completed the interview. The participants were then required to sign a participant consent form (*Appendix Six*) to state whether they understood the information that was given and their consent to participate. The author interviewed a variety of individuals including the Primary and Secondary ALNCo, which the author discovered to be beneficial for her findings. Consent to audio record the interviews in the event that the author had overlooked a response or important information was also collected which proved useful when the author wrote the transcripts for the interviews, as she found that she obtained more information listening back to the recordings that she missed the first time. The use of transcripts proved to become beneficial when the author analysed her findings from the experience. All transcripts are displayed in *Appendix Seven*. The use of pre-arranged interviews ensured a high response rate, and allowed the author to gather in-depth information and the opportunity to adjust the conversation in relation to the responses received. By using interviews, this gained an insight into staff member’s opinions on the interventions that are in place and their opinions on what they believe the ALN children are most worried about when transitioning. Another benefit to using interviews for research is that it allowed the author to be flexible with her questions and allowed opportunities to check understanding of the question and answers given. This is supported by Bruner (1987, as cited in Taber, 2013, p.275) as he states “conversation allows

‘constant transactional calibration’, allowing us to check that we are understood by, and understand the intended meanings of, people we are talking to.”

It was identified that interviewing members of staff individually was deemed successful in the author’s research, as the interviewees were able to answer questions without being influenced by other members of a group. Taber (2013) supports this as he suggests that the responses given in groups may not be the responses offered if the participants were interviewed on their own. Evidence Base (2006) also supports this as they state that interviews can be a useful way of collecting data as they allow the interviewer to obtain in-depth information about personal feelings, perceptions and opinions and there is a lower risk of interviewees becoming influenced by other members in the group. However, Poppulo (2017) suggests that the use of focused group interviews can stimulate a spirited discussion among the participants. They state that these discussions can produce new thinking amongst the participants, which could result in a much more in-depth discussion and therefore the ability to gain more information and opinions.

Chapter Four – Results and discussions

Throughout this chapter, the author aims to discuss the results of the findings and analyse and interpret the opinions received from practitioners and children, throughout the research period. In order to increase the reliability of the results, the author aimed to produce a combination of both quantitative and qualitative data. The primary research collected will aim to make comparisons with the secondary research gathered. This will be completed by identifying evidence and theory that supports, or challenges the secondary research that has been gathered and analysed.

The questionnaire handed out was comprised of eight key questions, which were designed specifically to draw upon responses that related to the topic. Twenty questionnaires were distributed to children across two Year 6 classes which ensured that there would be a vast range of responses from children of different abilities. A copy of this questionnaire is available in *Appendix One*.

Note: One participant equates to 5%. (20 participants in total), therefore $1 \div 20 \times 100$.

Response to Question Two

Question Two				
How prepared do you feel for the move to Comprehensive School? <i>Please circle.</i>				
Not prepared		Prepared		Well prepared
1	2	3	4	5

This question focused on gathering the children's opinions on how prepared they felt for the transition to Secondary school. The results show that 5% of the children felt 'not prepared', 40% of the children felt 'prepared', 40% of the children felt as though they were between 'prepared' and 'well prepared' and 15% of the children felt as though they were 'well prepared'. The author was surprised with these results, as after vast research and interviewing members of staff during this project, the author believed that, as the children had not received many opportunities to support their upcoming transition yet, they would not feel very prepared. As stated in Chapter 2 of this research project, schools such as Pontypridd High School (2019) who start their transition programmes and interventions earlier on in the children's final year of Primary school, are more successful in their transition process. This is

because they provide the children with plenty of opportunities to develop confidence for the move to Secondary school and become more familiar with the school throughout the terms.

Response to Question Three

Question Three Circle your TOP 5 worries from this list: Bullying Not having the right equipment Homework Getting lost Detentions Not making friends New lessons Bigger class sizes More teachers Harder work Any other worries not mentioned above: _____

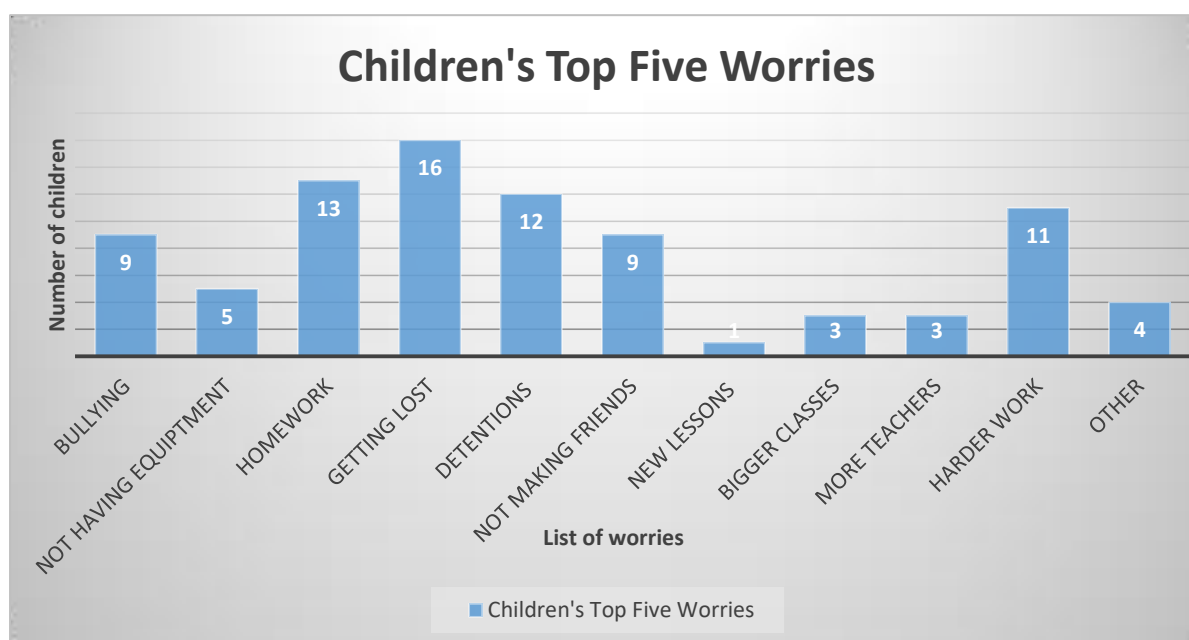


Figure One

Question three revealed what the children's top five worries were about moving to Secondary School. The author created a list of potential worries, with the option for children to write their own if not already listed. The author thought these results to be interesting with the top three worries being 'Getting Lost', 'Homework' and 'Detentions'. Other common options on this list included 'Harder Work', 'Bullying' and 'Not making friends'. These results show that there is not just one worry that children are feeling in relation to transitioning. However, it has been noticed that none of the worries that are suggested by Rhondda Cynon Taf (n.d.) were picked in the top three by the children who took part in the questionnaire. This would suggest that perhaps since the writing of the report written by Rhondda Cynon Taf (n.d.), children's worries in relation to transitioning have changed which could affect the

interventions/transition programmes in place to support children in the future. Four children chose to write their own worries on the list and the four written were 'getting to and from school,' 'older pupils in Secondary school,' 'losing friends' and 'not being clever enough.'

