

Readiness Scale for Transition to Secondary School

Children Looked After (CLA) &
Previously Looked After
Children (PLAC)



WORCESTERSHIRE
VIRTUAL SCHOOL

This readiness scale is based on materials devised by Rebecca Doyle (2001) and Jane McSherry (1999) for reintegration of pupils with social, emotional and behavioural difficulties into mainstream classrooms.

(Rebecca Doyle, Norfolk CC - BJSE vol 28, No3 (September 2001).

The scale has been adapted for use with Children Looked After and Previously Looked After Children by Irene Tymkiw Senior Educational Psychologist, Ealing Virtual School.

This assessment is a screening for readiness for secondary school transition and gives a diagnostic developmental profile. Used over time it gives a clear measurement of a pupil's skill development in each area.

It is a specific, quantitative assessment tool to help analyse behaviour; measure readiness to transition; and highlight specific areas that need further development.

The profile considers five main areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

Allocate a score of between 1 and 4 to each of the statements as follows:

- 1 = rarely fulfils this criterion
- 2 = sometimes fulfils this criterion
- 3 = frequently fulfils this criterion
- 4 = almost always fulfils this criterion

The numerical score at the end of each main area is totalled and plotted on a grid with a maximum score of 312. Using the child's score, it is possible to track progress over time and to measure response to interventions.

In the original scale, devised by Doyle and McSherry above, an overall score of 218 (70%) or above was considered to be an indication that the pupil was probably ready for transition back to a mainstream classroom. This might be held in mind when using the scale with Children Looked After and Previously Looked After Children but scores less than this should not be viewed as meaning the child is not able to transition.

The profile obtained will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform targets, track progress and inform planning for transition.

1. Self-control and management of behaviour

Can accept discipline without argument or sulking	1	2	3	4
Can arrive in classroom and settle down quietly and appropriately	1	2	3	4
Does not leave the room without permission	1	2	3	4
Can accept changes to plans or disappointments with an even temper	1	2	3	4
Shows some self-discipline when others try to encourage deviation	1	2	3	4
Is aware of normal sound levels and can be reminded of them and respond appropriately	1	2	3	4
Does not seek confrontation during unrestricted times e.g. break	1	2	3	4
Behaves in socially acceptable manner in public e.g. outings	1	2	3	4
Can maintain appropriate levels of behaviour when the classroom routine is disrupted	1	2	3	4
Will abide by accepted rules of an organised game	1	2	3	4
Goes to and stays in designated areas when requested e.g. playground, hall, etc	1	2	3	4
Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn	1	2	3	4
Behaves appropriately in all areas of the school building	1	2	3	4
Score				/52

2. Social skills

Can cope with large numbers of people	1	2	3	4
Can accept that teacher time needs to be shared	1	2	3	4
Can ask a question and wait for the answer	1	2	3	4
Has appropriate communication skills e.g. asking questions and listening	1	2	3	4
Can work alongside others in a group situation without disruption	1	2	3	4
Interacts and plays in positive ways with peers	1	2	3	4
Apologises without reminder	1	2	3	4
Asks permission to use objects belonging to another person	1	2	3	4
Shows empathy for and comforts playmates in distress	1	2	3	4
Chooses own friends and maintains reciprocal friendships	1	2	3	4
Makes and accepts normal physical contact with others	1	2	3	4
Accommodates other children who ask to join in an activity	1	2	3	4
Is self-reliant in managing own hygiene and basic needs	1	2	3	4
Shows genuine interest in the news and activities of another child	1	2	3	4
Contributes actively to play with two or more children	1	2	3	4
Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of dominant character, etc	1	2	3	4
Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue	1	2	3	4
Addresses adults and children appropriately by name and with eye contact	1	2	3	4
Shares legitimately required equipment with another pupil	1	2	3	4
Can take turns in question and answer sessions	1	2	3	4
Score				/80

