



# Preparing for High School Transitions: A Parent Guide



## Choosing the right high school, with our support.

Choosing the right high school for your child is one of the most important decisions you will make together as a family. With so many factors to consider - from academic achievement and extracurricular opportunities to school culture, values and support services - the process can sometimes feel overwhelming.

This guide has been designed to help you navigate the journey with confidence. It provides practical information, key questions to ask and useful tips to consider when exploring different schools. Every child is unique, and the "best" school is the one that meets their individual needs, interests, strengths and aspirations.

We wish you and your child every success as you begin this exciting next step in their educational journey.

Our three most common local feeder schools are **Boston Spa Academy** and **Wetherby High School** (both within the Leeds Local Authority area) and **Tadcaster Grammar School** (within the North Yorkshire Local Authority area). We encourage families to attend open events, explore school websites and speak with the staff there to help make an informed decision.

Every school has its own strengths, learning environment, enrichment opportunities and approaches to supporting pupils. As you visit schools, consider which setting will best meet your child's individual needs, interests and aspirations.

If your child has additional needs that require personalised support, it is worth noting that accessing services across local authority boundaries can sometimes be more complex. Support arrangements are often linked to your home address and local authority, so families considering a school outside their home authority should seek advice early in the application process.

As you attend open events and explore your options, we have compiled some useful questions that you may want to ask:

Teaching and Learning	Pastoral Support and Wellbeing	SEND
<p><b>Transition to High School</b></p> <ul style="list-style-type: none"> <li>• How are pupils grouped or set for subjects?</li> <li>• How does the school support pupils who need additional challenge or extra help?</li> <li>• What training do staff receive to support pupils with SEND?</li> <li>• What opportunities are available outside the classroom, such as clubs, sports, music, and leadership roles?</li> </ul>	<p><b>Parent Communication</b></p> <ul style="list-style-type: none"> <li>• How does the school communicate with parents?</li> <li>• How quickly can parents expect responses to concerns?</li> <li>• How are parents kept informed about their child's progress, attendance and wellbeing?</li> <li>• How are parents involved if concerns arise?</li> </ul>	<p><b>Other Considerations</b></p> <ul style="list-style-type: none"> <li>• How does the school support pupils with additional needs?</li> <li>• What support is available for children with EHCPs or SEND Support plans?</li> <li>• How is information shared between primary and secondary school during transition?</li> <li>• What interventions or specialist support services are available?</li> <li>• How are reasonable adjustments implemented in lessons and around school?</li> <li>• What are the school's behaviour expectations and how are they implemented?</li> <li>• What does praise look like? What do consequences look like?</li> <li>• What does unstructured time (e.g. breaktimes) look like?</li> <li>• What travel options are available and how are pupils supported to travel safely?</li> <li>• What happens if a bus is late or a child misses transport?</li> </ul>