

**“You’ll get used to it”: Pupils’ with Speech, Language
and Communication Needs experience of readiness for
secondary school**

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ABSTRACT

The aim of this study was to explore the experience of secondary school readiness with a group of Year Six pupils with Speech, Language and Communication Needs (SLCN) in the final term of primary school. Data was collected from six pupils who had an Education Health and Care Plan (EHCP) for SLCN using visually supported semi-structured interviews. Their individual experiences were analysed using Interpretive Phenomenological Analysis (IPA).

The research questions were:

- RQ1: What sense do pupils with SLCN make of their experience of primary school?
- RQ2: What sense do pupils with SLCN make of their experience of secondary school following their induction days?
- RQ3: What are the pupils' perceptions of secondary school readiness?

The findings identified four overarching themes:

- Concept of Self, Family and Life Experience
- Risk and Resiliency and Coping tools
- Language Skills and the Impact on Personal Narratives

- Experiences of the Education System.

The themes and research questions are explored further in the discussion chapter with reference to previous research and psychological theory. Limitations of the research and implications for Educational Psychology practice are also discussed.

This study contributes to the understanding of the phenomena of school readiness from the perspective of pupils with SLCN and also to involving pupils with communication difficulties in research.

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Chapter 1

INTRODUCTION

1.1. Chapter Overview

The aim of this chapter is to put the research into context in terms of its relevance and importance at a national and local level. This chapter will outline the concept of primary to secondary school transition with reference to relevant policy and literature. The term transition is used to refer to the move or transfer and adjustment phase from primary to secondary school. This chapter will consider the notion of pupil empowerment and the current initiative in health, social care and education for person-centred practice. It will explore how pupil empowerment has been achieved with perceived vulnerable groups including those identified as having Special Educational Needs (SEN). It will then focus on one particular area of SEN, namely Speech, Language and Communication Needs (SLCN) and what the literature tells us about this group of pupils in relation to transition. National and local data for this group will be considered. The chapter will conclude with how this piece of research fits with the local and national context.

1.2. Primary to Secondary School Transition

Primary to secondary transition is a necessary part of the journey through schooling. The majority of pupils in the UK education system make this transition at the age of eleven. This period involves simultaneous changes in relation to different academic and social expectations, new social structures with peers and members of staff, and the need to adapt to a larger and more challenging academic setting (Anderson, Jacobs, Schramm & Splittgerber, 2000; Zeedyk, Gallacher, Henderson, Hope, Husband & Lindsay, 2003). In addition, pupils find themselves repositioned as the youngest in the school, with new peers from potentially different social, economic and cultural backgrounds. Adjusting to these changes can be anxiety provoking and difficult to navigate and the transition period has been associated with mental health concerns (Zeedyk et al., 2003; Jindal-Snape & Miller, 2008). Educational transitions appear complex and multidimensional. Transition research over the last two decades appears to have focused on three areas: the post-transfer “dip” in educational attainment and well-being; pupils’ perceptions of transition; and predictors of poor transitions (West, Sweeting & Young, 2010). These areas of research will be explored in turn.

1.2.1 Effects of Transition on Well-Being and Educational Attainment

Vulnerability during primary-secondary transition is a complex phenomenon and accumulating research highlights that primary-secondary transition can negatively affect pupils' emotional and psychological adjustment (Bloyce & Frederickson, 2012; Poorthuis, Thomaes, van Aken, Denissen & de Castro, 2014) as evidenced in poor attendance, lower grades, and behavioural problems (Anderson et al., 2000; Galton, Morrison & Pell, 2000; Smith, Akos, Lim & Wiley, 2008). There is near universal agreement that the majority of pupils express some concerns and anxieties prior to transition about a range of issues associated with the formal school system and informal system of peer relationships. Rice, Frederickson and Seymour (2011), in a British study using a student self-report measure to explore transition, found the areas of concern expressed by final year primary and first year secondary pupils were broadly similar, suggesting these concerns continued into secondary school. However, transition research indicates that the worries expressed by primary pupils usually dissipate over the first year of secondary school (e.g. Anderson, et al, 2000; Galton, et al, 2000; Gillison, Standage & Skevington, 2008; Rice et al., 2011; Perfitt, 2013). Current research suggests that transition can be problematic for about a quarter of pupils (Lyons & Woods, 2012) with persisting and increasing problems following transition reported as affecting approximately 10% (Chedzoy & Burden, 2005, cited in Lyons & Woods,

2012). Zeedyk et al. (2003), in a Scottish study, found that secondary pupils in Year Seven, reported secondary school to be a more positive experience than they had expected, although worries about peer relationships, especially bullying, and the school system, were more prevalent, than a comparison group of primary pupils. This suggests that worries about some aspects of secondary school life may not come to fruition whilst others may manifest once in this system. Mackenzie, McMaugh & O'Sullivan (2012), in an Australian study of girls, found Year Six pupils to have more positive perceptions about the impending secondary transition than Year Sevens' seemingly negative appraisal of the transition, suggesting expectations are unfulfilled.

Difficulties with secondary school transition have been shown to impact on pupils' emotional wellbeing and academic attainment beyond school years. West, et al. (2010) found a poorer school transition predicted higher levels of depression, low attainment and low self-esteem at age 15, with similar results extending to age 18/19.

Many studies on transition attribute the move from one educational environment to another and the attendant adjustment phase to impact upon academic progress. Galton et al. (2000), in a series of studies across the UK, suggested that about 40% of pupils experience a dip in progress following

secondary transition. They reported the 'dip' was associated less with post-transition anxiety than with the degree of enjoyment of school and pupil motivation, suggesting that too much attention is given to the transition process itself and too little to the discontinuities in education such as changes to the environment and curriculum. Braund & Driver (2005) attempted to address curriculum continuity and progression through "bridging" a science curriculum across primary and secondary school. They found that pupils expected science to be harder in secondary school and wanted to leave behind primary school work. West et al. (2010) reported that the role that transition plays in the academic dip is unclear. However, their original data on transition was collected in 1994/5 and school systems have changed since then. Difficulties of adjustment may lie in the developmental aspects of adolescence. It may be that pupils perceive schoolwork to be less meaningful because their cognitive development allows for more critical reflection and schools may be failing to meet these needs. The increased need for autonomy could lead to a more negative perception of authority figures (Bru, Stornes, Munthe & Thuen, 2010) with peers becoming increasingly important and influential during adolescence (Gillison et al., 2008). These findings suggested that whilst transition does have an impact on educational attainment and well-being, it is unclear as to the exact cause of this 'dip'.

1.2.2 Pupil Perceptions of Secondary Transition

A number of studies that explored pupil perceptions about transition found similar concerns expressed by pupils. These were in relation to bullying (Zeedyk et al., 2003; Rice et al, 2011; Perfitt, 2013), workload (Zeedyk et al., 2003; Rice et al, 2011; Perfitt, 2013), peer relationships (Zeedyk et al., 2003) and getting used to new routines/environments (Zeedyk et al., 2003; Perfitt, 2013). Smith et al. (2008) highlighted the importance of relationships and the social aspects of the transition process. Poorthuis, et al. (2014) argued that secondary school transition is a psychologically sensitive period and that pupils' self-esteem could be influenced by perceptions of social acceptance. Pratt and George (2005) found both girls and boys anticipated the experience of transition as stressful and found pupils' greatest concerns focused on losing and making friends. They suggested the continuity of peer group relations as more important than continuity of the curriculum. However, Zeedyk et al. (2003) suggested that schools were less concerned with social and personal concerns of pupils at transition than with organisational procedures and so might be failing to address the emotional needs of their pupils as evidenced in the reported concerns for peer relationships and bullying.

Some research has suggested that pupil perceptions of transition impact upon the transition outcomes. Rice et al. (2010) found pupils who had greater

concerns about transition went on to like school less, had greater anxiety, lower positive mood and greater social difficulties. Vaz, Falmer, Ciccarelli, Passmore, Parsons, Black, Cuomo, Tan & Falkmer (2015) found pupil perceptions of 'school belongingness' to be stable across transition, but pupils with lower perceptions of belonging pre-transfer continued to demonstrate non-productive strategies to deal with life stressors. Jindall-Snape & Miller (2008) found pupils to be looking forward to a 'fresh start' and making new friends as a result of transition; a finding also reported by an American study (Weiss & Bearman, 2007) for pupils in 'socially difficult situations' in primary school. In summary, the research suggests that having a positive outlook at Year Six aids the transition process.

1.2.3 Predictors of Difficulty and Success with Secondary Transition

Some studies have explored the factors which determine a difficult or positive transition experience. Bailey and Baines (2012) in a British longitudinal study into transition, examined the effect of pupils' pre-transition psychological resources and wellbeing on their adjustment after transition. They identified an increased ability to problem-solve and assert emotional control predicted better post-transition relationships with peers and teachers. Akos & Galassi (2004) suggested that successful adaptation may be due to student resilience, coping with change and receiving support from external networks. Jordan,

McRorie and Ewing, (2010) found those equipped with good social and emotional coping skills appeared to find the transition easier, as reflected by higher academic standards.

Friendship has been identified as an important protective factor against the negative effects of transition (Tobbell, 2003; Akos & Galassi, 2004) as has emotional intelligence (Qualter, Whiteley, Hutchinson, & Pope, 2007; Zeedyk et al., 2003). Older siblings and buddies are seen as potential resources to provide advice and guidance about the new setting and expectations (Evangelou, Taggart, Sylva, Melhuish, Sammons & Blatchford, 2008; Mackenzie, et al., 2012; Dockett & Perry, 2013). Keay, Lang & Frederickson (2015) highlighted peer relationships as a major source of concern during transition, but also a source of support for adjustment and academic progress.

Evangelou et al. (2008) and Zeedyk et al. (2003) suggested that schools need to prepare pupils by telling them how secondary school would be different and providing coping strategies. Evangelou et al. (2008), in a government funded UK wide study, found that successful transition was dependent upon social adjustment, highlighting the importance of friendships new and old, and institutional adjustment, highlighting the importance of pupils understanding what was expected of them and being prepared for the level and style of work, advocating for close links between primary and secondary school, such as

induction days. The authors reported 84% of pupils felt prepared for secondary school and that their family, teachers and friends helped them to prepare. Only 3% of pupils were worried or nervous a term after starting secondary school. 20% of pupils felt that having the 'right attitude' could facilitate transition, which included not being scared and having the confidence to believe in their ability to cope. The same percentage recommended taking advantage of the procedures in place for getting to know the school and to prepare for transition. Findings are based upon questionnaires completed retrospectively in Year Seven which may offer a less reliable account of transition.

The research literature on secondary transition identifies that some groups are more vulnerable than others. These vulnerabilities include younger age (Anderson et al, 2000; Galton, et al., 2000), pupils with lower ability (Anderson et al, 2000; Zeedyk 2003; West, et al., 2010), low-self-esteem (McGee et al, 2003; West, et al., 2010), low socio economic status (SES) (Galton et al., 2000; Anderson et al. 2000; Evangelou et al., 2008) and race (Galton et al., 2000; Anderson et al., 2000; Akos & Galassi, 2004). There have been inconsistent findings related to gender (Anderson et al., 2000; McGee et al, 2003; Akos & Galassi, 2004). West, et al. (2010) found those who were anxious, those who had prior experience of bullying, and those that were less

prepared, experienced greater transition difficulties. The West study was a retrospective account of pupils' transition experience a year later and so may not reflect what pupils felt at the time.

Bailey and Baines (2012) identified a difference in adjustment to secondary school between SEN and non-SEN pupils. The higher that pupils with SEN rated their resilience prior to transition, the greater the difficulty of adjustment, in contrast to non-SEN pupil ratings. The authors suggest that SEN pupils may have underestimated the challenges ahead or lacked the skills to adapt due to previous reliance on support that may have been less available at secondary school.

'...the sources of resilience typically available in primary schools may leave SEN pupils less prepared for the substantial change they face in their new secondary school' (Bailey and Baines, 2012, page 61).

In a study exploring anxiety in pupils with Autistic Spectrum Disorder (ASD) during secondary school transition, Hannah and Topping (2012) found individual difference was a significant feature in successful transition. This was also found in the study by Perfitt (2013) exploring the views of pupils with speech and language needs and/or ASD. This supports the work of Keay et al (2015) that, in addition to the universal support available for all pupils, tailored transition packages are required that include planning, information

sharing and minimising difference for successful transition for more vulnerable pupils.

In contrast, Evangelou et al. (2008) found that pupils with SEN or other vulnerable groups achieved as successful a transition as children without special educational needs. However, they identified that pupils with SEN were more likely to be bullied than other pupils. Mandy, Murin, Baykaner, Staunton, Hellriegel, Anderson, Skuse (2016) found no evidence for marked escalation of difficulties during transition for pupils with ASD entering mainstream school. However, it may be that the experience of children with SEN, during transition, has been under-represented in the research. Hughes, Banks & Terra (2013) in a systematic review of the primary-secondary transition literature, reported that only 17% of transition studies have focused on pupils with SEN in spite of the growing body of research that pupils with SEN are at increased risk of poorer adjustment outcomes. They concluded that group comparisons of pupils with different types of SEN and typically developing pupils are required.

Research suggests that, with effective universal support programmes, most pupils settle well (Anderson et al., 2000; Galton et al., 2000; Qualter et al., 2007; Evangelou et al., 2008). Vulnerability during transition is a complex

phenomenon with inconsistent findings. Each pupil brings to school individual characteristics that are influenced by family, personal factors and prior learning experiences suggesting a holistic perspective is needed to consider pupils at risk of poor outcomes rather than a medical model identifying deficits (May and Kundert, 1997; Woolfson & Boyle, 2008).

1.3. National and Local Initiatives for Secondary Readiness

UNICEF (2012a, 2012b) present a broad concept of ‘school readiness’, describing three dimensions: pupils’ readiness for school; schools’ readiness for pupils; and families’ and communities’ readiness for school. This sees readiness as dynamic and inter-relational. In the 2013 Government reform of primary education it was stated that:

‘The single most important outcome that any primary school should strive to achieve is making sure as many of its pupils as possible are “secondary ready” by the time they leave’

(Department for Education, 2013, p. 3.)

Current literature on ‘school readiness’ is dominated by early childhood, with little reference to ‘secondary school readiness’. The Government updated its primary school progress measure in 2014, possibly as a result of the vagueness of a national standard of being ‘secondary ready’:

'We believe that the single most important outcome for any primary school is to give as many pupils as possible the knowledge and skills to flourish in the later phases of education'

(Department for Education, 2014a, p. 4.)

The Office for Standards in Education (OFSTED) in England published a critical report on transition arrangements in their report "Key Stage Three: The Wasted Years" (OFSTED, 2015). It reported that the transition to secondary is too often poorly managed and teaching fails to build on the gains made in primary school. OFSTED criticised school leaders prioritising pupil pastoral over academic needs during transition, particularly of the most able pupils, and recommended that transition focus should be as much on academic needs. This appears to disregard all of the available research on the importance of social and emotional adjustment on academic attainment.

1.4. Pupil Empowerment

Pupil Empowerment is the term used to describe the process of eliciting children's views and involving them in decision making to give them more control over their educational experience. Like transition, the involvement of pupils in decision making has been an area of growing interest nationally. The United Nations Convention on the Rights of the Child (UN, 1989) enshrines the rights of young people to express their views and the importance of

enabling pupils to have a voice in decisions regarding their life and learning is a central feature within current education policy and practice nationally. Schools are now expected to gather and embed pupil participation into their school systems (DfE, 2014b, OFSTED, 2015).

1.4.1 Person-Centred Planning

The notion of pupil voice in the UK and elsewhere is complex, contradictory and fluid (Cremin, Mason & Busher, 2011). White and Rae (2016) described person-centred planning as an approach to help young people know what they want, and help them feel stronger and more confident. It features strongly in the SEN and Disability Code of Practice (DfE, DoH, 2015) which stipulates that school support should fit around the needs of the child, with the child's strengths and capabilities placed at the heart of assessment, planning and decision-making. This has underpinnings of humanistic and positive psychology and supports the notion that pupil participation in education planning is not only possible, but is also beneficial:

'This approach is often referred to as a person-centred approach. By using this approach within a family context, professionals and local authorities can ensure that pupils, young people and parents are involved in all aspects of planning and decision-making.'

(DfE, DoH, 2015, paragraph 9.25, p.148.).

1.4.2 Pupil Engagement in Research

Davis, Ravenscroft and Bizas (2015), in a European review of transition practice, reported that transition tended to follow medical and child development models. The researchers advocated for pupils as collaborators, designers and leaders in educational process, to ensure that education systems were more considered and enabled pupils to lead processes that resolved everyday life issues.

Harding & Atkinson, (2009) stated that the opinions of pupils with SEN were rarely asked for and the process often tokenistic. They reported that Educational Psychologists do things *to and for* pupils, but infrequently *with* pupils which can lead to those with the severest needs, especially the non-verbal, being omitted from research. Wright (2008) reported that it was common to fail to seek the opinions of pupils with multiple and complex needs as a result of their communication difficulties. Wright (2008) concluded that in order to benefit this group of young people, the focus should be on inclusive research, rather than on research into inclusion:

‘Such pupils should still be seen as holding valid opinions and having the right to express these. Such pupils are still a valid authority on their own lives, opinions, experiences, feelings and views’ (Wright, 2008, p. 33.).

The use of novel activities involving pictures, stories, diaries or drawings may be useful for helping pupils with SEN express their pre/post concerns about secondary school (Hughes et al., 2013). Lightfoot and Bond (2013) used drawings as an aid to explore transition with pupils with Down's Syndrome and Fortuna (2014) gathered the views of pupils with ASD using diaries. As a group, pupils with SLCN are often excluded from participation in research (Wright 2008). Merrick (2011) stated that it was misleading for research to claim to be representative of children at large, but fail to include children with SLCN.

1.5. The Impact of Speech, Language and Communication Needs

1.5.1 The Current Picture

In education, the term SLCN is used to describe any child who needs educational provision to meet their speech and language needs that is "additional to and different from" that made for all pupils. Pupils with SLCN may have difficulties with: paying attention or comprehending language; finding words and expressing themselves; interpreting social context or poor intelligibility (Owen, Hayett, L. & Roulstone, 2004). The Bercow Report (DSCF, 2008) was an extensive review of services for pupils and young people with SLCN. Dockrell, Ricketts and Lindsay (2012) in response to Bercow (2008) suggested the term SLCN as

problematic in reliably identifying pupils with language learning needs as evidenced by the degree of movement in and out of this category. They also highlighted the need for monitoring oral language skills over time and the importance of individual profiling to personalise learning. Mroz (2012) highlighted an emphasis on speech and language skills in the revised National Curriculum:

‘Literacy includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the curriculum’ (OFSTED, 2018, p. 51.).

The Bercow review (ICAN, 2018) recommended that OFSTED review the extent to which the teaching and monitoring of spoken language is taken into account in its framework for inspection stating that there is no formal reporting of communication after the Early Years Foundation Stage at age 5. Gascoigne and Gross (2017) highlighted the under identification of SLCN across health and education services. Gross (2011) reported that schools are expected to use their available resources to meet the needs of pupils with SLCN. However, the impact of budget cuts has resulted in a reduction of public support services such as Educational Psychologists and Speech and Language Therapists (SALT), and of teaching assistants in schools who might carry out specific programmes of work advised by SALT (Mroz, 2012).

1.5.2 Prevalence of Speech, Language and Communication Needs

A review of the Bercow report (ICAN 2018) highlighted that more than 1.4 million pupils and young people in the UK have SLCN. Children living in areas of social disadvantage were identified as at much higher risk of developing language difficulties, with around 50% of such pupils starting school with delayed language and other identified SLCN (Law, McBean & Rush, 2011; Locke, Ginsborg & Peers, 2002, cited in ICAN, 2018). It reported:

‘without a shift in approach, children and young people will continue to leave school without basic language and literacy skills. We will continue to have disproportionate numbers of young people with SLCN who are not in education, employment or training, who need mental health support or who are in contact within the youth justice system’ (ICAN, 2018, p. 4.).

Nationally 14.6% of pupils with an Education, Health and Care Plan (EHCP) have SLCN as the primary need (with 22.8% on SEN support¹). 62.8% of three year olds on SEN support have Speech Language and Communication needs as a primary need, which reduces to 14.5% of ten year olds and 8.4% of fifteen year olds (DfE, 2018). These statistics

¹ SEN Support is the process educational settings use to identify and meet the needs of children with special educational needs

suggest the difficulties faced by many of these pupils have been resolved by secondary school, although it could be that these needs have not been identified by the secondary schools or that other needs have become the focus. Lindsay and Dockrell (2012) reported the national data showed pupils who changed category of need from SLCN between primary and secondary school, were over three times more likely to move into learning difficulties than Social, Emotional and Behavioural difficulties (SEBD). The Local Authority in which this piece of research is based currently has 35, 455 pupils and young people identified as having SEND, representing 17% of the schools population (Strategy for Pupils and Young People with Special Educational Needs and Disability 2014-2019). There are 6, 650 Education Health and Care Plans (EHCP) in total and 775 have a primary category of need of SLCN; this equates to 421 in primary and 354 in secondary (data source: SEN data January 2018).

1.5.3 The link between Speech, Language and Communication Needs and other risk factors

Law, Rush, Schoon and Parsons (2009) detailed the emerging body of literature that suggests early communication difficulties should be considered risk factors for a range of negative outcomes including low literacy levels (Beitchman Brownlie, Inglis, Wild, Ferguson, & Schachter, 1996; Dockrell

and Lindsay, 1998; Dockrell, Lindsay, Palikara & Cullen, 2007), and poor mental health (Lindsay & Dockrell, 2000; Lindsay, Dockrell, Letchford & Mackie, 2002). The Bercow Review links SLCN, social disadvantage and lack of school readiness (Social Mobility Commission, 2017, cited in ICAN 2018).

The relationship between SLCN and SEBD is complex and there have been mixed findings in the research (Dockrell, Lindsay, Palikara, & Cullen, 2007). Pupils with specific language impairment (SLI) frequently experience SEBD alongside their language needs (Botting & Conti-Ramsden, 2000; Savage, 2005). Various studies have shown raised incidence of SEBD in pupils primarily identified with language difficulties (e.g. Lindsey & Dockrell, 2000) whilst others have found incidence of language communication needs in pupils identified with emotional and behavioural difficulties (e.g. Ripley and Yuill, 2005). Ripley and Yuill (2005) suggested language competence was a key factor in developing emotional literacy, including self-regulation and relationships with peers and adults in a school community. Mackie & Law (2009) suggested that pupils with SEBD often had language difficulties that had not been recognised. A meta-analysis of current research reported that 81% of pupils with emotional and behavioural disorders had unidentified language difficulties (Hollo, Wehby & Oliver, 2014, cited in ICAN 2018).

Many of the studies exploring SLCN and SEBD typically obtained information from self-rating scales or questionnaires. Quicke (2003) reported that such scales may not relate to the existing views of the pupils involved and often focus on within-child factors. Where multiple sources have been used, differences in perceptions have been reported (Dockrell, Lindsay, Palikara, & Cullen, 2007; Joffe, Beverley and Scott, 2011). Joffe & Black (2012) attempted to triangulate pupils' views with teachers' and parents' views regarding social, emotional and behavioural functioning in secondary school. They found a relationship between language and communication difficulties and SEBD which extended to pupils not previously identified with a language disorder. This raises the question of how such pupils are supported in secondary school given that staff receive little support from public services as to how to meet the needs of pupils with language difficulties (Mroz, 2012).

The effects of failing to meet the needs of young people in secondary school can be far reaching. Studies of adolescents with SLCN have reported that they are at greater risk than typically developing peers of low attainments (Dockrell, et al., 2007), lower self-esteem (Lindsay & Dockrell, 2000), poorer peer relations and emotional engagement (Conti-Ramsden and Botting, 2008; Lindsay et al, 2007), higher rates of bullying (Savage, 2005), a higher incidence of attention disorders and hyperactivity

(Beitchman, Brownlie, Inglis, Wild, Ferguson, & Schachter, 1996), greater anxiety and depression (Beitchman, Wilson, Johnson, Atkinson, Young, Adlaf, Escobar, & Douglas, 2001), substance abuse (Beitchman, Wilson, Douglas, Young, & Adlaf, 2001), and increased aggressive behaviour (Brownlie, Beitchman, Escobar, Young, Atkinson, Johnson, Wilson & Douglas, 2004). Lindsay, Dockrell and Palikara (2010) found improvements in self-esteem for young people with SLI after they leave school suggesting school can have a detrimental effect to the self-esteem of pupils with SLCN. Young, Beitchman, Johnson, Douglas, Atkinson, Escobar & Wilson (2002), in a longitudinal study found that early language impairment was associated with continued academic difficulties into adulthood. Hughes, Chitsabesan, Bryan, Borschmann, Swain, Lennox and Shaw (2017) reviewed the evidence of language and communication impairment among offending populations and reported language impairment amongst incarcerated young people was between 60—90% compared to 7-9% reported among the general population. Many of these young people were reported to experience co-morbid vulnerabilities in social communication, nonverbal cognition, self-harm and substance misuse.

1.5.4 Negotiating Secondary Transition with Speech, Language and Communication Needs

Rannard & Glenn (2009) found that pupils with persistent speech and language difficulties during a period of transition from one school setting to another are at risk of negative responses from mainstream peers and from teachers who may think they are globally impaired.

‘Children’s progress will depend on the way they perceive themselves and their abilities during this critical period, which in turn will have considerable impact on their successful integration to mainstream school’ (Rannard & Glenn, 2009, p. 378).

Lindsay and Dockrell (2000) found pupils with SLI, at primary school, had lower self-ratings of academic and social competence than a comparison SEN group, and these were found to persist into Year Seven. Dockrell & Lindsay (2007) reported that, for pupils with specific speech and language difficulties, movement from primary to secondary school created a number of challenges in terms of the change of academic pace and social contacts. They concluded that academic progress was adversely affected and whilst pupils were enjoying secondary school, pupils' low levels of literacy and numeracy were of particular concern. The above studies suggest that having SLCN can act as a risk factor with regard to

self-esteem, emotional well-being and academic progress and perhaps it is these areas that determine ‘school readiness’.

1.6. Summary

The cumulative evidence from the literature suggests that the majority of pupils experience some degree of pre-transition anxieties, but there is limited information about the intensity and duration of anxiety post transition. There appears universal agreement that pupils experience a post-transfer “dip” in educational attainment, although the role of transition in causing this remains unclear. The evidence relating to well-being is equally inconsistent, and again, the role of transition is unclear. It is still unclear why certain pupils experience problems with transition and how it affects wellbeing in the long term. Evaluating the research is difficult for a number of reasons, which contributes to the lack of a solid evidence base. Firstly, the researchers present a wide variety of perspectives and methodologies which make comparisons and conclusions difficult. In general, qualitative studies report transition to be a more profound experience in its consequences for wellbeing than studies using quantitative methods, which generally present a more favourable picture (Tobbell, 2003; Pratt and George, 2005); however, many of these latter studies are small and unrepresentative. Another difficulty with evaluation of the current research is individual differences with regard to the school itself,

where the transition takes place, and so ‘school effects’ are not explored. These include formal school policies (preparedness for secondary) and characteristics of the peer group (extent to which transition occurs in friendship groups). A final difficulty with evaluation of the current research is that UK research has tended to be descriptive in nature, either focusing on the experience of transition or the changes in outcome resulting from the transition, but has failed to explore the relationship between these.

A number of studies have suggested that communication difficulties should be considered risk factors for a range of negative outcomes including academic achievement, poorer peer relations and poor mental health at school and beyond. The lower level of communicative ability of pupils with SLCN may be predicted to pose additional demands with regard to secondary transition and the potential discontinuities in the learning and social environment. These pupils are also at risk of losing access to specialist language support on entry to secondary school.

1.7. The Purpose of this Research

Particular themes and vulnerable groups were identified in the transition research. This includes pupils with SEN (Bailey and Baines, 2012; Joffe & Black, 2012) and specifically those with SLCN (Dockrell & Lindsay, 2007). However, there appears to be limited research with regard to

perceptions of pupils about secondary school ‘readiness’ and particularly for pupils with SEN and SLCN. The purpose of this research is to explore what the experiences of such pupils can tell us about the phenomena of secondary school readiness. As a researcher, it was my hope that the concept of ‘readiness’ would be elicited from the pupils themselves through exploration of personal journeys and the meanings that pupils assigned to this experience. This research is important and relevant in terms of the national requirement for ‘person-centred’ practice as it places the pupil as an active participant in the exploration of their transition experience.

Chapter 2

LITERATURE REVIEW

2.1. Chapter Overview

This chapter outlines the methodology used to search for and critique existing research related to secondary school readiness, from the perspective of the pupil. As highlighted in the previous chapter, there is a wealth of research regarding secondary transition and so the literature review aimed to focus specifically on the experience of the pupil. Studies that included the perceptions of others alongside the pupils have been included, although the critique focused on the pupil aspects of included studies. Whilst the review aimed to consider all pupils going through primary to secondary transition, it was of interest to determine whether there were any groups of individuals that had been identified in the research as being particularly vulnerable. Unless specified, the term ‘pupil’ refers to individuals with no additional needs. The term ‘transition’ refers to the primary to secondary school transition. The intention of the literature review was to begin with a broad question to locate the existing research in this field, before applying more specific inclusion and exclusion criteria in order to identify what is already known about this particular area of enquiry. Therefore, the question being asked in the literature review was:

What is already known about readiness for secondary school transition from the perspective of the pupil?

2.2. Literature Search Strategy

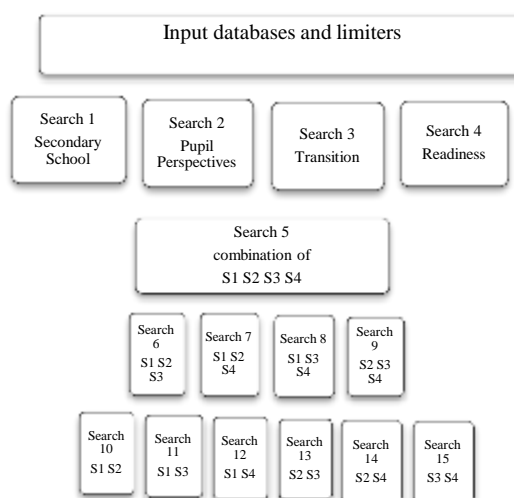
The following databases were searched on 12.12.18 for articles: Psychinfo, Education Source, ERIC, and Psychology and Behavioural Sciences Collection, as these were considered the most relevant to the literature review question. The search terms applied were the key words taken from the above literature review question. In order to ensure all appropriate articles were detected, a thesaurus was used to identify any further relevant descriptors for the search terms and truncated terms were used to broaden some terms (see table 2.2.1 below). Certain criteria were used to refine the search. These were: written in English, peer reviewed, school age participants, references available and full-text. The period of 2001-2018 was applied as 2001 was the year that the first SEN code of practice was published and this current research is interested in whether particular vulnerable groups, such as pupils with identified SEN, have featured in previous research.

2.2.1 Table to show Search Criteria Terms

Key term	Secondary school	Readiness	Pupil*Perspective*	Transition
Alternative terms	Secondary education High school	Ready prepared* start*	Pupil* experience* Pupil* view* Pupil* voice Student* Perspective* Student* experience* Student* view* Student* voice	Transfer

A search was carried out using each term (and all of the alternative terms) using “AND” to perform searches of all of the possible combinations of the search terms (see diagram 2.2.2 below and Appendix A). This generated a total of 201 articles. The abstracts of these articles were reviewed against the inclusion/exclusion criteria (see table 2.2.3 below). The articles that were subsequently excluded are listed in Appendix B with the reason for their exclusion.

2.2.2. Diagram to show the Organisation of the Search



2.2.3. Table to show the Inclusion and Exclusion Criteria

Inclusion (N=9)	Exclusion(N=192)
<ul style="list-style-type: none"> • The main focus of the research was individual pupil's perspective through their own words, drawings and experience • The focus of the research was on experience of primary to secondary transition either before, during or after transition • The focus was on readiness for secondary school • Published in English 	<ul style="list-style-type: none"> • The perspectives explored were not those of pupils' (other perspective) • The age of the pupils was not relevant to secondary transition (11-12 years) (other age) • Research where secondary readiness was not the main focus or was not referred to (this was further broken down into the following subcategories) • The focus was education • The focus was behaviour

<ul style="list-style-type: none"> • Published in a peer-reviewed journal 	<ul style="list-style-type: none"> • The focus was health • The focus of the research was on transition other than secondary (other transition) • The focus was on intervention (intervention) • The focus was on policy or systems (policy/systems) • The focus was on quantitative data gathering through pre-determined questionnaires or survey data (questionnaire/survey based)
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2.3. Critique of the Research Papers

The focus of the review was to critique papers that explored the individual perspective of the pupil through their own words, rather than research that gathered data through predetermined questionnaires. Once the inclusion and exclusion criteria were applied, 9 articles remained. These articles were reviewed for quality using the following evaluation tools:

- For qualitative studies: Critical Appraisal Skills Programme (CASP, 2018)
- For mixed methods (studies using a combination of both qualitative and quantitative methods): CASP, 2018 for the qualitative aspect and A checklist for critical appraisal of quantitative research, based on Wilkinson et al. (1999) for the quantitative aspect of the research.

Conducting a transparent appraisal requires identifying and exploring whether the eligible studies are fit for purpose before synthesizing the data (Soilemezi & Lincevite, 2018). There is little consensus regarding how to assess the quality of qualitative research (Thomas and Harden, 2008). Two different

tools were applied according to the qualitative or quantitative nature of the piece of research in order to provide a robust approach to assessing the validity, results and relevance to practice. The CASP (2018) was developed from guides produced by the Evidence Based Medicine Working Group published in the Journal of the American Medical Association for appraising qualitative research. The CASP contains 10 questions designed to help think about these issues systematically. The Wilkinson et al. (1999) checklist is based upon The American Psychological Association guidelines and explanations of statistical methods in Psychology published in the Journal American Psychologist. This provides guidelines for appraising quantitative research under the areas of: method, results and discussion.

In order to determine the strength of a paper, a Red, Amber, Green (RAG) rating was applied to each of the components of the checklist according to whether the paper fulfilled this component fully (green), partially (amber) or in the researcher's view did not (red). This approach was adopted as the use of numerical quality scores in systematic reviews has been criticised (Soilemezi & Lincevicite, 2018). Inter-rater reliability was implemented by having another Doctoral student apply the same checklists and RAG ratings to the papers to ensure this was robust and replicable.

The evaluation tools highlighted a number of strengths and limitations for each study, which are outlined below. The completed evaluations and a worked example for each are located in appendix C. The term replicable is used here to refer to the ability be able to repeat the research design. Generalisability refers to the representativeness of the sample in the study to the wider population in relation to the findings. Bias refers to the researcher's role within the research process.

2.3.1. Purpose, Strengths and Limitations of the Research Papers

The included papers all made a case for the need to explore pupil perspectives, most of them citing insufficient evidence having been generated in this area. For example, Tobbell (2003) argued that much of the research into secondary transition used questionnaires which sought to measure aspects of mental health functioning and so invariably offered explanations based on, and limited to, this data. The purpose of Tobbell's (2003) research was for the participants of the transition process (the children themselves), to talk about what had happened to them and how they felt about it. Whilst considered a credible piece of research, there were limitations. The collection of data was through group interviews as opposed to individual experience, and these took place at the end of Year Seven which could be argued to be a less reliable account of the transition experience. Participants were one class of females in

a single school and so generalisability was limited. The research was exploratory with the aim of generating psychological models for understanding the transition process based upon an ecological model (Bronfenbrenner, 1999) and theory of learning (Vygotsky 1978). Tobbell (2003) acknowledged that the interpretation reflected the researcher's understanding of the data and psychological models applied, and that another researcher might have drawn different conclusions.

Brewin & Statham (2011) aimed to address the reported lack of research exploring the transition experiences for Looked After Children (LAC). Like Tobbell (2003), this was based on the views of the main "stakeholders" (the children), although they also sought views from those who supported them. The findings led to some guiding principles for improving the transition process for this particular group of pupils and implications for Educational Psychologists to facilitate the implementation and monitoring of these principles. Caution should be applied to the findings, however, because of the lack of detail regarding how the data was collected. The strength of this study was that views were gathered both before and after transition.

The aim of Aston's (2008) study was to elicit the views of Year Six pupils from the researcher's Local Authority regarding secondary transition. A

secondary aim was to offer an example of how every child's view can contribute to improving transition. Although questionnaires were used, the aspect of the study reported in this paper focused on an open question asking pupils to comment on transition to secondary school. As a result, only 14% (39) of the questionnaires were used for this part of the study. In addition, views were sought through a range of interactive data gathering activities undertaken during visits to three Year Six classes. Limitations of the research were that analysis of the data was unclear, leading to difficulties with being replicable and there was no reference to potential bias in the analysis of the data in order to achieve the desired aims. The data gathered through interactive data gathering activities was with three classes and so lacks generalisability.

Sancho and Cline (2012) through individual interviews, explored pupils' experiences of secondary school following transition and how pupils viewed a 'sense of belonging'. This provided a snapshot of the transition experience after just a few months at secondary school. Limitations identified by the researchers included the need for longitudinal research to explore the longevity of a 'sense of belonging', as well as contextual information such as family and participants' demographics. The researchers offered recommendations to schools as a result of the research and suggested the need for Educational

Psychologists to support transition work, such as through whole school training regarding the significance of a sense of belonging.

Ganeson & Ehrich (2009) argued that there was limited research from the perspective of the individual for the phenomenon of the transition to secondary school. They carried out exploratory research of sixteen pupils by asking them to complete journals to describe their experiences of being in an Australian high school². Journals were the sole source of data and were kept for the first six weeks, as this was considered the crucial period of transition. A number of recommendations were made to aid transition practices in school based upon their findings. It could be argued that whilst a number of interesting themes emerged, semi-structured interviews, possibly based upon the journals, may have elicited richer information as the interviewer would have been able to follow up on areas of interest. This was an Australian study carried out in a single school and so transferability should be questioned in terms of UK school systems.

Akos (2002) explored pupil perceptions of the transition to a middle school³ from three elementary schools in America. Although the majority of this

² In the Australian education system, students transition to high school at grade 7 (age 11)

³ In the American education system, middle school is grades 6-8 (ages 11-13)

longitudinal study was questionnaire based, as with the Ashton (2008) study, pupils were invited to write any questions they had about transition before this occurred and again once in their new school. A number of recommendations were made to aid transition practices in school. Limitations were that this was an American study and so transferability should be questioned in terms of school systems. Additionally, there was limited information describing the analysis stage which was carried out by a single researcher and thus issues of being replicable and potential bias are again limitations to the study as with Ashton (2008). The strength of the research was that views were sought pre and post transition.

Dann (2011) identified that little research had looked specifically at the transition experience for pupils with Autism. This research explored the views and experiences of ‘key stakeholders’ (pupils, parents and teachers) regarding inclusion into secondary phase schooling. Three pupils transitioned to a mainstream school with attached specialist provision for ASD⁴ whilst the remaining three pupils transitioned to their local secondary school. Interviews were conducted pre and post transition using talking mats⁵ to provide a visual structure to support pupils to answer questions about school. The themes

⁴ ASD is the term used here to refer to pupils on the Autistic Spectrum which some researchers may have referred to as ASC in their study

⁵ Talking mats are mats to which pictures can be attached and re-arranged as required to aid communication

generated were used to make a number of recommendations for transition and inclusion into secondary school life for pupils with ASD. A limitation to Dann's study is that the results were based upon a small number of pupils, in a limited number of mainstream schools, and therefore the research would need to be extended for the results to have greater generalisability.

Dockrell & Lindsay (2007) employed mixed methods to examine the transition experience for children with SLCN as they entered secondary school. This involved a number of standardised measures used alongside interviewing pupils (and other stakeholders) before and after transition to distinguish factors specific to SLCN, factors general to children with SEN and factors that reflected transition issues for all pupils. The findings were reported with an emphasis on the standardised measures employed and percentage of responses which resulted in a lack of individual pupil voice (number of participants N=67 pre-transition and 47 post transition was likely to be a factor in this). How the interviews were analysed was not described and the researchers were known to the pupils, although there was no reference to potential bias or power relationships. The researchers reported that little attention had been given to the nature of the SLCN pupils' needs and the impact these had on transition to secondary school, compared to pupils

identified with SEN that were not language related and typically developing (TD) pupils.

Fortuna (2014) explored whether the social and emotional wellbeing of pupils with ASD changed during the transition between primary and secondary. The author gathered the views of five pupils with ASD, their parents and educational staff. The author used mixed-methods of data collection stating that having quantitative and qualitative elements enhanced the research. Pupils completed a diary of their school day over three selected weeks in secondary school. The use of prompts and visual supports were used in semi-structured interviews to allow pupils to voice their opinion. Fortuna (2014) concluded that as with everyone else, these students have unique personalities, with their own sets of strengths and weaknesses. The key to good transition was described as: something that should work for all pupils regardless of difficulty, knowing the pupil well, communicating with all involved, recognising the challenges faced by the individual and making reasonable adjustments to enable a positive move to secondary school. One area that was identified by the author as problematic in this research was the imprecise nature of historical recall of their first day at secondary school.

2.4. Synthesis of Findings from the Research Papers

Following a critique of the articles, the findings were synthesised in order to address the literature review question: *What is already known about readiness for secondary school transition from the perspective of the pupil?*

The analytical approach adopted for the synthesis of the included research papers was a thematic synthesis of their findings. The purpose of this was to explore common themes and extract insights that may not be forthcoming in exploring a single study in isolation. It was hoped that it would give some indication of the current thinking in this area and any potential gaps. As suggested by Soilemezi & Lincevicite, (2018) the analytical approach was chosen following numerous readings of the papers in order to determine what type of synthesis would be possible and meaningful. Thematic analysis is a method often used to analyse data in qualitative research (e.g. Thomas and Harden, 2008). Thematic analysis was applied in order to bring the findings of the research together, whilst respecting the context and complexity of each piece of research. This approach identified a number of recurrent themes in the findings of the included research papers.

The included research provided evidence that school structure, peer relationships, sense of belonging, teacher relationships, the learning experience, bullying, growing up and the transition experience were influential in pupil perspectives of readiness.

2.4.1. School structure/discontinuities

One common feature in the findings, which was referred to in eight of the nine papers, was that of school structure and discontinuities between primary and secondary school. Tobbell (2003) and Brewin & Statham (2011) applied an ecological model (Bronfenbrenner, 1999, cited in Tobbell, 2003) as a basis for generating a psychological model for understanding the systems involved in secondary transition. Tobbell (2003) suggested that the structure of secondary school worked against the development of effective learning relationships and had implications for the organisation of the entire education system. Many of the participants in this study spoke of stress in the first few months because they did not know their way around and were late for lessons. Tobbell (2003) reported that participants experienced multiple difficulties with the organisation of the school which impacted on the learning experience. This included the timetable, length of lessons, multiple teachers and individual working. The notion of feeling lost was viewed as important in the findings and related not just to the physical structure, but to being unprepared for many aspects of secondary school. Summer school was felt to assist with this where it was available. The findings reported that some pupils felt they had been given insufficient information at primary school to prepare them.

Brewin & Statham (2011) likewise reported being physically lost as a commonly cited difficulty for LAC children adapting to the environment. However, in all cases, it was indicated that these difficulties were soon resolved. They found that interacting factors at many levels were important when supporting children through transition and their findings were organised around the levels proposed in Bronfenbrenner's (1979, cited in Brewin & Statham, 2011) framework. All of their participants mentioned difficulties relating to the secondary school setting and the researchers suggested that giving pupils extra support to reduce the multi-factorial difficulties the pupils experience might have led to greater resilience.

Ganeson & Ehrich (2009), through the analysis of journals, found that transition was enhanced when pupils were confident and felt a sense of achievement and success in their new environment. Pupils reported having to learn locations of rooms, and other new routines, including reading a timetable, using a diary and having the right equipment, but that they developed a sense of belonging when they were able to move around the school independently. Pupils also spoke of programmes to help them adapt such as buddy or peer support, which was also advocated by Akos (2002). Akos (2002) found that pupils' questions were dominated by rules and procedures both pre and post transition and suggested that pupils needed to be

made aware of the contextual change of school systems. These findings support Tobbell's (2003) findings that reducing the fear of the new environment could minimise difficulties.

Ashton (2008) found that pupils generally wanted as much experience of their secondary school as possible in preparation for the transition, including details of everyday life such as timetables and how the lunch system works. Pupils were also concerned with finding their way around their new school. Pupils found talking to current pupils and teachers and spending time in their new school to be most useful. The researcher reported that relationships with people who were part of that system were vital to finding out the details of school life and forming realistic expectations. Similarly, Dann (2011) reported that the most important factor for pupils with ASD was to know their environment. This included both knowing the social environment, such as trusting the teachers, and the physical environment, such as knowing where things were. Sancho and Cline (2012) identified 'school context' as a key domain in their findings of exploration of sense of belonging. This included themes such as teaching style and the structure of the school.

One theme identified in the findings by Dockrell & Lindsay, (2007) was termed 'patterns of movement at transfer and preparedness of the secondary school'. In this study similar levels of worry were raised by pupils with SEN,

SLCN and typically developing peers about the forthcoming transition which included the new environment. In post-transition interviews many pupils reported enjoying having different teachers and changing classrooms. However, findings suggested that pupils with SLCN and SEN found aspects of transition more challenging, which was largely related to practicalities of the school day and academic achievement.

2.4.2. Peer relationships

Peer relationships featured in all of the findings of the included studies. Tobbell (2003) reported that participants made multiple references to friendships at secondary school. Tobbell (2003) reported that the number of close relationships reduced at secondary school. Pupil interaction was mediated by their need to conform and belong to particular groups and there was less mixing as a class. Sancho and Cline (2012) found that the relationship with peers was a central feature in all of the accounts in their study. Some pupils saw secondary transition as an opportunity to leave people that they did not have positive relationships with, or to establish better relationships with people. As with the study by Tobbell (2003), there was a sense that being older and in a new context made a difference to how pupils related to each other. Pupil accounts suggested that once friendships were established so was belonging.

Ashton (2008) found 22% of the questions generated by pupils were about friends, and this was the single biggest issue. For some, friends were a source of support, for others the prospect of having to make new friends was frightening and they worried about being lonely. During the interactive activities, pupils spoke about making the right friendship choices and were anxious about falling in with a 'bad crowd'. Brewin & Statham (2011) found LAC pupils were also influenced by peer relationships. Friendships were an important factor in choice of secondary school and it was felt that making new friends was also a positive aspect of transition. Akos (2002) also found that pupils mentioned friends as the top source of help during transition. Ganeson & Ehrich (2009) reported the social aspect of schooling played a pivotal role at this stage of pupils' lives and friendship was vital to successful school and academic life for many pupils. The authors suggested that the tensions caused by transition could be lessened by support from peers and older pupils. They identified that knowing others from primary school helped pupils to feel safe, particularly in the early days. This study found that pupils had not anticipated losing old friends, but that they had made new friends without much difficulty and the larger size of secondary school worked to the pupils' advantage for making friends.

Dann (2011), in contrast to other studies, but in keeping with the nature of pupils with ASD found that social difficulties persisted following transition. However, pupils were noted to have an increased interest in social interaction and, for some, secondary school resulted in their first friendship being formed. Fortuna (2014) also found social issues played a large role in the stress experienced by pupils with ASD following transition. The findings supported the importance of social adjustment such as knowing key members of staff with the opportunity to build relationships with them and learn some of the new social rules in relation to secondary. Dockrell and Lindsay (2007) found that, although increased levels of friendship were high for all children following transition, the SLCN and SEN cohorts reported this less frequently. These studies suggest that whilst peer relationships are seen as vital to pupils, those with SEN including ASD and SLCN find this more challenging.

2.4.3. School as a community/sense of belonging

A sense of school community or belonging was a feature in four of the papers. Sancho and Cline's (2012) study focused on a sense of belonging and unsurprisingly this featured as one of three key domains in their findings. They explored whether pupils' accounts supported a model of belonging as advocated by Hegarty, Sauer-Lynch, Patusky & Collier, (1992, cited in Sancho & Cline, 2012) as being, firstly, valued by the system and, secondly,

fitting in with the system. Some pupils saw the larger size of school as an opportunity to work with and make friends with a larger range of people. Relationships with peers were considered crucial for the pupils' sense of belonging, in particular, relationships with members of their form and opportunities for informal socialising. Many pupils' descriptions of a sense of belonging referenced emotional wellbeing. The pupil accounts suggested that feeling a sense of 'fit' was associated with peer acceptance and to some extent positive relationships with teachers.

One of the themes which emerged in the findings by Tobbell (2003) was school as a community. Tobbell (2003) reported that the number of close peer relationships reduced at secondary school. There was also a change of status from being the oldest to youngest pupils. Pupils felt that secondary teachers did not know them as well as in primary school.

Brewin & Statham (2011) found pupils tended to talk about those they had left behind at primary school. Ashton (2008) also found that pupils spoke about leaving their primary teacher behind. In this study the discussion, amongst a class where the majority of pupils were of Asian heritage, revealed worries about going to a school with children of different ethnic backgrounds. Some pupils were the only member of their primary school going to a particular

secondary school and for these children not knowing other pupils was their main worry. School choice was also a concern with some pupils saying that they had not obtained their first choice of school or that their test results would determine their classes. Dockrell & Lindsay, (2007) found that pupils with SLCN and SEN were less likely to be involved in the decision about which school they would attend, which could be argued to impact upon feelings of belonging.

2.4.4. Teacher relationships

Teacher relationships featured in the findings of five of the studies. In the study by Ashton (2008), pupils were interested in what their new teachers would be like, but several felt sad about leaving their primary teachers behind. This sentiment was shared in the study of ASD pupils (Dann, 2011) which perhaps reflects how pupils with ASD often gravitate towards adults. Dann (2011) found that, following transition, pupils reported that having helpful and understanding staff supported successful transition. Ashton (2008) found that the experience of meeting the new teacher prior to starting had a huge impact on pupils' feelings about secondary school. The pupils were thinking not just about how the teacher would be, but what impression they would make on their teacher.

Tobbell (2003) reported that every participant had something to say about the teachers and what characterised a good teacher. Sancho and Cline (2012), found that pupil accounts included reflections on relationships with both primary and secondary teachers and some pupils cited teachers as an important factor in their sense of belonging. Ganeson & Ehrich (2009) also found that teachers played a crucial role in making transition easier for pupils, including teachers providing opportunities to get to know peers, explaining procedures and supporting learning. They reported that pupils enjoyed having many teachers as they were exposed to more approaches and could access support when required. Ganeson & Ehrich (2009) concluded that teachers need to be sensitive to the needs of newcomers and provide time to adjust.

2.4.5. The learning experience

Five of the included papers reported on pupils' perceptions of the learning experience at secondary school as a factor impacting on their experience of transition. Tobbell (2003) reported that participants experienced multiple difficulties with the organisation of the school which impacted on the learning experience. As this was based on a single class, the difficulties may have been systemic. Applying Vygotsky's theory (1978, cited in Tobbell, 2003), the researcher stated that learning is relationship based and if the relationship had not been established the educational experience would be impaired.

Ganeson & Ehrich (2009) reported that pupils identified interactive and practical lessons as more meaningful and enjoyable at secondary school. Pupils also reported that the learning style expected by teachers differed from primary school and that experiencing academic success was important to integration. Homework was identified as a concern in the findings, although it was not the level of difficulty, but the volume of work and perceptions of the deadline being unrealistic. Akos (2002) also found that homework and doing well in school were concerns of pupils both pre and post transition.

Dann (2011) found pupils with ASD talked about lessons in primary school as being fun or boring and what teachers did to help, as well as what they hoped would happen at secondary school. Following transition, pupils who had access to a specialist resource or SEN base found transition easier and were happy to attend school, in contrast to pupils who received no additional support. Brewin & Statham (2011) reported that some LAC pupils reported fear of the work being hard or having strict teachers. Dockrell and Lindsay (2007) also reported that before transition, pupils raised worries about harder work. In post-transition interviews both SLCN and SEN cohorts were more likely to report forgetting things in lessons and disliking having several teachers. In contrast, Ashton's (2008) study with Year Six pupils found that

there were few comments about the work at secondary school. The researcher considered pupils to be too preoccupied with the social and environmental aspects of moving school to think about the content of the lessons.

2.4.6. Perceptions of Bullying

Pupil perceptions of bullying were identified in the findings of seven of the included studies. Brewin & Statham (2011) found that many LAC pupils felt fearful or anxious before transition and the most commonly cited fear was of bullying. Sancho and Cline (2012) reported that pupils described initial anxiety about who they would meet at secondary and whether they would be bullied, although most subsequently reported positive relationships with peers. In the study by Ashton (2008), bullying was a worry for 17% of pupils. Akos (2002) found that older pupils and bullies were concerns of pupils both pre and post transition and this tended to be for girls more than boys. The anticipation of being bullied was found to be greater than the actual event (Ganeson & Ehrich, 2009), with most pupils expecting to be bullied when they entered high school. Bullying was not a reported concern in Year Seven in this study which the authors suggest may be explained by the peer support programme in place which lessened the potential for older pupils to be potential bullies.