3. Self-awareness and confidence

Willing to ask for help	1	2	3	4
Can accept responsibility for actions without denial	1	2	3	4
Can acknowledge own problems and is willing to discuss them	1	2	3	4
Can risk failure	1	2	3	4
States feelings about self, e.g. happy angry, sad, etc	1	2	3	4
Maintains appropriate eye contact	1	2	3	4
Contributes to class discussions	1	2	3	4
Participates in group work, making constructive suggestions and adapting ideas	1	2	3	4
Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc	1	2	3	4
Participates in large class activities e.g. dance, role plays, performances, etc	1	2	3	4
Accepts public praise and congratulation appropriately e.g. when good work is shown to peers, etc	1	2	3	4
Shows pride in achievements and presentation of work	1	2	3	4
Has self-esteem	1	2	3	4
Score				/52

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4. Skills for learning

Is prepared to work in lessons	1	2	3	4
Uses appropriate language and gestures	1	2	3	4
Wants to go to secondary school	1	2	3	4
Has support from carers	1	2	3	4
Is courteous, and shows positive attitude towards staff	1	2	3	4
Can show an interest in lessons	1	2	3	4
Treats school property with care	1	2	3	4
Listens with interest to class explanations	1	2	3	4
Can accept disappointments e.g. when not chosen to participate in an activity	1	2	3	4
Will sit appropriately without causing a disturbance in both class and general school areas on request	1	2	3	4
Shows a sense of humour	1	2	3	4
Score				/44

5. Approach to learning

Can work alone without constant attention for brief periods	1	2	3	4
Can attempt to listen to explanations and instructions and attempt to act on them	1	2	3	4
Understands the structure of the day	1	2	3	4
Understands the role of the teacher and other adults in the room	1	2	3	4
Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc	1	2	3	4
Understands that there are different expectations for lessons other than the classroom e.g. library, hall, etc and behaves appropriately	1	2	3	4
Can constructively use unstructured time in the classroom	1	2	3	4
Can organise him/herself if help is not immediately available	1	2	3	4
Responds appropriately to personal request from teacher	1	2	3	4
Will work alongside another pupil without attempting any distractions	1	2	3	4
Can organise the materials needed for a task and clear them away appropriately	1	2	3	4
Shows appropriate levels of curiosity when changes to the room routines are observed	1	2	3	4
Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support	1	2	3	4
Shows a willingness to improve own literacy and numeracy	1	2	3	4
Can read sufficiently well to understand basic instructions needed for completion of tasks	1	2	3	4
Has developed some self-help strategies (at own level) e.g. using reference materials as word banks	1	2	3	4
Does not get up and wander around the classroom without a purpose	1	2	3	4
Needs a mainstream curriculum	1	2	3	4
Does not get impatient if help is not immediately forthcoming	1	2	3	4
Is willing to try complete a task independently	1	2	3	4
Pays attentions to class discussion and instructions	1	2	3	4
Score				/84

Record of progress

Pupil name:		Date of Birth:				
100						
90						
80						
70						
60						
50						
40						
30						
20						
10						
0						
↑	Score for Areas of learning	Self-control	Social skills	Self-awareness	Skills for learning	Approach to learning
→						

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Record of progress

Times	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
100															
90															
80															
70															
60															
50															
40															
30															
20															
10															
0															
	Self-control			Social skills			Self-awareness			Skills for learning			Approach to learning		

↑ Score for Areas of learning
→

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Action plan from transition scales:

Immediate				
Target	Aiming to move from number... to...	Who/when	Strategies to support	Evidence of success
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Pupil personal target	_____	_____	_____	_____
_____	_____	_____	_____	_____

Long term				
Target	To support/develop skills of:	Who/when	Strategies to support	Evidence of success
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Pupil personal target	_____	_____	_____	_____
_____	_____	_____	_____	_____

Other issues raised :

Transition Planning Meeting

Pupil Name:	Date of Birth:
Primary School:	
Present:	
Current situation:	

Summary of Discussions	Next Actions	By who?
Preparing pupil:		
Preparing parents/carers:		
Preparing receiving staff:		
Arrangements for arrival:		
Transition timetable:		
Additional information/comments:		
Date of follow-up transition review meeting:		

Transition Review Meeting

Pupil Name:	Date of Birth:
_____	_____
Primary School:	_____
Present:	_____

Has the pupil settled?
School:

Pupil views:

Parent/carer views:

Changes/additions to transition plan and additional support arrangements agreed:

Other information/comments:

Date of next transition review:
