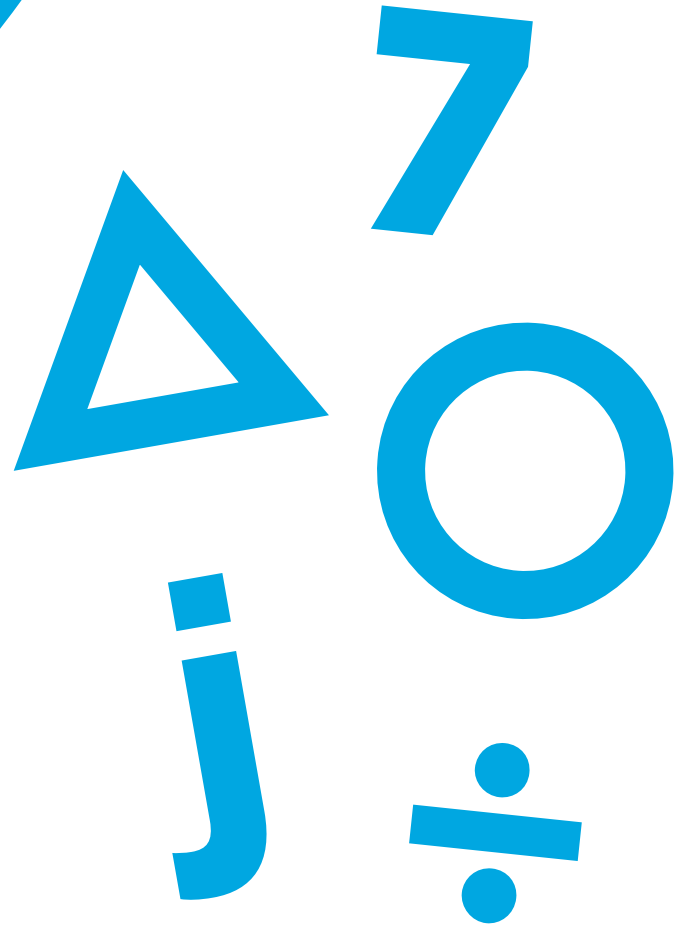




**THE CEDARS  
ACADEMY**  
Lionheart Educational Trust



# **LEARNER TRANSITION**

## Support Pack



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# **WELCOME FROM THE ASSOCIATE PRINCIPAL**

**W**elcome to The Cedars Academy. Our aim is to create an amazing school at the heart of the Birstall where the children in our community can achieve excellence. A school where lessons are free from disruption so pupils can learn and teachers can teach. A school where children can thrive in a calm, safe and focussed environment.

At our Academy we like to do things differently. We actively teach our pupils how to behave positively and how to present themselves in a polished manner using our shared language for behaviour. We memorise and recite poetry as a way of bringing our community together and as a way of learning how to learn.

We closely work with our families, and have an extensive pastoral team that support your child on their educational journey with us. We get to know every pupil as an individual and tailor their opportunities to ensure they thrive.

We believe in working together to get better outcomes for all.



**James Rolfe**  
Associate Principal  
The Cedars Academy



## MEET THE TEAM

### **LUKE MARVELL** **SENCO** & **KATH SEDGLEY** **SENCO**

This is Ms Kath Sedgley and Mr Luke Marvell and they are our school SENCOs. Their job is to help all of our pupils who may need extra support whilst they are at The Cedars Academy. You will see them around school a lot and if you need any help, they will coordinate this for you. You will find a number of Learning Support Assistants in the CSC who will also be happy to help, some of these will even be supporting you in your lessons. For parents, they can be contacted by email at: [luke.marvell@thecedarsacademy.org.uk](mailto:luke.marvell@thecedarsacademy.org.uk) and [kathleen.sedgley@thecedarsacademy.org.uk](mailto:kathleen.sedgley@thecedarsacademy.org.uk)



### **SAMANTHA CHAPMAN** **CURRICULUM SUPPORT TEAM** **LEADER**

This is Sam and she's our Curriculum Support Team Leader. Her office is also in the Curriculum Support Centre and this is where you can usually find her. Part of Sam's job is to support pupils to talk about what they might be finding difficult so that a solution can be found. She is happy to hear about your successes, worries, or just to have a chat. Your parents can contact her by phone or email: [Samantha.Chapman@thecedarsacademy.org.uk](mailto:Samantha.Chapman@thecedarsacademy.org.uk)



## OUR SCHOOL



This is what our school looks like from the outside, it looks really big from the outside. Our address is:

The Cedars Academy,  
Wanlip Lane,  
Birstall,  
Leicester LE4 4GH

Why don't you google it on Google Maps and look how far away it is from your home?