Dockrell & Lindsay (2007) found that in Year Six, pupils raised worries about the forthcoming transition which included issues of bullying. Interestingly,

typically developing peers raised more concerns (42%) than pupils with SLCN (26%) or SEN (19%). This may have reflected a lower level of awareness amongst pupils in the latter groups. Post transition, higher rates of bullying were reported by the SLCN pupils than other pupils. Dann (2011) found all of the ASD pupils perceived some teasing or bullying episodes since moving to secondary school. This may be reflective of their social perception and understanding of bullying. Fortuna (2014) also found bullying was a concern for pupils with ASD. This suggests that the fear of bullying may not be borne out at secondary school, but those with SLCN and ASD may be more vulnerable.

2.4.7. Growing up

A theme that was identified across four studies was that of growing up. Tobbell (2003) reported pupils as being concerned about staff expectations for pupils to act like grown-ups, with nearly all participants struggling with this notion of taking responsibility for themselves. Ashton (2008) identified being treated as an older pupil to be a recurring theme, with many pupils' notes including the words "independence" and "responsibility". Pupils spoke positively about having more freedom and choice and many were looking forward to taking charge of their own equipment and schedules. However, some pupils were worried about managing the organisational aspects of

secondary school. Akos (2002) reported that, although sixth grade pupils exhibited adolescent characteristics, they still needed elementary orientation concerning rules and procedures. Dann (2011) found that ASD pupils liked having choice and control over aspects of their day at secondary school, such as their lunch and break times. This helped pupils to feel a sense of being like other pupils their age. Sancho and Cline (2012) identified 'growing independence and maturity' as a key domain in their findings; pupils referred to increased independence such as when travelling to school, as well as different expectations from adults around them and changes to relationships with peers.

2.4.8. The transition experience

Four of the studies found that pupils' feelings about transition were largely positive. Ashton (2008) reported that pupils spoke positively about all the things they were looking forward to, such as access to new equipment. However, it was noted that there was a danger that, if the high expectations were not met, pupils would be at risk of becoming disaffected. Dann (2011) found all participants had some anxiety around transition. However, despite this anxiety, a generally positive attitude towards transition emerged. Pupils looked forward to new lessons, rooms and equipment. Dockrell & Lindsay (2007) found that, although pupils raised a number of worries about the

forthcoming transition, virtually all pupils anticipated positive aspects of this including new friends, lessons and teachers. In post-transition interviews, many pupils reported enjoying having different teachers and changing classrooms. Akos (2002) reported that 70% of pupils were positive and indicated excitement about the impending transition.

Fortuna (2014) found that pupils with ASD were a heterogeneous group, making it difficult to identify consistent transition strategies. In one case, the change in socio-emotive well-being over transition was for the worse; the remaining four had varying levels of improvement. For Ganeson & Ehrich (2009) the picture was mixed; they found that pupils faced many challenges during transition, such as the new environment and friendships, whilst also experiencing many positive aspects of transition such as making new friends and learning new things. Tobbell (2003) found that, whilst a few participants experienced the transition process as being positive, the majority did not.

2.5. Findings of the Previous Research

The literature review aimed to explore the following question:

What is already known about readiness for secondary school transition from the perspective of the pupil?

The systematic search generated nine relevant studies, none of which explored specifically, secondary school readiness. Two studies took place before transition, four studies explored pre and post transition data and three occurred after transition. The papers suggested that whilst there were many challenges that pupils faced during transition, there were also many positives such as Ganeson & Ehrich, (2009). The review found many commonalities in student experiences of transition. The school environment featured in many pupils accounts and Ashton (2008) suggested that pupils wanted as much experience as possible before transition to support not only greater preparedness but to develop realistic expectations. Peer relationships were another dominant theme regarding transition and the research suggested that the social aspect of schooling is an important factor at this stage of pupils' lives. Five of the identified studies explored the experiences of 'typically developing' pupils (Akos, 2002; Tobbell, 2003; Ashton, 2008; Ganeson & Ehrich, 2009, & Sancho and Cline, 2012). Four studies focused on a particular group, LAC (Brewin & Statham, 2011), ASD (Dann, 2011, Fortuna, 2014) and SEN/SLCN (Dockrell & Lindsay, 2007). The latter papers suggested that most of the needs of these distinct groups of pupils during transition are those of ALL pupils during transition, suggesting that high quality transition support for all pupils should meet most of the transition needs of vulnerable pupils.

2.6. Summary

Exploration of the current research indicated that there is some research that has explored the experience of transition from a pupil perspective and that this has generated a number of common themes. Some studies (e.g. Ashton, 2008) demonstrated that pupils' can be a valuable resource in providing information about their perceptions of the transition experience. However, if we were to consider vulnerable groups in the available research on transition, there was only one paper for pupils with SEN/SLCN, one for LAC and two for children with ASD. There are a lack of studies that have explored pupil experience of secondary school "readiness" and what this means to pupils on the verge of transition. This suggests that in spite of the wealth of research regarding transition, there is a gap in the current literature on the experience of readiness from the perspective of vulnerable groups. The purpose of the current research was to explore the phenomenon of secondary school readiness from the perspective of the pupils with regard to their experiences of primary and secondary school. It focused on one identified vulnerable group, pupils with speech, language and communication needs. The research questions were:

- RQ1: What sense do pupils with SLCN make of their experience of primary school?
- RQ2: What sense do pupils with SLCN make of their experience of secondary school following their induction days?

- RQ3: What are the pupils' perceptions of secondary school readiness?

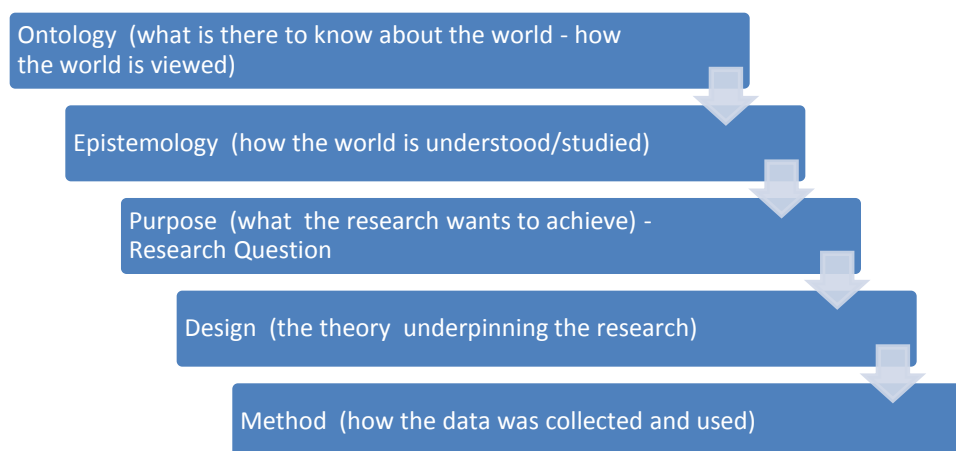
Chapter 3

METHODOLOGY

3.1. Chapter Overview

The purpose of this chapter is to outline the methodology used in this research. It provides a brief history of scientific research and the epistemological and ontological position adopted for this piece of research. This will put into context the choice of research design and research questions. It will detail the method of data collection including the recruitment of participants ~~and~~ ~~outline~~ and outline the methodology of semi-structured interviews. It will then explore the method of data analysis that was used, Interpretive, Phenomenological Awareness (IPA), including the benefits and limitations of such an approach. It concludes by considering ethical implications and the trustworthiness of this research. Below is a diagram summarising the organisation of the chapter:

3.1.1 Diagram to show the Organisation of the chapter



3.2. Ontology and Epistemology

3.2.1. Ontology

According to Willig (2008), perceptions and definitions of reality can be seen as a continuum from absolute realism to absolute relativism. Realism asserts that reality is singular, objective and discrete from human thought, culture and belief. Relativism, in contrast, contends that multiple realities exist based upon the meaning each individual makes about their experience. This research adopted an ontological position that sits towards the relativist end of the scale. That is, individuals construct reality by interpreting their experience.

3.2.2. Epistemology

Epistemology can be affected by the ontological position and according to Willig (2008) it too can be understood as a continuum from positivist to

constructivist. The 'standard view' of science derives from a philosophical approach known as positivism (Robson, 2002). This seeks to establish objective knowledge of the universal laws of cause and effect through the testing of specific hypothesis and would sit at the realism end of the ontological continuum. At the relativist end, the epistemological position is that of social constructionism where meanings are constructed from interactions between people, emphasising the role of culture, society, discourse and language.

Constructivism sits towards the relativist position, where the person's individual experience of reality and the individually constructed world is one that can be revealed through research. Within social constructivism, an individual constructs their perceptions of reality based upon their experience of the world and the social interactions within it. There is no single 'truthful' narrative, but we have several available to us and we might privilege one over another. This frees researchers to explore multiple interpretations and meanings, which may be generated when viewed in context and in their full complexity (e.g. Lincoln & Guba, 1985, cited in Robson, 2002). An implication of this position is that once the researcher becomes engaged in the process, it is no longer an individual construction, but researcher and participant together form a co-construction. The researcher therefore needs to

be aware of how they construct the world and be transparent about this through reflexivity.

3.3. Purpose of the Research

Based upon the ontological and epistemological position, the purpose of this research was exploratory and was undertaken from a social constructivist perspective, maintaining that everyone has a unique view and perspective on the world. The researcher did not seek to test hypotheses or seek to make generalisable claims from this work, but explored how looking through the lens of the participants contributed new understanding. According to Robson (2002) the purpose of exploratory research is to:

- To find out what is happening
- To seek new insights
- To ask questions
- To assess phenomena in a new light
- To generate ideas for future research

As Robson (2002) asserts, research should provide insight into phenomena that is of local and national importance and be in some sense influential or effective, if it is to be worthwhile. Taking into account national and local initiatives (see Chapter One), current research and gaps in the research as identified in the literature review (see Chapter Two), the purpose of this

research was to explore the perceptions of ‘secondary school readiness’ of Year Six pupils identified as having SLCN. The research aim was to facilitate messages about personal journeys and the meanings and sense that pupils had of their experience in terms of readiness for secondary school, capturing the moment before transition takes place. The aim was to explore the experience of a small sample of participants in the hope that it would provide some insight into this phenomenon. This is suited to a qualitative approach and it was considered that phenomenology (discussed further in 3.5.1) was an appropriate methodological approach.

3.4. Research Questions

According to Campbell, Daft and Hulin (1982, cited in Robson, 2002, pg. 56), successful research develops from:

- Activity and involvement - the researcher has chosen an area of personal interest and access to participants.
- Convergence - the research allows the coming together of areas of interest, SLCN and person-centred practice.
- Intuition - the research is in an area of need and of current interest.
- Theory - the research aims to provide an exploration of what is going on for the participants in the phenomenon of interest and generate

themes within and between participants that will provide insight into this particular phenomenon.

In keeping with the epistemological position, the research questions were open and exploratory as opposed to closed and explanatory (Smith, Flowers, & Larkin 2009). The research aim was translated into three research questions:

- RQ1: What sense do pupils with SLCN make of their experience of primary school?
- RQ2: What sense do pupils with SLCN make of their experience of secondary school following their induction days?
- RQ3: What are the pupils' perceptions of secondary school readiness?

3.5. Research Design

According to Robson (2002) being 'scientific' means adopting a 'scientific attitude, which refers to research carried out systematically, sceptically and ethically.

- Systematically - there was a clear rationale for the current piece of research and it was carried out with a clear structure and procedures that were adhered to throughout the process including recruiting participants and analysing the data.

- Sceptically - the research was scrutinised by the researcher and other EPs, which led to changes being made throughout the process. Data collected and interpretations made were subject to inspection by others to ensure validity.
- Ethically - the BPS (2018) code of conduct was adhered to.

Qualitative methodology was considered appropriate as the research aimed to capture the *meaning* of a particular experience from the individual's own view point. Given the social constructivist position of the research, a phenomenological approach was considered appropriate. The research was concerned with the individual's account of reality rather than an objective reality. The research also incorporated the philosophy of hermeneutics which will be discussed in 3.5.2.

3.5.1. Phenomenology

Phenomenology is a philosophical approach to the study of human lived experience. Husserl, Heidegger, Merleau-Ponty and Sartre were leading figures in Phenomenological philosophy (Smith, et al., 2009). Husserl's work pioneered the importance and relevance of a focus on experience and its perception. Husserl termed this a 'phenomenological attitude' (Smith, et al., 2009, pg. 12). He developed a 'phenomenological method' which required disengaging from our 'taken for granted experience of the world' in order to

focus objectively on our perceptions of that world and referred to this as 'bracketing'. In developing Phenomenology further, Heidegger, Merleau-Ponty and Sartre each contributed a view of the person as embedded and immersed in a world of objects and relationships, language and culture, projects and concerns (Smith, et al. 2009). Within the epistemology paradigm, phenomenology can be said to adopt an 'in-between position' (Willig, 2008) in that experience is the product of interpretation of the event and therefore constructed (and flexible), but is nevertheless real to the person having the experience. Phenomenology provides the philosophical basis for interpretive research strategies. It focuses on the subjective experience of the individual and is about understanding and describing experience from their perspective.

3.5.2. Hermeneutics

Hermeneutics originates from the Greek word "to interpret" and is the 'art and science of interpretation' (Robson, 2002). Its origins are in the interpretation of biblical texts, historical documents and literary works. Three of the most important hermeneutic theorists are Schleiermacher, Heidegger and Gadamer (Smith, et al. 2009). Schleiermacher saw interpretation as an art, which allowed the researcher meaningful insights which exceeded and subsumed the explicit narrative of the participants. Heidegger attempted to bridge the philosophies of hermeneutics and phenomenology and his formulation of

phenomenology was an explicitly interpretive activity. He stated that the analyst brings their fore-conception (prior experiences, assumptions, preconceptions) to the encounter and cannot help but be influenced by their own prior experience. Gadamer (Smith et al, 2009) stated that the aim was for the stimulus to speak in its own voice and that the researcher's own preconceptions hinder this process. His ideas of reflexivity are important here; reflexivity requires an awareness of the researcher's contribution to the construction of meaning throughout the research process, and an acknowledgement of the impossibility of remaining outside of one's subject matter while conducting research. This fits with Husserl's assertion for the need of 'bracketing' in research as described above. These concepts will be explored further under the section on validity and reliability.

3.5.3. Participants

The research used a purposive sample of participants to ensure homogeneity regarding the phenomena of interest. The sample represents a perspective, rather than a population (Smith et al, 2009) as the focus was to generate detailed accounts of individual experience related to a specific theme. All participants were Year Six pupils who were about to transition to secondary school and had an Education, Health and Care Plan⁶ (EHCP) for SLCN. Six

⁶ EHCP is a legal document which details the child's SEN and provision required to meet those needs

participants were deemed a large enough sample size to elicit the detail and diversity of data required, whilst remaining manageable in terms of analysis. Although the research did not aim to make generalisable claims, the homogeneity of the participants enabled the researcher to gain insight into the phenomenon of secondary readiness for pupils with SLCN.

3.5.4. Table to show the ethnographic representation of the participants

Participant Number and code	Pseudonym (names changed to protect anonymity)	Ethnographic description
Participant 1 (P1)	Keith	Male, White, English
Participant 2 (P2)	Mollie	Female, White, English
Participant 3 (P3)	Alice	Female, White, English
Participant 4 (P4)	Ellie	Female, White, English
Participant 5 (P5)	Cassie	Female, White, English
Participant 6 (P6)	Harry	Male, White, English

Pen Portrait: Participant 1

Keith is an only child and lives with both parents. The family moved to England from Spain when he was in Year 3. Keith loves food and can offer an opinion about this. He enjoys art, the ‘BFG’ and Thunderbirds. Keith had put a lot of time and effort into preparing his visual aids to discuss. Keith came across as confident and great fun to talk to during the interview and his interview lasted the longest. Keith presented as having clear language, but difficulties with word finding, often resulting in long pauses. He spoke about personal experiences such as his return from Spain, and how worried he had been about joining the English school system. He shared intimate moments about his life such as his dog dying. He appeared to enjoy and appreciate the

time to share his views and I felt that I gained a true essence of him. Keith was a wonderful storyteller and did impersonations, such as of a chicken, and used imagery, such as wearing 'James Bond invisible goggles' in a science lesson which served to bring his experiences to life. Keith had one taster day along with other pupils who were joining the secondary school and attended a meeting along with his parents, primary and secondary school staff to discuss his transition.

Pen Portrait: Participant 2

Mollie lives with her parents and older sister. She has a stepbrother and step sister, but they do not live with her. She spoke fondly of her grandparents whom she sees regularly. Mollie had cancer when she was in nursery, but has been seven years in remission. Mollie is actually aged twelve as she was held back a year due to her cancer. She can have sporadic memory loss and her stability is compromised. Mollie will not be attending the same secondary school as her sister. Mollie presented as having significant language needs and it took some effort and tuning in to her speech to understand her at times. She had put a lot of time and effort into her visual pre-interview material which helped with the conversation and understanding her speech in context. She began the interview by asking if she could show her 'talent' which was to bend both her thumbs 180 degrees forwards and backwards. Mollie has a love

of animals and came across as a huge dog lover, speaking with enthusiasm and knowledge about pugs. Mollie was interesting to listen to and would add impressions and humour to her accounts. She spoke of how she likes to tease others, especially her grandfather. Mollie was very sociable and appeared to enjoy talking about herself. Mollie plays the guitar and enjoys board games. She said that she wants to be a scientist when she grows up. She spoke of an imaginary friend that is sometimes in her dreams. Mollie had two induction days, one with her peers and an additional one for her which was accompanied by a support assistant from her primary school. The latter was the week before the interview.

Pen Portrait: Participant 3

Alice lives with her mum and older sister. Her sister attends a different school to the one Alice will be going to. Alice joined her current school in Year Three. Alice was initially reluctant to enter the room, but once I had introduced myself by my first name she seemed to relax. She sat and volunteered how nervous she felt. We spent a few minutes chatting and I noticed that her speech was much clearer than I had anticipated. Alice loves horses, describing them as her 'world' and she goes horse riding. Alice kept saying 'boo' and "pranked" in her interactions with me which suggested that she was enjoying herself. She became very frustrated if she was

misunderstood or did not understand a question posed to her. Alice left the room at one point to bring some additional work that she had done about her new school and seemed really keen to share this. She took charge of the session wanting to run quickly though the visuals she had brought with her, and was heavily reliant upon these to guide her. She would frequently say 'we'll get to that' for topics that she had raised, but then moved on and did not return to these unless reminded. At the end of the interview, Alice fed back that she liked being the teacher and me the student. Alice had two inductions, one with her peers and one accompanied by her mum and a member of staff from her primary school. These both occurred the week before the interview.

Pen Portrait: Participant 4

Ellie lives with her mum and dad and has two older brothers who both attended the secondary school that she will be going to. She joined her current school in Year Three. Ellie was very quiet and seemed nervous as she came into the room. She was very reliant upon her visuals and needed lots of prompts to say more. Ellie also needed time to process the information and would make clicking sounds with her tongue during this time. Her chosen topic of conversation was about friends and Ellie was able to speak at length about them. Ellie also expressed a love of animals and sports. Ellie shared how scared and upset she had been on her first day at her current school and

conveyed a sense that she would need 'looking after' at her secondary school. At the end of the interview, she shared that she had enjoyed being the teacher and felt I had been a good student. Ellie had two induction days on the Thursday and Friday of the week prior to the interview.

Pen Portrait: Participant 5

Cassie lives with her mum and older sister. Cassie presented as having very poor language skills, but was very enthusiastic. She could generally make herself understood, but would express frustration when she was not understood. Her pre-interview visual aids helped to remind her of things to talk about and to help me understand what she was saying. Her understanding of what I was asking was more limited. Cassie would take charge of the agenda, saying 'and that's it' when she felt that a topic had been covered. In spite of her weak language skills, she appeared to enjoy talking about herself.

Cassie came across as a very sociable pupil and appeared to embrace school life seeing this as an opportunity for new experiences. Cassie showed clear understanding of her school day and often spoke as if reciting the instructions that she had heard from school staff. She would often raise her voice and speak in a very high pitched tone when emotive topics were discussed. Cassie expressed emotional turmoil for having discovered that the class she had experienced during her induction was no longer going to be her class. She had

learnt this through a letter sent to her mum. This change of plan had unsettled her and left her feeling unwanted. She also expressed concern for another pupil who she considered had been unfairly excluded from the Year 6 celebrations and showed empathic skills towards him. Cassie had two induction days on the Thursday and Friday of the week before the interview. This was with a member of staff from her primary school.

Pen Portrait: Participant 6

Harry is an only child and lives with his mum and dad. Harry joined his primary school in Year 3. Harry came across as very confident during the interview. He presented with good language skills, but poor attention and listening skills. This made the interview difficult as Harry found it increasingly difficult to concentrate and would complain of becoming 'bored'. He often spoke quickly and would become frustrated if he was not understood. He described himself as an active person and Harry found it very difficult to sit still, often getting up and moving around whilst he was talking.

Harry expressed a love of sports and spoke in long narratives about his sporting achievements. He often used actions to demonstrate what he was saying. Harry shared how he had struggled to read and write when he first came to this school. Harry also spoke of the school's behaviour system and how he got yellow and red cards for his behaviour. Harry said that only one other pupil from his primary school would be going to his secondary school,

but he did not seem concerned about this, explaining how he had already made lots of new friends. Harry had his induction days the Thursday and Friday of the week before the interview along with other pupils that would be joining the school.

3.5.5. Recruitment of the Research Participants

The research took place within a large East of England Local Authority, in which the researcher was employed as an EP, and primary schools across the Local Authority were contacted to seek out pupils who fitted the selection criteria (Year 6 pupils with an EHCP for SLCN). A total of nine primary schools responded to confirm such pupils attended. These schools were sent a letter to the head teacher via email outlining the research and asking if they would be prepared to contact the parents of the identified pupils on the researcher's behalf (see appendix D). A total of six schools agreed and a letter to the parents (appendix E), an information sheet for adults (appendix F), a pupil friendly information sheet (appendix G) and consent forms for the parent and the pupil (appendix H) were sent to the schools, via email, for distribution. The researcher also sought permission to carry out the research on the school premises.

The recruitment of participants was initially problematic despite it being a large authority. The research originally planned to recruit pupils from language units across the Local Authority as these pupils would not only have SLCN but would be undergoing transition from a specialised facility to a mainstream secondary school. However, this generated only one response. This pupil was later recruited to pilot the interview schedule. Due to the difficulty with recruiting participants from a more specific group, the participant criteria was altered to pupils with SLCN in mainstream schools. It was felt that this change would not negatively impact on the capacity to answer the research questions.

3.5.6. Table to show the recruitment process

Step 1	Primary schools were emailed in the local authority seeking out pupils that fitted the criteria
Step 2	Nine schools emailed to confirm that they had pupils that met this criteria
Step 3	The researcher sent a letter to the head and information form detailing the research
Step 4	Six schools agreed to participate in the research and make contact with the parents of the individuals involved on behalf of the researcher
Step 5	The researcher sent the following documents to the school to pass on to the parent/carer on their behalf: Letter to the parent, information form detailing the research for the parent, information form detailing the research for the pupil, consent form for parent and pupil to complete. Invites were offered to meet with parents if this was desired prior to interview
Step 6	One parent was met with and it was agreed that this pupil would participate as a pilot to the interview schedule for the research. Consent form was signed and a visual aid was left for completion
Step 7	A pilot interview was carried out and feedback sought from pupil, parent and school
Step 8	Six further parents and pupils agreed to participate from a total of five schools. Consent forms were returned and a visual aid was sent to the schools for completion at home or at school prior to the interview commencing
Step 9	Dates were set with each school for the researcher to visit to interview the 6 pupils and for a private room to be made available for this to take place
Step 10	On the day of the visit, the pupils were asked to have their completed visual aid tool available, were given a briefing and asked to confirm assent to the interview and for this to be audio recorded.
Step 11	Six interviews took place and were audio recorded.

3.5.7. Sample size

The sample size was dependent upon the number of pupils and parents willing to participate. A total of six pupils agreed to participate in the study. Smith et al, (2009) recommend between four and six participants are used in Interpretive Phenomenological Analysis research, which shall be discussed in detail in the data analysis section.

3.6. Data Collection

Data collection requires organisation, flexibility and sensitivity (Smith et al, 2009). However, there is:

‘No such thing as a “perfect” data collection event, and no version of events which is “the truth”’. (Smith et al, 2009, p. 55.).

As the participants were identified as having SLCN, a methodology was required that was accessible and included non-verbal communication. Becoming more aware of non-verbal communication signals (one’s own and participants’) can help enrich understanding of participants and their meanings. According to Ellingson (2017), most of the communication we have is nonverbal, often without conscious thought. Studies with pupils with SLCN have suggested that young people with speech and language difficulties may respond unreliably to questionnaires due to their weak language skills (Snowling & Hayiou-Thomas, 2006). However, recent studies have found that

young people with SLCN can provide realistic insight into their difficulties (Joffe et al 2011). Owen, Hayett, L and Roulstone, (2004) demonstrated that semi-structured interviews supported by visual materials was an appropriate method of collecting data from children with SLCN and such studies are a valuable, informative and worthwhile process. The research required a method of data collection that, as far as possible, facilitated the participant to tell their experience of primary and secondary school and explore concepts and feelings of readiness for secondary school. It was felt that semi structured interviews would elicit a richer picture of the participant's unique experience than either structured interviews or questionnaires.

3.6.1. Semi-structured interviews

Individual semi-structured interviews are the preferred means of collecting data according to a review of IPA studies by Reid, Flowers and Larkin (2005). These can be described as a 'conversation with a purpose' informed by the research question (Smith et al, 2009). Both interviewer and interviewee are active participants in the research process.

'The participant is the experiential expert and therefore should have some freedom in taking the interview to the thing itself' (Smith et al, 2009, p. 58.).

Good research interviewing requires accepting that the course and content of an interview cannot be laid out in advance. Questioning should be based on attentive listening to what the participants say, including the specific words used to convey meaning. An important aspect of this is to probe to find out more about the interesting or important things that are said. This style of interviewing is an integral part of the inductive principles of phenomenology (Smith et al, 2009). The research situation treats the interviewee as the expert and puts the researcher in the position of learner. The task is to bring understanding to the researcher about the phenomena of interest.