Response to Question Five

Question Five
Have you visited your Comprehensive School yet?

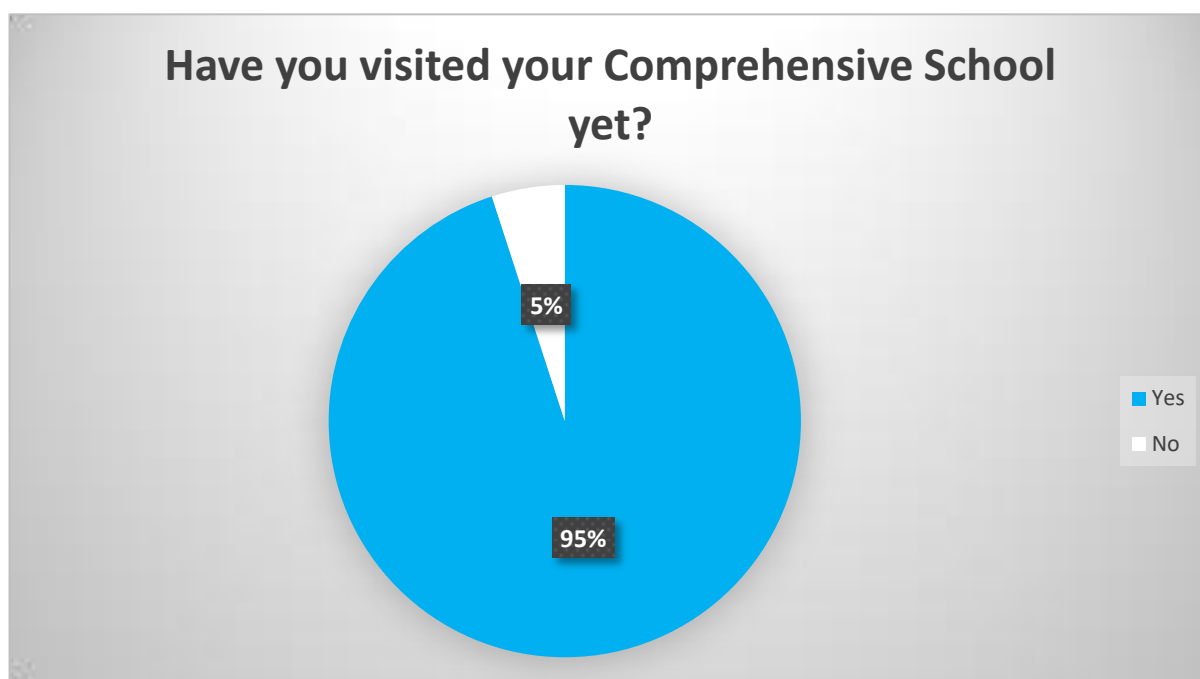
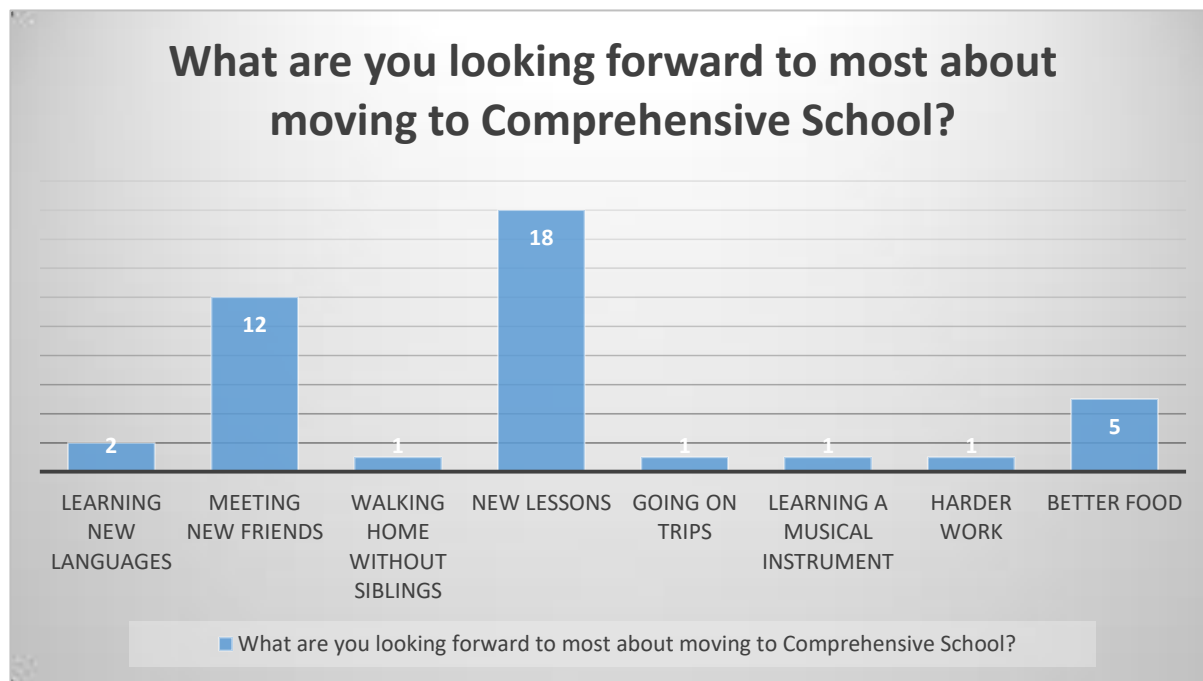


Figure Two

This question discovered whether the children had visited their Secondary school or not. The author found these results shocking as only 5% of the participants had not visited their Secondary school yet. This is a low percentage of children who have not visited their school, which shows the remaining 95% of children have visited their school. This will benefit the children, as some of their anxieties could have been eliminated as they have become familiar with the school before the transition has taken place. The Estyn Report (2018) focuses on cluster schools, one that encourages MAAT pupils specifically to complete challenges based at the Secondary school which allows the children to familiarise themselves with the new environment, staff and develop new friendships prior to starting the new school. These are all beneficial ways to ensure children's anxieties and worries are dealt with and to provide children with confidence that they will be supported during their transition.

Response to Question Eight**Question Eight**

What are you looking forward to most about moving to Comprehensive School?

Figure Three

This question allowed a personal insight into what the children were looking forward to most about their move to Secondary school. As figure three shows, eighteen participants were looking forward to taking part in new lessons. There were a handful of subjects which were mentioned specifically and these were, 'algebra, geography, cookery, physical education, science, design and technology and drama/performing in plays.' Specific interest in these subjects could have stemmed from transition strategies that have been or are planned to be delivered in School A and its connected Secondary school (as stated further on in Chapter 4 in the Year 6 class teacher interview).

Interviews

The author interviewed four practitioners across Primary school A and the connecting Secondary school in order to gather evidence and further her findings for this research project.

Question One
How often do the Primary and Secondary school staff meet?

