

Student Transition Passport

Supporting Notes for Teachers

The **Student Transition Passport** is designed to give secondary school staff an insight into each student's strengths, needs, and feelings about transition. It serves as a tool for early relationship-building and personalising support in the first few weeks. Students should be encouraged to complete it in a comfortable setting, ideally with a trusted adult, to help them express themselves fully.

The completed passport should be shared with key staff such as form tutors, SENCOs, and pastoral leads before the student starts Year 7.



How to Use the Passport

- **Encourage open discussions** while completing it—this process itself can be reassuring for students.
- **Acknowledge students' worries** and celebrate their excitement to create a balanced perspective.
- **Ensure staff read and refer to passports** to help students feel seen and supported.
- **Consider revisiting the passport** in the first half-term to check if any concerns have changed.

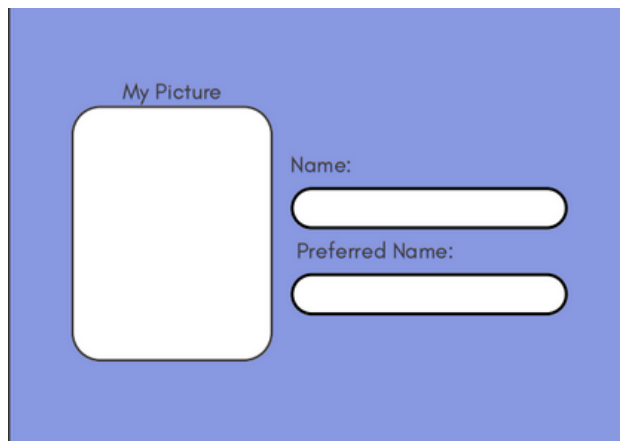


Student Transition Passport

Guidance on Completing Each Section

My Picture & Name

Encouraging students to include a picture of themselves can help staff associate a face with their responses. They may choose a self-portrait, a favourite image, or a drawn representation of themselves.

A blue rectangular form with a white rounded rectangle on the left labeled "My Picture". To the right of the picture box are two white rounded rectangular input fields. The first is labeled "Name:" and the second is labeled "Preferred Name:".

My Strengths & Interests

This section is designed to boost confidence and show students as individuals beyond their academic abilities. Encourage them to include hobbies, personality traits, and unique skills.

Example responses:

- I am really good at helping others and making people laugh.
- I enjoy playing football and solving puzzles.

A blue rectangular form with the title "My Strengths & Interests" at the top. Below the title are two white rounded rectangular input fields. The first is labeled "I am really good at ..." and the second is labeled "I enjoy...". At the bottom center is a small icon of a head with gears inside.A blue rectangular form with three white rounded rectangular input fields. The first is labeled "My friends would say I am great at...", the second is labeled "I feel proud when I...", and the third is labeled "Something unique about me is...".

Student Transition Passport

Guidance on Completing Each Section

Things That Help Me Learn

This checklist allows students to express their preferred learning conditions, helping teachers adjust strategies early on. Encourage students to tick as many as apply and add their own.

Example responses:

- I need instructions written down because I forget verbal ones easily.
- I like having a fidget toy to help me concentrate.

Things That Help Me Learn

☐ Sitting near the front
 ☐ Working with a buddy
 ☐ Taking movement breaks
 ☐ Using a fidget tool
 ☐ Having quiet spaces available
 ☐ Using a fidget tool

☐ Knowing what's coming next
 ☐ Being able to ask for help easily
 ☐ Having written instructions
 ☐ Having extra time to process
 ☐ Clear step-by-step instructions

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What I'm Excited About in Year 7

This section shifts the focus towards positivity. Students may express excitement about subjects, clubs, new friendships, or independence.

Example responses:

- I can't wait to do science experiments in a real lab!
- I am excited to join the drama club.

What I'm Excited About in Year 7

I can't wait to...

I am looking forward to...

I am excited to try...

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Guidance on Completing Each Section

What Worries Me About Year 7

This section is crucial for identifying potential challenges early. Staff can use responses to provide reassurance or support.

Example responses:

- I feel nervous about getting lost because I find new places confusing.
- I hope I can keep up with homework because I struggle with organisation.

What Worries Me About Year 7

I feel nervous about...

I am unsure about...

I hope I can...

I think I might struggle with...

One thing I would like help with is...

How Teachers Can Support Me

Students are prompted to share personalised strategies that help them learn and feel safe. This helps staff provide proactive support.

Example responses:

- It helps me when teachers check if I understand before moving on.
- It helps me when teachers give me a few minutes to think before answering a question.

It helps me when teachers...

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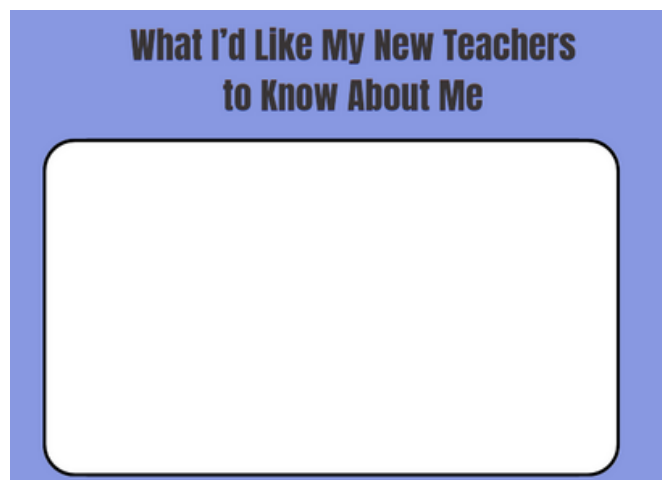
Guidance on Completing Each Section

What I'd Like My New Teachers to Know About Me

This open-ended section allows students to share anything else they feel is important. Encourage honesty and self-advocacy.

Example responses:

- I take time to settle in, but once I do, I love chatting with people.
- I get really tired in the afternoon, so I might need short breaks.



**What I'd Like My New Teachers
to Know About Me**

The **Student Transition Passport** should be seen as a living document that can help build meaningful student-teacher relationships. By taking the time to read, acknowledge, and act on the insights provided, staff can ensure that students feel welcomed, valued, and ready to thrive in Year 7.