Smith et al., (2009) emphasised the importance of rapport between the interviewer and participant. This was important for the current research given the participants' age and speech and language difficulties and that the researcher was unknown to them. By spending the early part of the interview having the participant talk openly about themselves, not only allowed for rapport building, but sought to provide the message that they would be given space to talk and be heard. A secondary aim of the research was that the participants would have their stories heard and support an emancipatory aspect of the study. It was important to communicate that there were no right or wrong answers and that participants could take their time in thinking and talking.

3.6.2. The Interview Schedule

Good qualitative interviews embody spontaneity and not everything about them can be planned (Brinkmann & Kvale, 2015). The interview schedule aimed to explore the phenomenon under investigation whilst allowing for flexibility, sensitivity and responsiveness to the participants' replies. It allowed the researcher to concentrate during the interview on what the participant was actually saying (Smith & Osborn, 2007) and for the participants to bring what they felt important, providing the opportunity for new and unexpected phenomena to arise. The interview schedule was developed in line with the recommendations of Smith et al., (2009) to have between six and ten questions (see appendix I). Having a schedule allowed for thought to be given to the questions, ahead of the interview, and for the researcher to anticipate potential difficulties that might be encountered. The wording of the questions was carefully considered, given the participants' speech and language needs. The questions developed were based upon the research questions, piloted with a Year Six pupil who attended a language unit for SLCN, and also discussed with the teacher of the language unit to ensure accessibility. The questions were amended following the pilot. For example, it was felt that there were too many questions and some of these contained a judgement value such as describing a 'good' and 'bad' day. Some of the language in the questions was simplified, for example, removing the word 'experience' from the question

‘Can you tell me about your experience of school?’ The visual aids were also simplified from a scrapbook with many headings to three pages. The recording device proved to be distracting for the pilot participant during the interview process, and so was concealed once switched on for the actual interviews.

This demonstrates how the approach used was iterative: ideas were developed and changed after a pilot interview and during the interviews. The schedule began with general questions aimed to develop rapport and form a basis on which to develop later questions. The approach adopted allowed for ‘moments of silence’ (Pietkiewicz & Smith, 2014) in order to elicit rich information, including non-verbal communication, and to allow both researcher and the participant time for reflection.

A visual aid, which aimed to support participants to respond to the three main areas of exploration was completed by the participants beforehand and brought with them to interview (see appendix J). This comprised of three headed sheets titled ‘all about me’, ‘all about my primary school’ and ‘all about my secondary school’. This was deliberately open ended so as not to prejudice what the participants chose to record. The participants were asked to complete these in whichever way they preferred (e.g. drawings, words, and computer images) and parents and schools were asked to ensure that it was purely the work and views of the individual. As suggested by Merrick & Roulstone

(2011) these were not seen as sources of non-verbal data, but were to support verbal interaction and build mutual understanding between the participant and interviewer. Drawings are advocated for research with children, particularly with SLCN as they provide an alternative avenue for self-expression, but also support a less threatening power dynamic as they enable the participant to set the agenda. Having a visual can also reduce pressure to maintain eye contact and support with attention and memory during the interview.

The purpose of the 'all about me' visual aid was twofold. Firstly it would provide an opportunity for rapport building and for the participant to talk about something they knew very well, themselves. Secondly, it would provide the researcher with context and provide an insight into the participants' world which may provide useful information for follow up questions or as part of the interpretation stage. The second and third visuals aimed to elicit the participants' views and experiences of their primary school and their secondary school, following induction. It was hoped that these would help to answer RQ1 and RQ2. The final area that was of interest to the researcher was the participants' perceptions of readiness for secondary school in order to answer RQ3. The researcher hoped that by drawing the participants' attention to their primary experiences and their secondary experience to date, the

participants' may begin to compare and contrast these experiences in order to consider how ready they felt for the move to secondary school.

3.6.3. The Interview Process

The following guidelines were used during the interview, incorporating the work of Flick (1997, cited in Robson, 2002):

- The interview was held at a familiar place where the pupil felt comfortable (their school).
- The pupils brought completed visual material (appendix J) to aid their communication during interview.
- There was an introduction and briefing phrase, which was read out by the researcher (appendix K). The pupil was asked if they had questions.
- There was a warm up phase using neutral questions to build rapport.
- The main body of the interview was led by the pupil whenever possible. This was supported by the visual aids that participants had made. Additionally some pupils brought transitions books that they had made to also talk about.
- The pupil was able to end the interview at any time. One pupil (Participant 3) cut short her interview before readiness for secondary school had been fully explored.
- The pupil was able to ask questions at any time, ask for questions to be repeated and given the option to refuse to answer a question if they

chose to. Participant Three appeared to take the idea that she was the teacher and the interviewer the learner in earnest. She began to ask her own questions such as ‘what’s my favourite food?’ and clearly communicated through verbal and non-verbal means when she did not wish to answer a question.

- The interviews aimed to be approximately 60 minutes in length, as suggested by Robson (2002). However, this could be more or less, depending on the needs of the participant. The recorded aspect of the interviews (not including the rapport building, briefing and debriefing stages) ranged from 26 minutes 39 seconds (Participant 5) to 53 minutes 9 seconds (Participant 1).
- Pupils’ narratives were uninterrupted where possible. Pupils tended to give short answers to questions, but longer narratives when they led the conversation.
- Probes were used to encourage a pupil to expand on a response, such as, “Anything else?” and non-verbal responses such as, “mmm”.
- The interview included time for the pupil to process the information and formulate their responses and reflections.
- The interview was recorded with a digital recorder, which based upon the pilot interview, was placed out of sight once the interview began to avoid distraction. This was because it had proved to be a distraction to the pilot interview pupil when left out on the table. In subsequent

interviews, once the device was explained and switched on, it was concealed behind a soft toy.

- There was a wind-down phase, with opportunity for the pupil to ask question and discuss their experience of the interview, noting the importance of ending positively.
- A closure and debriefing statement (appendix K) was read to the pupil.

3.6.4. The Interview Transcription

The six audio-recorded interviews were transcribed by the researcher in order for full immersion with the data to take place.

3.7. Data Analysis

According to Smith et al (2009) successful analysis of the data requires the researcher to apply:

‘The systematic application of ideas and methodical rigour, but they also require imagination, playfulness, and a combination of reflective, critical and conceptual thinking’ (Smith et al, 2009, p. 40.).

3.7.1. Interpretive Phenomenological Analysis (IPA)

The transcripts were analysed using Interpretive Phenomenological Analysis (IPA). This methodology subscribes to relativist ontology, recognising that the meanings people ascribe to events are products of

interaction between them and the social world. This qualitative approach was used as it allowed the analysis of personal experiences, the meaning of the experience to participants and how participants made sense of that experience (Smith, 2011). IPA is primarily an interpretive approach and the anticipation was that it would provide a rich descriptive account of the phenomenon (secondary school readiness for pupils with speech and language needs). Smith et al., (2009) outline three philosophies on which IPA is based: hermeneutics, idiography and phenomenology.

'IPA is a qualitative research approach committed to the examination of how people make sense of their major life experiences. IPA is phenomenological in that it is concerned with exploring experience in its own terms'. (Smith, et al., 2009, p. 1.).

Phenomenology describes experience as being constructed through interpretation. We create our own reality based upon the sense we make of our experiences. This enables the experience to be expressed in its own terms, rather than predefined category systems.

'IPA is also interpretive and informed by hermeneutics. It takes the premise that human beings are "sense making creatures"' (Smith, et al., 2009, p. 31.).

IPA attempts to understand a person's inner world whilst understanding that one can never truly know another person's experience and their own

understanding of that experience. The analytical process is described as a double hermeneutic as firstly the participants make meaning of their world, and, secondly, the researcher tries to decode that meaning to make sense of the participants' meaning making (Smith & Osborn, 2007). The researcher's sense making is described as 'second order' as they only have access to the participant's experience through the latter's account of it.

IPA is considered idiographic in that it is interested in what the experience for a given person is like and what sense this person makes of what is happening to them. The aim is to reveal something about the unique experience of each individual rather than generalise human experience.

IPA is about developing an understanding, in terms of trying to understand the experience of someone, and in terms of understanding the phenomena in question through analysis and illumination. The process requires the researcher to engage in an interpretative relationship with the transcript (Smith & Osborn, 2007). This begins with the detailed examination of each case, generating emergent and subordinate themes (summary themes). The homogeneity of the participants allowed the researcher to analyse not only individual experience, but also to make comparisons across the participants to explore emerging convergent and divergent themes arising from the narratives (superordinate

themes). The aim was to have a set of master themes that captured something of the essence of the phenomenon under investigation, both on an individual case basis, and across the homogenous group (see stages of IPA in appendix L).

3.7.2. Rational for using IPA

Other methods of data analysis were considered (see table 3.7.3) but it was felt that IPA was the most appropriate based upon the ontological and epistemological position on which the research is based and for the research questions.

3.7.3 Table to show the advantages and disadvantages of different methodologies

Methodology	Advantages	Disadvantages
IPA	Focus on personal meaning making in a particular context. Individually constructed, participants as experts on the situation. Inductive, growing meanings. Small sample size leads to richness of data. Systematic approach to data analysis.	Importance of language, ability to tell narratives. Onus on the researcher in interpreting, issues of power and bias. Not generalisable due to small sample size.
Grounded theory	Developing a theory grounded in the data from the research. Fosters creativity. Opportunity to conceptualise. Systematic approach to data analysis.	Typically interviews with 20-30 participants to “saturate” categories and detail a theory to develop an explanatory level account. Limited generalisability.
Discourse analysis	Lends itself to “what” and “how” type questions. Looks at real conversation. The researcher can arrive at a novel way of categorising issues. Smaller participants’ accounts to analyse. Systematic approach to data analysis.	Looking beyond what people are saying to explore thinking and feeling. Focus on how verbal accounts are linguistically and socially constructed. Issues of power and bias. Aims to deconstruct and unpick, not generalisable due to small sample size.
Narrative	Individually constructed, aims to	Importance of language, ability of

analysis	hold data together in story-like form. We make sense of our lives through story. Explores social interaction of interviewer and interviewee in how story is told.	participant to tell narratives. Onus on researcher in interpreting the representation. Risk of providing only descriptive accounts rather than theorising. Not generalisable due to small sample size.
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IPA has become an important methodology in psychological research and EP research (Heffereon and Gil-Rodriguez, 2011). The reasons for using IPA were as follows:

1. IPA is phenomenological. This was consistent with the research aims and research questions of exploring how individuals made sense of their lived experience. IPA was created for this purpose (Smith et al., (2009).
2. IPA is idiographic. This was consistent with the research focus on providing the individual experience and not seeking to make generalisations or theories. IPA was suited to the researcher's epistemological position of social constructivism. IPA provided a detailed insight into an individual's unique experience of a particular phenomenon (secondary school readiness).
3. IPA is interpretive. The research was to explore the lived experience of school for pupils with speech and language needs and explore the phenomena of secondary readiness from their perspective. IPA allows for in-depth analysis of the narratives provided by the participants and the meanings that the researcher draws from these.

There is a need in research to be sensitive to peoples' own understandings as seen from their own frame of reference, or socially constructed world.

4. Case study is valuable in its own terms, in evidencing the complex psychological processes that occur, for example, for a pupil during their transition from primary to secondary school. In IPA the researcher interprets the participants mental and emotional state from what is said.
5. It allows for research into several individuals that have shared a similar experience. For the purpose of this research, the phenomenon being explored was how six pupils with SLCN made sense of their own experiences of secondary readiness as they prepared to leave primary education.

3.7.4 Criticisms of using IPA

In choosing IPA, the criticisms and limitations were acknowledged and attempts were made to address these:

1. IPA is dependent on language. Interpretation is based upon the words and narratives used by the participant, which in turn as based upon their experience and understanding of it. This understanding is dependent upon many factors including context, culture, language

and life experience, family and environmental influences and cognitive ability. Whilst the researcher acknowledged that IPA with participants with SLCN might be a challenge, this in itself was not a justifiable reason to exclude this group from this type of research analysis. Interpreting meaning can go beyond the language used, to include the non-verbal responses in order to gain understanding of an experience (Ellison, 2017). Visual aids were used to negate potential language difficulties and act as a tool for the participants to support their oral language skills.

2. There is an assumption that an interviewee is the expert on his or her own experiences and can 'tell it like it is' and have understanding of themselves (Holloway & Jefferson, 2008. Pg. 298). This research took the ontological stance that every person is uniquely positioned as expert on their life and commonalities such as experiences and background did not mean that participants would derive the same meanings from similar events. IPA involved the interpreter in the process of double hermeneutics to attempt to 'tell it like it is' based upon interpretation that remained close to the data obtained.
3. In question and answer interviews, the interviewer sets the agenda, and in principle remains in control of what information is produced. The interviewer is imposing on the information in three ways: by

selecting the theme and topics, by ordering the questions and by wording questions in his or her language. (Holloway & Jefferson, 2008). Unlike some other qualitative methods, IPA privileges the interviewee to share their experience and talk about experiences of interest and of importance to them, leading the interview.