The responses to this question would suggest that the liaison and partnership between Primary school A and its connecting Secondary school is good, as all responses stated that they meet multiple times throughout the transition period. The Primary ALNCo responded that the amount of visits between the staff depends on the severity of the ALN children's needs. The Year 6 class teacher stated that there are plenty of opportunities for the staff to meet in transition meetings, which are held once a term up until the summer term, which then become more frequent. She also stated that the Head of Year 7 and ALNCo's meet face to face during meetings and Year 5 and 6 Annual reviews, where they exchange pupil information, which can help to inform their future planning and allow them to put specific strategies in place for when the children have moved up. The Secondary ALNCo stated that she visits school to school with the school nurse, ALNCo and progress managers to meet with class teachers and other staff members in the Primary school to share any important information that could be beneficial to ensure the children experience a successful transition. This is in agreement with The Welsh Assembly Government (2004) who stated that for children to experience a smooth transition, sharing of pupil information between staff could be useful as to enhance the future planning of the pupil's curriculum and their first Individualised Education Plan (IEP) in Year 7.

Question Two
Do you have any specific interventions in place for Additional Learning Needs (ALN) learners?

It was highlighted during this question that all practitioners spoke positively about the interventions that are implemented and are available for children with ALN. The Primary ALNCo stated that to target emotional and self-esteem issues within children the school implements the 'Pupil Attitudes to Self and School' (PASS) strategy and provides one to one

or group meetings with the Family Liaison Officer to work on children's emotions and self-esteem difficulties. The Year 6 class teacher shared a variety of the interventions available, which can take place in either the Primary or Secondary school. She stated that there is one to one support available during transition week and the groups the children are set in during this week are the same groups that the children will be in as of September. There are also sample sessions implemented throughout the year, which are based in the Secondary school. These sample sessions could be sports tournaments, cookery classes or cluster concerts, which could spark an interest in children who are interested in these specific topics. This is implemented in Pontypridd High School (2019) and has been highlighted as good practice by Estyn (2015) as it can allow children to become familiar with the environment, get to know staff and children that they will be working with while taking part in engaging activities that they enjoy. In School A, they also implement Book Awards and Maths Magic strategies specifically for their MAAT learners as a way of developing their literacy and numeracy skills, which are led by Year 10 pupils in the Secondary school. This is implemented in Cluster School B highlighted in The Estyn Report (2018), which allows opportunities for meeting new pupils, and to ease anxieties by developing friendships with older pupils and familiarising themselves with the school. The Secondary ALNCo provided plenty of detail on the interventions that are available to the children once they have moved up to the school as a way of ensuring the children continue to show progression in their learning and confidence.

Question Three
Do you think it is important for parents to be involved during this process? Why?

This question highlighted that nearly every respondent was adamant that parental involvement throughout the transition process was extremely important and should be encouraged. The Primary ALNCo stated that 'the anxiety of the parents is often worse than that of the child' and that if you can 'ease the parent's anxieties then you can simmer the issues of the children.' This would suggest that it is important to ensure that ALN children's parents and families are also supported throughout the transition as it is a stressful and worrying time for them too. Wilken et al (2010, as cited in Welsh Government, 2014) supports this as they identify that encouraging families and parents in the process can disperse their worries and possible negative feelings developed from personal experiences. However, the Year 6 class teacher stated the parents are not heavily involved in the process, but are made aware of anything that they need to know. This would argue that it is not always

necessary for the parents to be involved in the process as the class teacher stated that some parents are quite comfortable with their children moving up to Secondary school if the staff are aware of their needs. The Family Liaison Officer at School A argues against this as she states that ‘the more involvement the parents have, the better their child’s education,’ whilst the Secondary ALNCo expresses the importance of the parents knowing who to contact if they have any problems, and knowing who the different members of staff are and their availability to them.

Question Four
What do you think the Additional Learning Needs (ALN) children’s worries are?

Throughout this question there were a wide variety of responses received which proves to the author that there are not a small amount of worries that the children feel when they undergo the transition period. The Primary ALNCo stated that he thought self-esteem and routine were the biggest anxieties for ALN children whilst transitioning. He suggested that due to the nature of Secondary schools and the mixed ability classes, the children might feel as though they are not smart enough if they are set in lower ability groups. He also stated that the children have followed a similar routine from Nursery up to Year 6 so a changing the routine for some ALN pupils could cause anxiety. The Year 6 class teacher stated that she believed the children’s main worry when transitioning was lack of confidence. She stated that lack of confidence could lead to children not knowing who to turn to with concerns, the children not wanting to mix with others and not being able to find their way around their new school.

The Family Liaison Officer stated that she believed the children’s biggest worries when transitioning were being bullied, being late to lessons or getting lost. These are all common worries that the children may feel which could be eliminated by using interventions and strategies put in place by the Secondary school. Finally, the Secondary ALNCo stated that the children’s main worries were the change of routine/environment and getting to and from school. Many children will worry about getting to and from school and this is where introducing visual supports, which was suggested by The National Autistic Society (2016), would be beneficial. Using visual supports will not only help children understand what is happening, but will also help to relieve children’s anxieties and decrease the risk of challenging behaviour due to uncertainty and lack of routines. (Schmit, et al, 2000, p 131-137).

The author found it interesting that she received different responses from pupils, and practitioners regarding the children's worries. As stated above, 'Getting lost', 'Homework', and 'Detentions' were the top three worries selected by the twenty children who completed the questionnaire. However, detentions and homework were not mentioned by any of the practitioners interviewed. This shows that there is a need for more strategies to be available for children who are experiencing these worries.

Limitations of the research

In hindsight, the author feels that to gather an even wider range of evidence she could have distributed questionnaires to some Year 5 pupils in school A as she discovered there are intervention strategies planned specifically for ALN pupils, which start in Year 5. The author believes that gaining this information could have proved useful for her research, as she could have detected if the children's worries in Year 5 were the same as the children's worries in Year 6. She would have also been able to identify what strategies are in place specifically for this year group, to prepare the ALN children for their transition in their final year.

Chapter Five - Conclusion

In finalising the research project, the author aims to summarise the findings presented in order to form an overall conclusion. The overall aims of this research project were to explore the transition process from KS2 to KS3 specifically as an Additional Learning Needs (ALN) learner, to explore the interventions in place to support these learners and to study parental involvement during this process.

Reflecting on the initial aims of this research project, Chapter Two and Four have outlined examples of effective interventions that could be used to enhance an ALN child's transition and the importance of parental involvement during this process. Reviewing all of the information provided by the pupil questionnaires, and structured staff interviews, it is evident to the author that there a vast range of interventions/strategies in place in schools to ensure a successful and smooth transition experience for ALN learners. It has also become evident that parental involvement should be encouraged as often as possible as it can encourage children and parents to share their worries. Schools such as the Howe Dell School stated in Herts for Learning (2016) ensure parental involvement by encouraging parents to attend transition meetings, annual reviews and viewing schools in Year 5, which allows children and parents to become familiar with the schools and staff and provides opportunities to deal with any anxieties that either the parents or children have. The author has discovered throughout this research project that the earlier transition interventions/strategies have been delivered, the more confident and ready the ALN children feel for their transition to Secondary school. As a result of this research project, and analysis of the chapters written, the author has some recommendations to ensure that ALN children who are transitioning to Secondary schools have a successful and supported experience.