## PICTURES OF OUR SCHOOL



This is what our school looks like from the inside.



This is what one of our classrooms looks like, most of them look the same, but there will be a few that are different. This is because we teach some specialist subjects which require special rooms. These are things like the science lab, the food technology room and the drama space. You will move around the school and go to different rooms for different subjects, but you will get support to move around the school. You will also be in a form class with a form tutor and this will be in a classroom.














This is our canteen area and where you will eat your lunch, some of you might even be able to have your breakfast in school if you get in early enough. This is an area that you can also sit during break times and to meet your friends first thing in the morning. You can choose to have a hot dinner or you can bring a packed lunch with you, which is totally up to you.

This is our school library and it has lots of books that you can go and read. It is also a quiet space that can be used to do work or to go to if you need some time to get ready for learning.






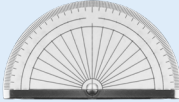

This is the Curriculum Support Centre and some of you may have a pass to use this area as your safe space at break and lunch time.

# THE SCHOOL DAY (MONDAY TO FRIDAY)

08:40 - 08:45		Line Ups
08:45 - 09:05		Registration
09:05 - 09:55		Period 1
09:55 - 10:45		Period 2
10:45 - 11:05		Break
11:05 - 11:55		Period 3
11:55 - 12:45		Period 4
12:45 - 13:25		Lunch
13:25 - 14:15		Period 5
14:15 - 15:05		Period 6
15:05		End of school



# ITEMS YOU NEED AT SCHOOL

A School Bag		You will need a school bag that is able to hold an A4 folder or documents
Black Pens		Black inked pens so that you can write in your lessons
Green Pens		Green inked pens so that you can mark your work
Pencils		Pencils so that you can draw diagrams or pictures in your lessons
Rubber		So that you can erase any mistakes
Pencil Sharpener		To sharpen your pencils when they become blunt
Coloured Pencils		To colour in diagrams or pictures in your work
Pencil Case		To store all of your equipment in one place
Scientific Calculator		For use not just in your Maths lessons but others too
Protractor		To use in Maths
Reading Book		In your bag to promote reading for pleasure

# ALL ABOUT ME

We would love to get to know you and we would love you and your family to tell us all about you and them. This sheet lets you fill in what you want to tell us.

## **THIS IS ME**

Draw a picture of yourself

## **THESE ARE THE PEOPLE WHO ARE IMPORTANT TO ME**

Draw a picture of the people who are important to you

## **THINGS I LIKE**

You could draw or write these

## **THINGS I DO NOT LIKE**

You could draw or write these

## **THINGS I THINK YOU NEED TO KNOW ABOUT ME**

Tell us what you would like us to know about you

## **THE BEST WAY FOR ME TO LEARN IS...**

Tell us the things that help you learn



# DEALING WITH WORRIES

Worries are a part of everyday life and often things will seem worse when you are alone or at night. This is because during the day and when you are in other people's company your mind is kept busy. You might think about the things that are worrying you, but they come and go. At night your brain has time to think and over-think things that have happened and you are in your own company. You might begin to panic and things happen to your body, such as you start to sweat, your heart begins to beat faster and you may even struggle for a breath. This is normal and we all go through this from time to time, but it is good to have strategies to deal with this when it happens.

Here are some strategies that could help and a worry jar on the next page that you can use straight away.