Firstly, the author would recommend that all schools introduce transition interventions/strategies as early on in Year 5 as possible. Through research, the author has found this provides the children with plenty of opportunities throughout their final years at Primary school to visit the Secondary school, familiarise themselves with and get to know the staff and pupils there. This would in turn alleviate or work with any issues or worries early on, which would suggest by the time the children are transitioning, they would feel confident and ready, as they know what to expect. The author also recommends that there are more

cluster competitions and sample sessions that start in Year 5, again allowing opportunity for the children to visit the school and familiarise themselves by taking part in fun activities and competitions with other children from the Secondary and other cluster schools. Finally, the author believes that providing interventions for MAAT pupils such as Book Awards and Maths Magic events – such as those delivered in School A, are beneficial to allow MAAT pupils to become familiar with their new school and environment. The author recommends that there should be more events like these planned in schools to ensure that these MAAT pupil's emotional and academic needs are supported and so they are stretched further in Secondary school.

Lastly, the author has gained an invaluable insight into ALN children and their needs when transitioning to Secondary school, which has assisted in enhancing the author's professional development as she would be confident to use the most effective transition techniques to ensure the transition process is as smooth and successful as possible for an ALN learner.

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Chapter Eight – Appendices

Appendix One – Pupil Questionnaire

- 1) What do you think the differences between Primary and Comprehensive School are?

- 2) How prepared do you feel for the move to Comprehensive School? *Please circle.*

Not prepared		Prepared		Well prepared
1	2	3	4	5

- 3) Circle your TOP 5 worries from this list:

Bullying Not having the right equipment Homework

Getting lost Detentions Not making friends New lessons

Bigger class sizes More teachers Harder work

Any other worries not mentioned above: _____

- 4) What support do you feel you are getting for these worries?

- 5) Have you visited your Comprehensive School yet? *(Please tick)*

☐ Yes

☐ No

- 6) Have you had any information about your Comprehensive School? If yes, from who?

- 7) What are your expectations of the school?

- 8) What are you looking forward to most about moving to Comprehensive School?

Appendix Two – Ethics Form



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	Aimee Rhian Herbert		
Tick all boxes which apply:			
Member of staff:	☐	Student:	☒
Honorary research fellow:	☐		
Faculty/School/Centre:	SWWCTE: YR ATHROFA		
Campus:	Carmarthen		
E-mail address:	1601186@student.uwtsd.ac.uk		
Contact Telephone Number:	07938564065		
For students:			
Student Number:	1601186	Undergraduate	☒
Programme of Study:	BA Primary Education (QTS)	Taught Postgraduate	☐
Director of Studies/Supervisor:	Dr Sioned V Hughes	Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
				Date
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other (write in) Module Coordinator, ECAD6003, ITET	☒	08/02/19	

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
The research is within the bounds of the normal classroom and in accordance with the ATHROFA guidelines for parental consent as per ATHROFA letter.	X
The research will be conducted within BERA (British Educational Research Association) guidelines – Ethical Guidelines for Educational Research, (2018).	X
The research will adhere to the University research guidelines.	X

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	X
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	X
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	Exploring transitioning from Key Stage 2 to Key Stage 3 as a learner with Additional Learning Needs (ALN).		
Proposed start date:	11/02/19	Proposed end date:	29/04/19
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
The research project aims to explore the transition from Key Stage 2 to Key Stage 3 as an Additional Learning Needs (ALN) learner. The research aims to identify the interventions that are put in place to support ALN learners and their families throughout the transition. Existing research such as The Welsh Assembly Government (2004) suggests that secondary schools work closely with their feeder primary schools to arrange induction days to transfer pupils in the summer term. They also suggest that Secondary SENCOs are invited to attend year 6 annual reviews of pupils with statements so as to ensure a smooth transition and allow for appropriate planning of the pupil's curriculum and their first IEP in year 7. The primary research that I wish to undertake will provide an insight into children's worries about transitioning and how interventions can help to support children will ALN to transition to Key Stage 3. Research such as Rhondda Cynon Taf (n.d.) discusses children's worries such as meeting new children and teachers who may not understand or recognise their difficulties and learning new teachers' names and the expectations and styles of teaching. (this box should expand as you type)			
Proposed methods			

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

Questionnaire for children – I may create and administer a questionnaire to pupils if I believe that this will assist me further to gather quality data. I will adhere to and follow the training provided in by the University in previous years, throughout my questionnaire. The questionnaire will focus on qualitative or quantitative research, or both, depending on the focus. There will be a cover letter, which will accompany the questionnaire that will provide explanation to the participants on the nature of the research questionnaire. The questionnaire will be distributed by physical means only.

Once the questionnaire is complete, the responses will be gathered together for analysis. **Exit:** Before the participant submits their questionnaire, they have the right to retain their response. However, as the questionnaire is anonymous, once it has been returned, there will be no means of identifying their response to return it to them. The questionnaire will be anonymous, which will be explained in the cover letter. At no time will the children's names be recorded.

Interviews – a group of ALN children will be involved in a semi-structured interview where they will be invited to respond to key questions. For example, what are your main worries about moving to Comprehensive School? How do you feel you are being supported in relation to these worries? The children will be in an informal setting and I will make notes of their responses. The children will not be forced into participating and no direct individual questioning will take place if a child does not wish to respond. **Exit:** All children will be asked if they wish to take part and if at any point they wish to leave the interview or withdraw then they may do so. I will check on the children's wellbeing to ensure that they remain comfortable in the interview environment. No names will be used in the writing of my notes.

Additionally, I will interview members of staff. However, with members of staff questions of a pedagogical and professional manner will be posed. Furthermore, I may interview other members of staff within the school who are involved with ALN children for example, ALENCO's. **Exit:** Staff participation will be voluntary and this notion will be expressed to staff participants from the outset. The staff will be informed that they can withdraw from the interview or not respond to questions at any time without providing reason or notice.

Video or Audio Taping – I will record certain teaching and learning encounters that I believe will contribute towards my research project. Video or audio taping will be used during group or individual interviews (with the interviewee's prior permission) and later utilised to contribute towards my discussion and synthesis. Photographic evidence may also be collected. However, prior to this I will engage with the class teacher to enquire whether all children in the situation can be photographed. Following this information from the member of staff, I will act with caution when using the camera and I will ensure that those children, if any, who are not permitted to be photographed are not photographed. Prior to recording any research participant, I will gain their permission initially and act in an ethical manner throughout.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

The proposed study/research activity will be conducted in Pontarddulais Primary School and a during Professional Teaching Practice 3 (PTE 3) in a partnership primary school (school details have yet to be released by faculty).

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.

N/A.

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☒	☐
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box.	☐	☒

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children under 18?	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☒	☐
People engaged in illegal activities?	☐	☒

Others (please identify):	☐	☐
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Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

The estimate expected number of participants will be 30 ALN children aged between 9 and 11-years-old in Key Stage 2, however this number may be subject to change. Additionally, 10 teachers, support staff and school staff will be invited to participate in the research.

(this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	X	☐	☐
Will you tell participants that their participation is voluntary?	X	☐	☐
Will you obtain written consent for participation?	X	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	X	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	X	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	X	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	X	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	X	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	X	☐	☐
If NO to any of above questions, please give an explanation			
(this box should expand as you type)			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	X	☐
Is specialist electrical or other equipment to be used with participants?	☐	X	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	X	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	X	☐
If YES to any question, please provide full details			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.	
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.	
Full risk assessment completed and appended?	
Yes	☐
No	☒
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information	
The risk to participants is that they may be involved in the research without consent. Therefore, I will ensure that all consent procedures are in place by informing the children and staff of my research, I will explain to the children and staff that they have the right to withdraw and can leave the research or can express that they do not wish any data to be used, at any time. For example, I will ask children if I can use their answers from the data I collected in my research and I will also monitor the children's wellbeing and stop any activity if any child is becoming upset or uncomfortable.	
(this box should expand as you type)	
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
N/A	
(this box should expand as you type)	
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
The risk to the researcher is that I may be accused of unprofessional practice. I will manage this risk by adhering to the BERA guidelines and following my plan of ethical practice.	
(this box should expand as you type)	
University/institutional risks For example: adverse publicity, financial loss, data protection	
There should be no risk to the University if I manage the risk to the participants and the researcher as detailed above. I will conduct the research and represent the results honestly. I will always comply with ethical, legal and professional frameworks, obligations and standards as required by the statutory and regulatory authorities, as well as with the University's Research Integrity and Ethics Code of Practice.	
(this box should expand as you type)	
Adverse outcomes List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.	
I will manage the risks by adhering to the BERA guidelines and following my plan of Ethical practice. I will always comply with ethical, legal and professional frameworks, obligations and standards as required by the statutory and regulatory authorities, as well as with the University's Research Integrity and Ethics Code of Practice.	

Loss of Data – Upon collection of the research, I will assume full responsibility for the safekeeping of the data. This will ensure that the participants' responses are safe and will be kept in a folder on my person until the research has been analysed and utilised at which time the data will be destroyed.

In the event that a participant's response is lost at the fault of the author or a third party, then the individual will not be able to be identified as no personal details are listed on the questionnaire.

(this box should expand as you type)

Disclosure and Barring Service

If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.

Has a DBS certificate been obtained?

YES

NO

N/A

X

☐

☐

SECTION I: Feedback, Consent and Confidentiality

Feedback

What feedback will be provided to participants, how will this be done and when?

I will not provide feedback to the participants unless it is requested as it is not relevant for my research. If the participants do request feedback, then I will provide a summary of the data I have collected.

(this box should expand as you type)

Informed consent

Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.

Participation consent – Children

I will converse with my class teacher and senior mentor and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask the children identified to participate. Children will also be informed that they can approach me at any time and discuss their contribution to the research project and explain whether they wish to participate.

Participation consent – Teachers

I will ask the class teachers to sign a document if they agree to take part in my research. If they are not willing to be used in my research and do not sign the document, then I will not use them in my research. The consent form will include a box for the participant to tick if they agree with the statements, e.g. I confirm that I have read and understand the information sheet dated 11/02/2019 for the above study. I have had the opportunity to consider the information, ask questions and had these answered satisfactorily. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. I understand that any information given by me may be used in future reports, articles or presentations by the research team. I understand that my name will not appear in any report, articles or presentations. I agree to participate in the above study.

(this box should expand as you type)

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to Schools/Parents etc. Only non-identifiable summary/aggregate data can be provided in this way.

I will also place a statement on the consent form indicating that 'if you decide to remain anonymous maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity/ If you prefer anonymity, there will not be any identifying information on audiotapes and transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

(this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? "personal data" means data which relate to a living individual who can be identified— (a) from those data, or (b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.	X	☐
If YES, provide a description of the data and explain why this data needs to be collected: The data I collect will include information regarding the children's specific ALN and this will relate to my research and whether specific interventions support specific ALN. (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? "Sensitive personal data" means personal data consisting of information as to – (a) the racial or ethnic origin of the data subject, (b) his political opinions, (c) his religious beliefs or other beliefs of a similar nature, (d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) his physical or mental health or condition, (f) his sexual life, (g) the commission or alleged commission by him of any offence, or (h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.	☐	X
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	X	☐
University computers?	☐	X
Private company computers?	☐	X
Home or other personal computers?	☐	X

Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymization:		
I will ensure that the participants' data is safe and will be kept in a folder on my person or locked securely in a cupboard until the research project has been completed at which time the data will be destroyed. To ensure data confidentiality and anonymization I will use the children's initials instead of their full names and it will be upheld by not requesting participant names on any piece of data collected. (this box should expand as you type)		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
(this box should expand as you type)		

List all who will have access to the data generated by the research activity:
The researcher, supervisor and module co-ordinator.
(this box should expand as you type)
List who will have control of, and act as custodian(s) for, data generated by the research activity:
The researcher, Aimee Rhian Herbert.
(this box should expand as you type)
Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
Participants that provide responses will have their data stored securely by the researcher. Once the data has been analysed by the researcher then it will be destroyed so that there is no physical trace of the data. This process will also be in accordance to the Data Protection Act (1998).
The data collection period will range from 11/02/2019 until 29/04/2019. Following the 29/04/2019, there will no longer be a use for the data and all data will be destroyed at this point in time.
(this box should expand as you type)

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant: A.Herbert

Date: 06/02/2019

For students:

Teacher / Senior Mentor / Headteacher:	Dr Sioned Hughes
Signature:	<i>S.V.Hughes</i>
Date:	09.02.18

Appendix Three – Consent Form



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Consent form

Trainees must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Aimee Rhian Herbert as a representative of Yr Athrofa to:

Take photographs ✓	Interview ✓	
Take video ✓	Quote school policy documents ✓	
Tape-record ✓	Questionnaires ✓	(Tick accordingly)

Name of Head teacher [REDACTED] Sign [REDACTED]

Name of school [REDACTED]

To be completed by the trainee:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of trainee: Aimee Rhian Herbert

Signed: A Herbert

Telephone number: 07938 594065

Email address: 1601186@student.uwtsd.ac.uk

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): BA Primary Education (with QTS)

Date: 11th February 2019

Appendix Four – Pupil Consent Form

I am willing to help Miss Herbert with her work. I am aware that I can withdraw from this research at any time without reason and that my answers will be kept private at all times.



Appendix Five – Participant Information Sheet



Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales



Rhif Adnabod Cyfranogwr:
Participant Identification
Number:

FFURFLEN GANIATÂD CYFRANOGIAD

SAMPLE PARTICIPANT INFORMATION
SHEET

Teitl Y Proiect: / Project Title: Exploring transitioning from Key Stage 2 to Key Stage 3 as a learner with Additional Learning Needs (ALN).

Dear Participant:

My name is Aimee Rhian Herbert and I am a student on the BA Primary Education (QTS) course at the University of Wales Trinity Saint David Carmarthen.

I would like to invite you to participate in my research project. This project aims to gather information regarding interventions for ALN learners transitioning from Key Stage 2 to Key Stage 3. Through your participation in the questionnaire and/or interviews, I hope to ascertain different views on transitions from Key Stage 2 to Key Stage 3 as an Additional Learning Needs (ALN) learner.

All questionnaires/interviews will be kept strictly confidential to the researchers involved and at **NO** time will individual questionnaires be released to the general public. Your participation in this study is completely voluntary so you can withdraw from the questionnaire/interview at any stage.

My questionnaire/interview should take about 5-10 minutes to complete, but there is no time constraint. There are also no right or wrong answers. Attached to this letter is a consent form. I understand that your time is at a premium but your opinions are very valuable to me.

After careful and precise analysis of the data obtained from this questionnaire, I will be happy to provide you with a copy of the findings at your request. The results of this questionnaire/interview will hopefully enhance my understanding of transitioning from Key Stage 2 to Key Stage 3 as an ALN learner.

I thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

ENW A CHYFEIRIAD YR YMCHWILYDD

NAME & ADDRESS OF RESEARCHER

Aimee Rhian Herbert
c/o Dr Sioned V Hughes
University of Wales
Trinity Saint David
Carmarthen
SA31 3EP

Appendix Six – Participant consent form



Rhif Adnabod Cyfranogwr:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD	PARTICIPATION CONSENT FORM
Teitl Y Proiect: / Project Title: Exploring transitioning from Key Stage 2 to Key Stage 3 as a learner with Additional Learning Needs (ALN).	
Enw'r Ymchwilydd / Name of Researcher: Aimee Rhian Herbert	

1	Cadarnhaf fy mod wedi deall y wybodaeth a roddwyd gan (enw'r ymchwilydd) ar gyfer ei chynnig ymchwil. Rwyf wedi cael y cyfle i ystyried y wybodaeth, gofyn cwestiynau, ac rwyf wedi cael ateb boddhaol i'r rhain.	I confirm that I understand the information given by Aimee Rhian Herbert for her research proposal. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
2	Deallaf fy mod yn cymryd rhan o'm gwirfodd a bod croeso i mi dynnu'n ôl ar unrhyw adeg, heb roi rheswm.	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	
3	Deallaf y gellir defnyddio unrhyw wybodaeth a roddir gennyf mewn adroddiadau, erthyglau neu gyflwyniadau gan y tîm ymchwil.	I understand that any information given by me may be used in future reports, articles or presentations by the research team.	
4	Deallaf na fydd fy enw'n ymddangos mewn unrhyw adroddiadau, erthyglau neu gyflwyniadau.	I understand that my name will not appear in any reports, articles or presentations.	
5	Cytunaf i gymryd rhan yn yr astudiaeth uchod.	I agree to take part in the above study.	
Enw'r Cyfranogwr Name of Participant		Llofnodwyd Signature	
Ymchwilydd Researcher		Aimee Rhian Herbert	Llofnodwyd Signature

Cewch wrthod cymryd rhan yn yr astudiaeth hon. Cewch ddod â'ch cyfranogiad yn yr astudiaeth hon i ben unrhyw bryd. Os penderfynwch barhau'n ddienw, bydd sicrhau hynny'n flaenoriaeth a chymerir pob cam ymarferol i guddio pwy ydych. Os yw'n well gennych fod yn anhysbys, ni fydd unrhyw wybodaeth yn eich enwi ar dapiau sain na	You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or
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thrawsgrifiadau o'r cyfweiliad hwn nac o unrhyw un arall. Ni fydd neb yn clywed unrhyw dapiau sain nac yn gweld unrhyw drawsgriadau heb eich cydsyniad o flaen llaw. Bydd deunyddiau a grëir yn sgil y cyfweiliad hwn neu unrhyw gyfweiliad arall yn aros yn gyfrinachol.	transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.
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Ar ôl llenwi'r ffurflen, dychwelwch hi yn yr amlen a ddarperir (lle bo'n berthnasol). Rhoddir un copi i'r cyfranogwr a chedwir y gwreiddiol yn ffeil y tîm ymchwilio yn:	When completed please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept on the file of the research team at:
ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER Aimee Rhian Herbert c/o Dr Sioned V Hughes University of Wales Trinity Saint David Carmarthen SA31 3EP

Appendix Seven - Transcripts

Primary ALNCo Interview Transcript 1.

- 1) *Do you have any specific support strategies/interventions in place for Additional Learning Needs (ALN) learners?*

PASS scheme – provide help and support for self-esteem issues. One to one or group meetings with the Family Liaison Officer to work on children's emotions and self-esteem difficulties. Annual Review meetings where the children's IEP's are looked at. Rapid reading and rapid phonics to aid children that are behind for their age.

- 2) *What do you think Additional Learning Needs (ALN) children's worries are?*

Self-esteem issues. Routine – having a change of routine as the children have had a similar routine from Nursery to Year 6. Staff from the Comprehensive school come down to the Primary and children get to visit the Comprehensive to aid this change of routine.

Different ability groups in Comprehensive. This highlights the children's ability which you don't want to highlight in Comprehensive. If children know their ability levels this could again cause self-esteem issues.

- 3) *How often do the Primary and Secondary staff meet?*

Once/twice a year, it does depend on the severity of the ALN children's needs. Family and multi-agency meetings are arranged. Annual Review to create/amend IEP's.

- 4) *Do you think it is important for parents to be involved during the transition process? Why?*

'Anxiety of the parents is worse than the child.' Parents have had multiple years getting to know staff and in Comprehensive there are more members of staff to get to know. Primary school is more close net. It is important to ease the parent's anxieties to simmer similar issues of the children. Parents need to be involved in the process to support their children.

Family Liaison Officer Interview Transcript 2.

1) What does your role entail?

Look after all children on register and Looked After Children (LAC). Working with social workers and dealing with paperwork. Supporting children with difficulties and issues with bereavement, friendships and emotional wellbeing.

Liaise with other agencies, TAF, and involved in the family partnership scheme. Support parents through parenting programmes where they provide sessions with parents and children.

2) What is your role throughout the transition process?

If children are anxious and struggling she can discuss and meet with the children for support. More involved with the parents and supporting them as well as the children.

3) What do you think the Additional Learning Needs (ALN) children's worries are?

Getting lost travelling lesson to lesson – being late, getting lost and getting a row. Harder work, not being with friends and bullying.

‘Getting their heads flushed down the toilet etc.’

4) What do you think the parents worries are?

Very similar to the children. Parents who ‘baby’ their children need to learn to do things themselves. They are worried about their children not liking their teachers, getting lost and getting to and from school. Parents are now grateful that children have access to phones.

‘Parents of children with ALN worry more.’

5) Do you think it is important for parents to be involved during this process? Why?

‘More involvement the parents have the better their child’s education.’ It is a big thing going from primary to secondary and it is important that the children have support from their parents as well as the school.