## A WORRY BOOK

This is a book that belongs to you and only you, you can write all of your worries in it as they come into your head. Getting them down on paper and looking at them can help as it allows them to leave your body and be something real rather than just in your head. If you want, you can invite someone you trust to read your worries at the end of the day, or whenever you want. This will give you a chance to talk about your worries and then get the advice of another person. You have to invite that person to read your book though as it belongs to you. A good idea would be to set some time aside each day, maybe even the same time to go through your worries. You can discuss your worries with your College key worker if you have one. If you feel like you need a key worker, ask for support.



## A TIME CAPSULE

A time capsule can be a container of any kind that you want. You write down all of your worries and put them inside the container and date them. You then seal the container so that nobody can get access to it, not even you.

When your worries are inside you can either have a hidden in your house, or even better, if you have a garden you can ask permission from your parents/carers to dig a hole and bury it, not too deep as you might want to add more worries when they come up. Then when everything is sorted, you can open it up and read what you were worried about and think about how small that worry actually was.



## TALK TO SOMEONE

This is by far the best thing to do, but only if you feel comfortable with it and with someone that you trust. Opening up and speaking to someone allows you to get their views and support on what is happening. They may be able to offer you advice or get you some support from another professional. Bottling up your worries is not a good thing to do as they become overwhelming and can affect your mental and physical health.



## WORRY MONSTER

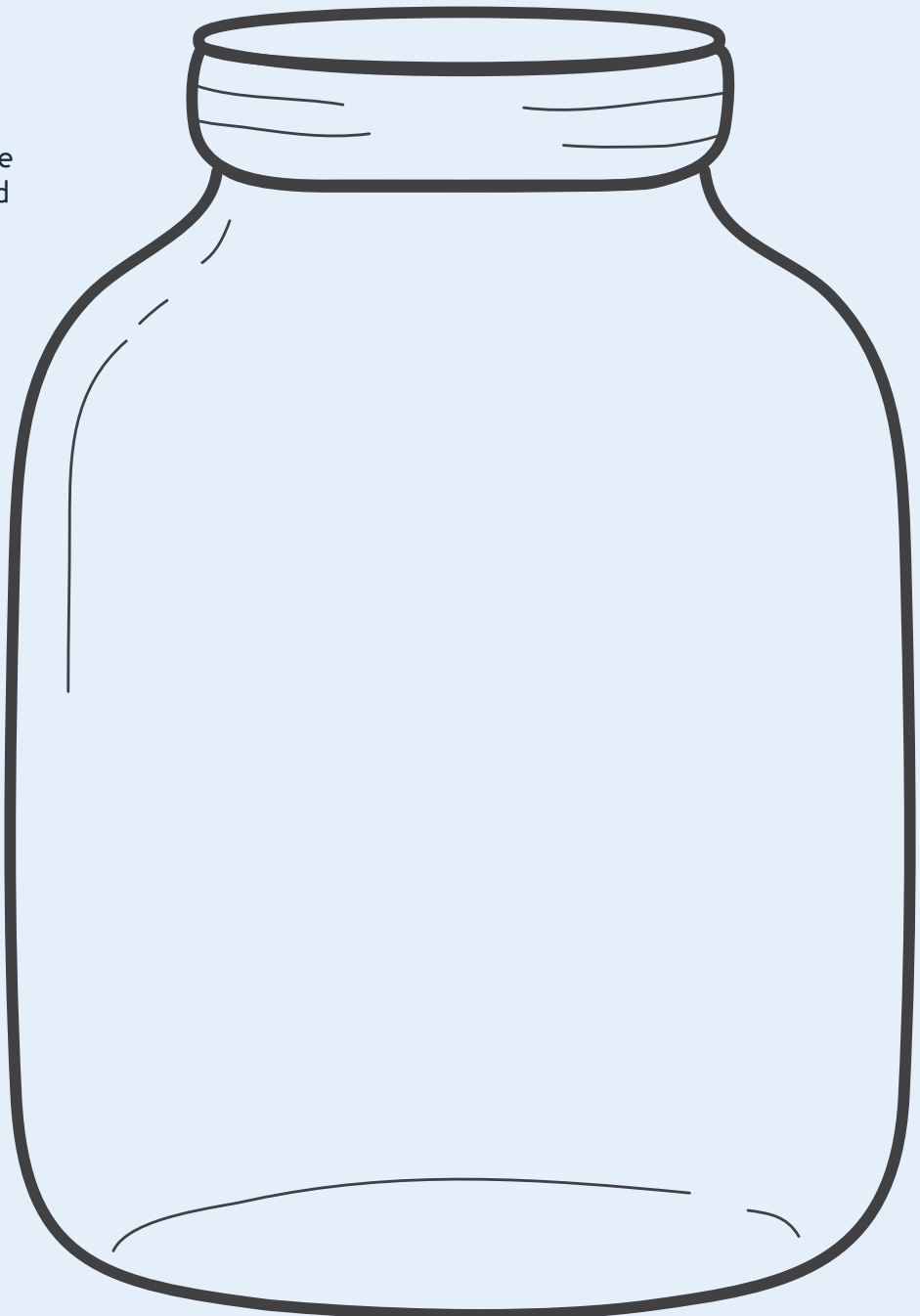
A worry monster is designed to discuss and reduce worries. You can write or draw your worry onto a piece of paper and then feed it to your worry monster. Once the monster has eaten it, you can then discuss the worry with a trusted adult.