It is important for parents to be involved to help their child – could provide a watch so they can keep an eye on times so they aren't late to lessons, or a visual timetable so they know when they need certain equipment for lessons. E.g PE kit, cookery ingredients etc..

Year 6 Class Teacher Interview Transcript 3.

1) Do you have any specific support strategies/interventions in place for Additional Learning Needs (ALN) learners?

Meetings with Comprehensive school where the school nurse and other practitioners meet and discuss needs. Key Stage 2 and Key Stage 3 ALNCo's meet to address the borderline children. 1 to 1 meetings with parents and children to discuss any problems or worries.

There is 1 to 1 support available during transition week and the groups that the children are in during transition week are the same groups the children will be in, in September.

Sample sessions throughout the year that take place in the Secondary school; PE, cookery, cluster concerts, sports tournaments available to the children. 'Worry workshops' were buddies from Year 7 come to the Primary school and address any concerns the children have to eliminate their fears.

'Book Awards' and 'Math Magic' activities where MAAT learners complete activities that the Year 10 pupils run. Children celebrate the books they've read and solve problem solving challenges against cluster schools. These all take place in the Secondary school.

2) How do you ensure parental involvement through these interventions?

Parents Evenings start in February where staff discuss the transition process with parents and families. If parents are worried about their children's needs then there are meetings arranged with ALNCo's and Year 6 staff. Parents feel more comfortable if Year 6 staff attend these meetings and are comfortable when all staff are made aware of their children's needs.

There are transition days and opportunities throughout the year, however some children visit before. ALN children can meet with TA's assigned to them before they transition.

3) Do you think it is important for parents to be involved during the transition process? Why?

Yes, parents need to be aware of information regarding the school and transition. Various information is given from the Comprehensive such as bus times and when to travel to and from school.

Parents are not heavily involved but are made aware of anything they need to know about.

4) What do you think Additional Learning Needs (ALN) children's worries are?

Accessing things and finding their way around. Worried about who to turn to, who to speak to and how to cope. Lack of confidence and mixing with others – do other children know their needs? 'Victims.'

Worried about the work and how hard it is.

5) How often do the Primary and Secondary staff meet?

Transition meetings, which are held once a term up until the summer term, which then become more frequent. PSE meetings – professional learning communities. ALNCo's and Head of Year 7 meet to talk about each child face to face and share information to inform future planning.

Many visits to and from the Secondary school where the staff from both schools meet. The staff meet throughout the 'Book Awards' and 'Math Magic' activities.

Secondary ALNCo Interview Transcript 4.*1) What does your role entail?*

Dual-role and assistant head teacher for well-being and Additional Learning Needs Coordinator. (ALNCO). Strategic planning of provision for pupils in school with learning needs. Teach lessons for pupils that are extracted from mainstream lessons. Specialist lessons – dyslexic requirements.

Oversee the provision and legal requirements that are in place for statutory assessments and statements. 28% of pupils with ALN who have IEP's or on School Action Plus level. Rachel coordinates all appointments with outside agencies. - psychologist that works with the school and Specialist teachers that come into school, writing the IEP's for the children and making sure that all teachers and teaching assistants have all the information to support the pupils in class.

2) What is the most common Additional Learning Need (ALN) in your school and how do you accommodate for this?

Range of needs, but there a few children at the school learning difficulties, autism are behavioural needs such as ADHD. Learning difficulties encompassing speech and language, autism and ADHD are most common.

Specialist Learning facility which is for Profound and Multiple Learning Needs in the STF with 10 pupils. Monitor, and differentiation of class work.

Teaching Assistants working with pupils, extracting them for various programmes. Bespoke timetables. Some children with ADHD that have difficulties with controlling their behaviour, they would have certain lessons in mainstream school and then come out of extracted lessons and go out on alternative curriculum certain days of the week. The children can also have supervised lunchtimes. Support ranges from mild support to intense support depending on the level of the child's need.

3) How often do the Key Stage 2 and Key Stage 3 staff meet?

Meet prior to the Transition Week, individual visit school to school with the school nurse, ALNCO and progress manager would meet with the class teachers in each school. Lengthy process where the staff find out information about the children. During the transition week there is a hand over of information between KS2 and KS3 staff. Throughout the year there are many events that support transition such as Maths Magic events and Bont Book awards. KS2 and KS3 teachers get to know each other very well. Different clusters working, health and well-being groups, STEM groups, teachers get to know the staff in comprehensive school throughout these events.

In terms of ALN, teachers would be invited to reviews throughout year 5 and 6. Lot of planning is put in place for the transition process.

4) *Do you have any specific interventions in place for Additional Learning Needs (ALN) learners?*

Specialist teaching facility – coordinator that oversees provision in the STF.

Various activities, alternative curriculum.

Dyslexia support - small group where they would complete activities to support their learning.

Social Communication groups. 'TALK ABOUT PROGRAMME' that is offered if they do have difficulties in communicating. Mindful not to extract them from all of their lessons but 1 hour a week can really benefit them.

Language link which is for speech and language. Online programme provided by a teacher for pupils that need it.

English and maths small groups support. French and Welsh support as some pupils find languages hard. French literacy groups but the children would not take part in the mainstream french class itself.

5) *How do you ensure parental involvement throughout the transition process?*

Open Evening in November of year 6 where the parents are invited, school in action days where parent have the opportunity to walk around the school and ask further questions.

ALN- many meetings for the parents to come and speak 1-1 about their child's individual needs and Rachel gets invited to the primary schools to work with the ALNCO's.

Meetings in the primary and in the secondary before September. During transition week, the year 6 teachers are good at 'flagging up' the parents who would possibly like 1-1 sessions with the KS3 staff.

Encourage parental engagement. Some parents are very much involved in the transition, so it is important to make them aware of what is available for support and advice.

6) *Do you think it is important for parents to be involved during this process? Why?*

Definitely, working in a school we take for granted what goes on. Some parents don't realise the massive changes in terms of going from primary to comprehensive, the way the school day works, the way the lessons work. It is really important that parents have that understanding.

It is also important that they know how to contact someone if they have an issue as they not got that face to face contact that they would have in a primary. Parents need to know the different members of staff such as form tutors, head of year, progress managers who are available to them.

7) *Is there a buddy system in place for all year 7's? If yes, how does this support ALN learners?*

There are buddies from year 9 and is really strong. They select the buddies and they then go out to the primary schools to meet with the year 6 pupils prior to the transition week. They create a DVD to show help show the year 6 pupils around the school. During the transition week, the buddies wear buddy t-shirts and 2 buddies are assigned to each form class. These buddies are made aware of what pupils need a bit of extra support and can show them physically around the school and help support them emotionally with any issues. The buddies would then report back to staff with any worries that the year 6 pupils or themselves have. Ongoing for a number of years and has worked really well.

8) *What are the steps in place for an Additional Learning Needs (ALN) learner coming into the school?*

Rely heavily on the primaries informing them of the children with Learning Needs. Once this is done, the first step is to take this information from the primary and ensure that when the child moves up that they have the correct provision to meet their needs. KS3 staff are inviting to the Annual Reviews if the children have a statement, to check if it is the right provision for the child.

Planning – a lot of meetings and information is shared.

Once the child starts, it is ensured that they are placed in a class that supports them. E.g if they need a teaching assistant, what type of form teacher would they need to support them? Giving half a term to see how the children are doing and how they have settled in and then the parents are invited in for an IEP meeting where they set up their first IEP. By this time the staff have got to know the child a bit more and the child is more settled in the school. Set this up the first time of when they start.

Only sets in English and Maths otherwise they are in mixed ability classes and forms.

9) *What do you think the children's worries are?*

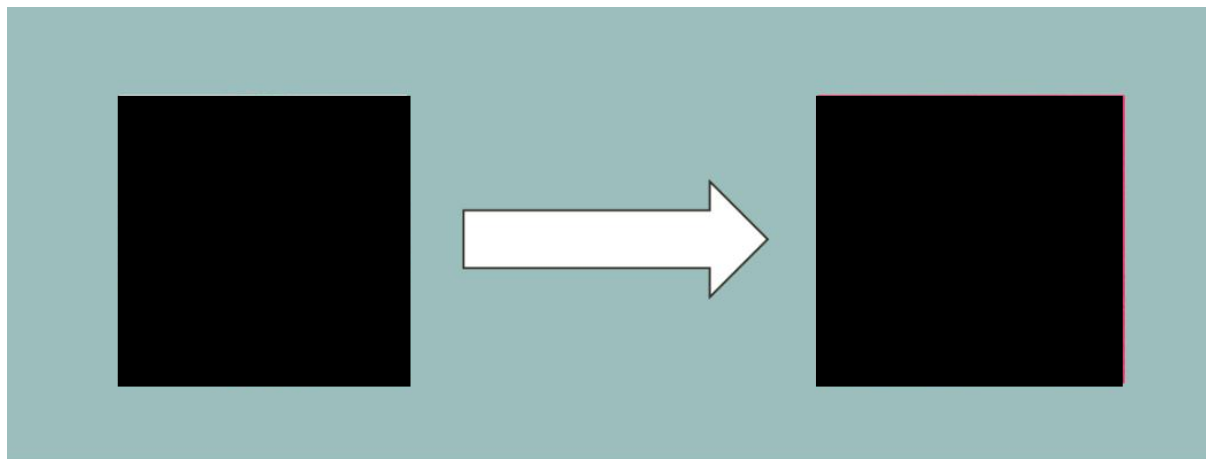
The change in environment – new faces, names, classes etc.

Going from having 1 teacher per day to 5 or maybe more.

Change of routine is unsettling for the child and may take a while to get used to and settle in.

Getting to and from school.

Appendix Eight – Summary of Findings: Slide 1 & 2

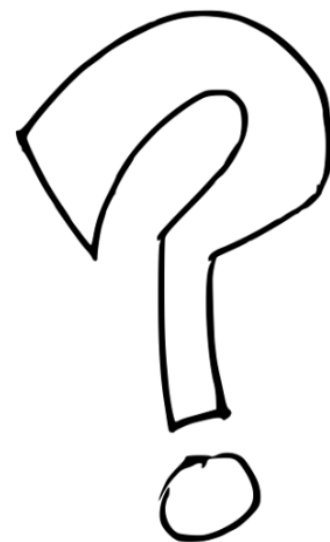


EXPLORING TRANSITIONING FROM KEY
STAGE 2 TO KEY STAGE 3 AS AN
ADDITIONAL LEARNING NEEDS (ALN)
LEARNER.

Aimee Rhian Herbert – BA3
Student

RATIONALE

- Previous engagement in topic.
- An area of interest.
- Suggested research.



Summary of Findings: Slide 3 & 4

FINDINGS

- Interviews
- Questionnaires
- Observations
- Interventions in place for ALN learners in schools.



██████████ — KS3 ALNCO

- KS3 ALNCO and Deputy Head for Wellbeing.
- Teaches lessons for pupils extracted from mainstream lessons.
- Coordinates meetings with outside agencies. — Psychologists, specialist teachers etc.
- 28% of pupils with ALN who have IEP'S or working at School Action Plus level.

Summary of Findings: Slide 5 & 6

COMMUNICATION BETWEEN KEY STAGE 2 AND KEY STAGE 3

- Autumn Term – Once a term up until Summer.
- Health and Well-being and STEM groups.
- Maths Magic and Bont Book awards.
- ALN Reviews throughout year 5 and year 6.
- Prior to Transition Week – KS3 Staff meet with KS2 Staff.
- Rely heavily on primaries to inform them of children with Learning Needs.
- Sample sessions throughout the year.



TRANSITION WEEKS

Transition Week:

- Staff find out information.
- Children have tours, meet with staff, meet other children.
- Transition groups.
- Really enjoyable.



Summary of Findings: Slide 7 & 8

BUDDIES

Year 9 buddies:

- Meet with Year 6 pupils. - DVD

During Transition Week 'Worry Workshop':

- Buddies t-shirts.
- 2 buddies per class.
- Feedback to staff.



BONT BOOK AWARD, MATH MAGIC

- Held in Comprehensive School.

- Supports MAT learners for their transition.

- All cluster schools take part and complete in problem solving challenges and vote in categories to select a 'Bont Book Winner'.



Summary of Findings: Slide 9 & 10

PUPILS WORRIES

KS3 ALNCO:

- *Change in environments – new faces, names, classes.
- *More teachers.
- *Change of routine.

Family Liaison Officer:

- *Getting lost.
- *Not being with friends.
- *Being late and getting a row.
- *Bullying.



Year 6 teacher:

- Mixing with others.
- Lack of confidence.
- Lost.
- Different teachers.
- Accessing things.

PUPIL WORRIES CONTINUED

Children's interviews:

1. Getting lost
2. Homework
3. Bullying



Summary of Findings: Slide 11 & 12

PARENTAL INVOLVEMENT

Family Liaison officer –Outside agencies such as TAF and Family Partnership Scheme and Parenting Programmes.

KS3 ALNCO

Open evening.

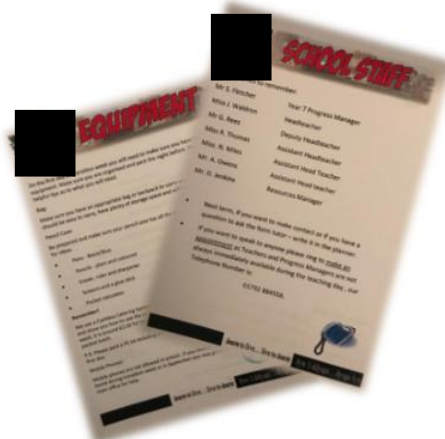
School in action days.

Transition booklet.

ALN Meetings.

Parents Evenings in spring term.

Certain children can visit the school beforehand.



HOW WILL THIS HELP?

- Develop own professional practice.
- Develop greater understanding for professional practice.
- Help towards my Research project.



Summary of Findings: Slide 13

REFLECTION



- Supported, encourages parental involvement and support for the children.
 - Many staff to go to regarding their worries.
 - Encourages children's well-being and to express their emotions and feelings.
 - ALN interventions.
-