## A WORRY JAR

This is a worry jar, if you are feeling stressed and worried about something then put it in the jar by writing it down. The top of the jar is sealed so that the worry cannot get out of it. Once you seal the jar, think of positives from the worry. Write them down in a positive colour – maybe a colour you really like.

If you want, you can even share your worry with someone else so that they can help you, but you have to be comfortable to do this.





# OUR BODY'S REACTION

Our bodies react in different ways to stress and sometimes we need to work out what is happening to us and how we can deal with it, different parts of our body can be affected by stress. On this sheet fill in any gaps and circle the statements that apply to you, green is okay and red means that you are not feeling as good as you could.



## BRAIN

Our brain is where we think about our worries and anxieties. If we are calm we can think clearly, if we feel anxious our brain over-thinks everything.

I am feeling really calm and in a good place. My thoughts are clear and I can think about good things that make me happy.

I am not feeling calm and I have lots of different thoughts in my head right now and I am worrying about things. I want to escape and get away from my thoughts



## HEART

Our heart can tell us a lot about how we are feeling. Normal heart rate is 60/80 beats per minute. When we feel anxious our heart beats faster.

My heart is beating at a normal rate and rhythm. Measure your heart rate by finding and counting your pulse.  
Heart rate ..... BPM

My heart rate is beating faster than normal and it feels really tight in my chest. Measure your heart rate by finding and counting your pulse.  
Heart rate ..... BPM



## TENSION

We often feel stress and anxiety in our muscles and they might feel tight or like there is a ball in a part of our body.

My muscles do not feel any different and I feel okay.

I feel like I have a tension in my muscles and a ball of worry in my body and it is

(Where in your body)



## HANDS & FEET

When we are stressed or anxious we tend to move our hands and feet more. We can pick or bite our nails or tap our feet against the floor or something close by.

I am in control of my body and I feel calm, my hands and feet are not moving and I do not feel the need to fidget.

My body feels restless and I feel like I need to fidget with something, or bite or pick my nails or tap my feet against something. My legs and hands might even feel painful.



## VOICE

The way that we talk can change when we are stressed or anxious. We can either talk really quietly and not very much or very fast and a lot.

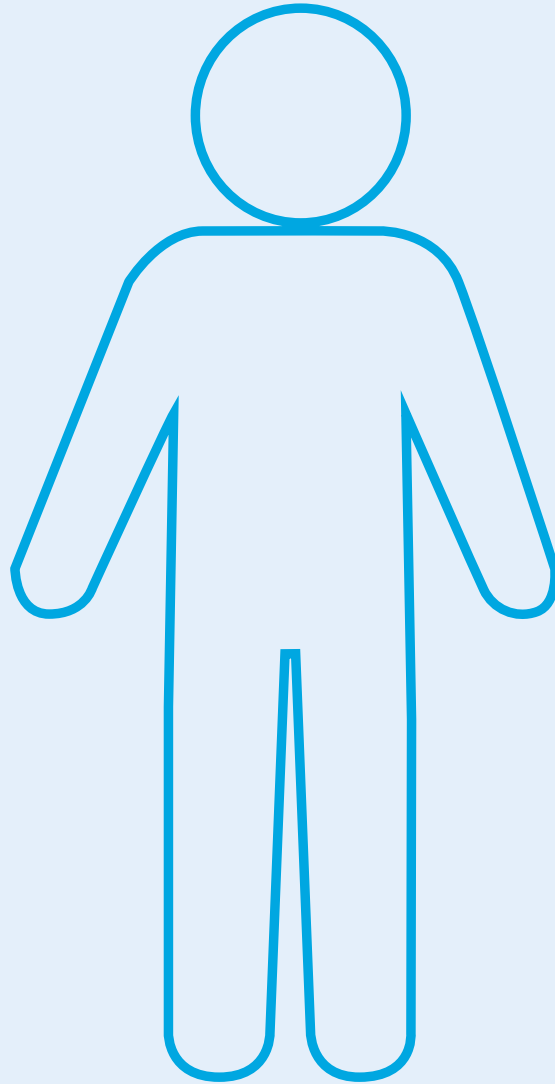
My voice is fine and I am talking normally.

I really don't want to talk to anyone and I feel like I can't or I am talking really fast and talking about so much at once and some of it makes no sense.

# MY BODY AND MY THOUGHTS

On the inside of the body, write down your feelings about coming to The Cedars Academy.

On the outside, write down how we can help you in your lessons. Can you give examples of how you learn best?



Regular exercise is really beneficial for your emotional well-being. Unsure where to start? Talk to your Physical Education teacher for guidance. Some of the benefits include:

- Exercise decreases stress hormones
- Exercise promotes confidence
- Exercise provides a buffer against stress
- Physical activity distracts you from negative thoughts and emotions
- Exercise can be a good source of social support





# MENTAL HEALTH THERMOMETER

This is a tool that can help you think about how stressed, anxious or frustrated you feel. The aim is that you know how you are currently feeling, can describe this and then think of things that will help you calm down and feel better. We ideally want to be in the green zone as this is our happy place. Write down your strategies to take you down to the next level on the scale.

## HOW AM I FEELING

## STRATEGIES TO SUPPORT ME

SCALE

5

- I feel really stressed and anxious
- I feel really angry and unhappy
- I feel like I am going to explode
- I feel like I may hurt someone or break something.

SCALE

4

- I feel slightly stressed and anxious
- I feel like something is bothering me
- I feel agitated and want to fidget
- I feel like the smallest thing might make me angry and even more stressed.

SCALE

3

- I feel okay, some things are annoying me, but I can deal with them
- I feel like I can cope and get on with my day
- I feel like I could be in a good place if things carry on this way.

SCALE

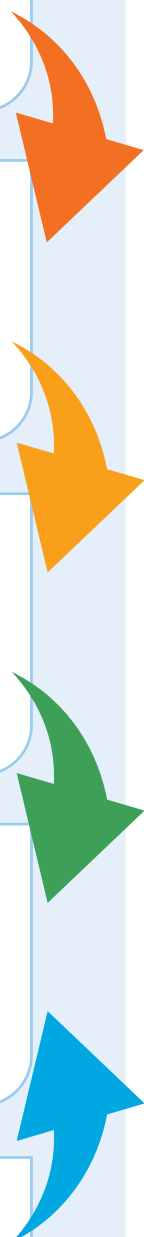
2

- I do not feel stressed or anxious and things are going really well today
- I feel happy and I am in a good place
- People are not annoying me today and I am enjoying their company.

SCALE

1

- I feel tired today and I cannot be bothered with anything or anyone
- I feel down and depressed
- I feel agitated by things.



## SOME SUGGESTED STRATEGIES

Below are some suggested strategies that you could use and put into whatever box you like to support you, remember this is personal and each strategy is personal to you and only you.

- Give me some space
- Do not ask me how I am feeling
- Let me listen to my music
- Let me eat something
- Get me something to take my mind off this
- Do not challenge me
- Ask me questions
- Get me to my trusted adult/ member of staff
- Give me something else to talk about
- Let me draw something
- Get me to a safe space
- Get me my favourite toy
- Do not speak too loud
- Do not talk to me
- Ask me how I am feeling
- Get me a drink
- Do not make me do work
- Let me read
- Get me my worry book
- Let me go and play sport
- Let me play with my fidget toy

These are only suggestions, but you can think of your own strategies or things that will help you and put them into the boxes on the chart on the previous page. If you need any help with this, ask an adult.

## STRESS BOTTLE/JAR

This is a very simple stress reliever that you can make at home or in college. This jar is yours and you can design it in any way that you wish and that will help you. Below are instructions and the equipment that you will need to make this simple stress bottle/jar. This is something that you can use as a strategy above.



### EQUIPMENT NEEDED

- An empty bottle with a lid
- Warm water
- PVA Glue or Glitter Glue
- Glitter if just using PVA glue
- Craft stars, buttons, gems (optional)

### INSTRUCTIONS

1. Clean out the empty bottle and remember to keep the lid. Rinse it out so that no soap is left in it.
2. Add your Glitter glue into the bottle or if you are using PVA and glitter, mix it up and then put it into the bottle.
3. Add the warm water, but do not fill it right to the top.
4. Put the lid on and give the bottle a shake.
5. Let the mixture settle for a minute or two.
6. Add any craft stars, buttons and gems into the bottle.
7. Put the lid back on and give it another shake.
8. It is complete, but you can decorate the outside of the bottle if you wish.

### HOW TO USE

- Every time you feel stressed or anxious or when you can feel it building up, grab your stress bottle/jar and give it a good shake to get all of your anxiety and tension out.
- Place the bottle on a flat surface, sit down and watch the inside of the bottle begin to calm and settle down.
- Use this as often as you like and for as long as you need.



## A SAFE SPACE

When we are stressed or anxious it is good to have a safe space to go to. This needs to be a place where you can think and relax and that will allow you to calm down. This could be your bedroom and you could hide under the covers or put some music on, it could be in your garden or your local park where you can just breathe and take in the oxygen you need to self-regulate. This means that you are able to calm yourself down.

When you are in your safe space you should focus on you and people need to know that this is your safe space and that you should not be disturbed, but remember to tell someone where you are, just so they can check on you from time to time.

When they do check in on you, make sure that you respond to them, you can tell them to leave you alone, but do it in a way that lets them know that you are okay, but you still need some space.

## A TRUSTED PERSON

It is a really good idea to have someone that you can talk to if you are worried about anything, they cannot promise to keep everything to themselves, especially if you are in any danger, they have to make sure that they tell someone else who can help you. This is scary, but you must trust them that they are helping you.

Make sure that you remember that this person is someone that you trust and they are not going against you by telling someone else, but they only have to tell someone if you are in any danger or they are concerned for your physical or mental health.

## SAFEGUARDING SUPPORT

We are always here for you if you need any help or support and we have a dedicated safeguarding team who are available throughout the college week, please contact the team using the details below.

 [DSL@thecedarsacademy.org.uk](mailto:DSL@thecedarsacademy.org.uk)

 [www.thecedarsacademy.org.uk](http://www.thecedarsacademy.org.uk)



**Kath Sedgley**

[kathleen.sedgley@thecedarsacademy.org.uk](mailto:kathleen.sedgley@thecedarsacademy.org.uk)



**Rachael Farrell**

[rachael.farrell@thecedarsacademy.org.uk](mailto:rachael.farrell@thecedarsacademy.org.uk)

## SEND SUPPORT

If you require this in a larger print or any adaptations then please contact **Luke Marvell (SENCO)** [Luke.marvell@thecedarsacademy.org.uk](mailto:Luke.marvell@thecedarsacademy.org.uk) or **Kath Sedgley (SENCO)** [kathleen.sedgley@thecedarsacademy.org.uk](mailto:kathleen.sedgley@thecedarsacademy.org.uk)