4. Current theories of language and communication stress that an account can only be a mediation of reality and there are no guarantees that different people will share the same meanings when it comes to making sense of an interviewee's account (Holloway & Jefferson, 2008). This was negated in the use of a reflexive diary in order to 'bracket' off potential researcher biases and allow for transparency in the acknowledgement that there will always be a degree of subconscious interference and bias in any form of interpretation. Additionally, analysis of the data was monitored by other Doctoral students to ensure it was a 'reasonable interpretation' of the data.
5. IPA is seen by some as being incongruent with cognition (Willig, 2008). The interpretive aspect of IPA is cognitively driven as are the analysis of themes and the organisation of the rich data produced. Interpretation of participant accounts and cross case analysis is organised into overarching themes which allow tentative suggestions

about why these experiences occur and convergent and divergent themes are explored across cases in exploration of the phenomenon.

6. Data collection of semi structured interviews means that language is the means by which participants attempt to communicate their experience to the researcher. It assumes language provides participants with the tools necessary to capture the experience.

'The words we choose to describe a particular experience always construct a particular version of that experience'.

(Willig, 2008, p. 67.).

As noted by Merrick (2011), with regard to including children with SLCN in research, there is a risk of omitting certain children unfairly. Language is the tool by which individuals make sense and connect in the world, and so to use data gathering that does not allow for the freedom of expression denies the participant their voice.

3.7.5 Procedures for Data Analysis

IPA analysis is dynamic and iterative, involving moving back and forth through a range of different ways of thinking about the data, rather than taking a linear approach. The research followed the prescriptive stages of analysis outlined by Smith et al., (2009) as it was considered to offer a flexible but robust approach. It followed certain processes such as moving from

descriptive, linguistic and contextual explorations, to interpretation, to the development of themes. These themes were clustered, checking back with the transcript as the primary source material. Each reading of the transcripts allowed for new insights and for the researcher to stay close to the data. Only after one transcript was fully explored did the researcher begin to explore the next, being mindful to bracket what they had discovered and treat each participant as a unique individual. With the completion of analysing all of the transcripts, the researcher considered a wider, shared experience across the research participants and considered what are termed ‘superordinate themes’, checking back with each of the transcripts (Smith et al., 2009). See appendix L for a detailed description of each of the stages which is outlined in the table below:

3.7.6. Stages of the IPA Process (Based on Smith et al., 2009)

Stage 1 Transcription and initial listening and reading	•The audio-recorded interview was listened to alongside the reading of the transcript.
Stage 2 Initial notes	•Initial notes were made exploring first descriptive and then linguistic and conceptual aspects of the interview as it was read and heard several times.
Stage 3 Emergent themes	•The transcript and initial notes were explored again and additional comments were added identifying emergent themes.
Stage 4 Subordinate themes	•The emergent themes were explored for connections in order to develop subordinate themes on further reviewing the data.
Stage 5 Repeat of stages 1-4 for all participants	•Stages 1-4 were repeated with all six participants.
Stage 6 Superordinate themes	•All six interviews were looked at for connections in order to develop superordinate themes across any of the interviews.
Stage 7 Overarching themes	•Overarching themes were created from the superordinate themes.

3.8. Ethical Considerations

An ethical attitude as advocated by Josselson, (2008) involves consideration as to how best to honour and protect those who participate in a study whilst maintaining standards. Those people who agree to talk to us about their lives become our “participants”. The researcher has a dual role of relationship with the participant, and is in a professionally responsible role to the research community.

‘Interpersonal ethics demand responsibility to the dignity, privacy and well-being of those being studied, and these often conflict with the scholarly obligation to accuracy, authenticity and interpretation’

Josselson, (2008, p. 538.).

Before the research was undertaken, a research protocol and application for ethical approval was submitted to the Tavistock and Portman NHS Foundation Trust’s Research Ethics Committee, to whom the University of Essex have delegated responsibility for the ethical permission process. Full ethical approval was granted (see appendix M). Ethical approval was also sought from the Principle Educational Psychologist of the Local Authority in which the researcher works, who in turn sought advice from personnel within the Information Governance Operations team to ensure that issues such as consent, anonymity and data subject rights were adhered to in line with the law.

This research adhered to the Code of Ethics (2018) of the British Psychological Society, of which the researcher is a member. These are a set of guidelines for conducting psychological research and highlight that ethical principles should pervade all professional activity.

'Behaving ethically requires ethical awareness – noticing what ethical issues are raised by a course of action makes it more likely that ethical practice will follow'. (BPS, 2018, p.2).

This code is based on four ethical principles, which constitute the main domains of responsibility within which ethical issues are considered. These are: respect, competence, responsibility and integrity. These four areas and associated standards are outlined below with regard to the current research.

3.8.1. BPS Ethical Principle One: Respect

Respect for the dignity of people is one of the most fundamental and universal ethical principles and provides the philosophical foundation for many of the other ethical principles. In applying these values, psychologists should consider: privacy and confidentiality; respect; communities and shared values within them; impact on the broader environment, issues of power, consent, self-determination, and the

importance of compassionate care, including empathy, sympathy, generosity, openness, distress tolerance, commitment and courage.

The Data Protection Act (1998) states that all data gathered must remain anonymous and confidential. The Local Authority data protection policy was followed. The audio files were deleted from the voice recorder following upload to a password protected computer. The electronic data was kept for one year on a secure memory stick before being fully deleted and paper documents shredded. All completed consent forms were stored in a secure, lockable place, which only the researcher had access to. Participants, parents and schools were informed of the secure systems for storing and disposal of data. Information was presented in such a way as to preserve anonymity through the use of pseudonyms. Parents and participants were informed on the information sheets, that the researcher would only breach confidentiality if the participant made a disclosure that raised safeguarding concerns, of which participants were reminded at the time of the interview. The Local Authority Child Protection Procedures were adhered to, including presentation of the researcher's Disclosure and Criminal Barring enhanced certificate and Local Authority identification badge at each of the host schools.

Informed consent was sought before interviews were conducted and was gained by the parents and participants. This included an explanation of the overall purpose of the investigation, the main features of the design as well as risks and benefits from participation. The researcher aimed to be transparent about the research aims, the procedure for participation and how the findings would be disseminated. Schools and parents were invited to contact the researcher to seek further information if required. Josselson, (2008, pg. 540) stated that informed consent is “oxymoronic” in narrative research as we are unable to fully inform a participant at the outset about what he or she is consenting to, since much of what will take place is unforeseeable. Merrick (2011) suggested that children need to try something before forming an opinion. The term ‘assent’ is used when children are willing to participate in research even though they may not fully understand its purpose (Merrick, 2011). The consent form gave a list of statements that participants and parents were consenting to and recorded the date, name and signature of both the participant and the parent given that participants were less than sixteen years of age. Before each interview, it was ensured that the participant was aware of the purpose of the interview and had access to their additional visual support. They were reminded that they could end the interview or request a break at any time.

The researcher respected individual, cultural and role differences, for example by attempting to allow the participants to lead the interview.

3.8.2. BPS Ethical Principle Two: Competence

Competence refers to the ability of the psychologist to provide specialist knowledge, training, skills and experience to a requisite professional standard (BPS, 2018). Supervision and self-reflexivity were used to ensure that the research was conducted competently. The researcher had access to individual and group research supervision to consult over any potential ethical issues. Throughout the planning, implementation, analysis and write up stages of the research, individual research supervision was accessed. Robson (2002) found that both individual and group research supervision have helped researchers to become more reflective, to debrief and to raise awareness of potential biases. A reflexive journal (appendix N) allowed the researcher to think about their own reactions to the research and make possible certain insights and understandings. The researcher monitored their own performance and additional supervision would have been accessed to address any underlying concerns, which could have impacted upon professional competence.

3.8.3. BPS Ethical Principle Three: Responsibility

Psychologists enjoy professional autonomy as a result of their acknowledged expertise, and responsibility is an essential part of autonomy. Psychologists must accept appropriate responsibility for what is within their power, control or management including the avoidance of harm. Throughout the interviews, the researcher remained mindful of potential risks or harm. The participants were a vulnerable group and care was taken to make participants feel at ease and ensure that they had access to materials to help them engage in the interview process. They were told that they did not have to answer a question. The researcher made clear to participants that engagement in the interview was a single event and no further follow up visits would be conducted unless the nature of the interview required a follow up visit to ensure the wellbeing of the participant. A debriefing statement was read to participants (see appendix K). The debriefing process employed included asking participants for feedback from the interview, invited and addressed any questions from the participants and explored whether they required any further support from the researcher or a member of staff at that time. The researcher ensured that adults from the setting where the interview took place were available immediately after the interview, should this be required by the participant.

In general, participants will only tell researchers what they want to tell and control what to share. Children have a particular deference to adult authority and eagerness to please which makes them vulnerable to controlling influences (Merrick, 2011). The experience of this group of pupils was the tenet of this research and their emotional and psychological wellbeing, physical health, dignity and personal values and beliefs were considered throughout. It was important to provide a place where the participants felt safe to talk about life experiences that were going to be recorded for research purposes. The potential emotional impact of the interview was considered as any interview may have unintended negative and positive consequences for participants. Experiencing painful feelings in an interview, while potentially distressing, may also be a sign of comfort in the interviewer relationship promoting self-reflection for the interviewee (Josselson, 2008).

3.8.4. BPS Ethical Principle Four: Integrity

Acting with integrity includes being honest, truthful, accurate and consistent in one's actions, words, decisions, methods and outcomes (BPS, 2018).

The researcher maintained professional conduct throughout the research process. The information letters sent out to settings, parents and participants accurately outlined the professional and academic affiliations and qualifications of the researcher. The researcher ensured that the interviews were only undertaken with participants who were not known to the researcher and in schools where the researcher had no professional involvement. Prior to the interviews, contact with participants was only made through the settings they attended. Participants were informed that should they need a follow up visit then this would be arranged through the setting. The researcher provided, on the information form, a university contact number should the participants, their parents or associated settings have any questions or concerns that they wished to raise about the research and the researcher.

Brinkmann & Kvale (2017) highlighted the importance of the integrity of the interviewer as the main instrument for obtaining knowledge. The art and the skill of the interviewer is to elicit as much information from the participants about their experience without offering interpretations or imposing one's own relevancies which would destroy the interviewee's meaning frame (Holloway & Jefferson, 2008). Any interview situation creates power issues between researcher and participant, in that the

researcher has ultimate control of the situation; the researcher initiated the situation, determined the topic, posed questions and decided what answers to follow. It was important to acknowledge the potential difference in terms of age, gender, race etc. between the researcher and participants and the impact this may have had on participants' responses. Brinkmann & Kvale (2015) highlighted the need for the researcher to avoid being associated with the class teacher to minimise positions of power. It was also noted that children may have ways of communicating dissent, such as switching the topic of the conversation, looking away or silence (Merrick, 2011).

Integrity was required by the researcher during the analysis of the participants' experience. It was the researcher's responsibility to report what the text said to them as there was no further involvement of the participant in the interpretation phase. Prior to analysing the data, the researcher recorded their own powerful recollections of the interview experience through a reflexive journal which helped to bracket or compartmentalise these during analysis of the data. This type of reflexive thinking is vital to ensuring the integrity of the research, acting as a safeguard in the process of fair interpretation and reporting.

3.9. Validity and Reliability of the Research

Qualitative research uses words rather than numbers in its analyses and focuses on understanding human action through interpretation rather than prediction and control (Kim, 2015). Whilst acknowledging the importance of validity and reliability in scientific research, these constructs do not fit with the epistemology or research design of this research. Lincoln and Guba (1985, cited in Robson, 2002) discuss the value of qualitative research findings using concepts such as *credibility*, *transferability*, *dependability* and *confirmability*. They suggest that reliability pertains to the consistency and trustworthiness of research findings.

3.9.1. Reliability: Credibility and Trustworthiness

Robson (2002) stated that credibility is the extent to which a study has been carried out in a way that can be considered by other researchers as respectable, sensitive and appropriate. Brinkmann & Kvale (2015) stated the importance of transparency of procedures via which the conclusions are made. Findings should be as accurate and representative as possible. Reliability in flexible methods involves being thorough, careful and honest in carrying out the research, and being able to demonstrate this. To demonstrate the credibility and trustworthiness of this research, there is a data trail from transcript to emergent themes, subordinate themes and cross case analysis to superordinate

and overarching themes (see table 3.9.3). The full transcription of all six interviews is also available digitally on request.

3.9.2. Validity

Validity is not just about methods used, but moral integrity and quality control throughout the stages of knowledge production. It is about,

‘The extent to which our observations indeed reflect the phenomena or variables of interest to us’ (Pervin, 1984, cited in Brinkmann & Kvale, 2015).

One important aspect of this is the flexible and adaptive nature of the research, such as piloting questions to ensure that they captured the phenomenon of interest. The aim of this research was to produce an in-depth examination of the phenomenon, rather than generating a theory to be generalised to the whole population. As qualitative studies do not have standardised evaluation criteria, the researcher used Yardley’s (2007) principles for validity as, advocated by Smith et al., (2009), for evaluating the quality of IPA research. Yardley (2017) considered validity as being broken down into four components: sensitivity to context, commitment and rigour, coherence and transparency, and impact and importance. These are outlined below in relation to the current research. Yardley (2017) explained that these criteria for validating qualitative

research are intended to be extremely flexible and not prescribe a particular approach, but to help researchers to reflect on and justify the methods used.

(i) Sensitivity to context

'Qualitative analysis must, crucially, be able to show sensitivity to the data – for example, by not simply imposing pre-conceived categories on the data but carefully considering the meanings generated by the participants' (Yardley, 2017, p. 295.).

Yardley (2007) highlighted the importance of establishing what gaps there are in pre-existing research theory and literature to formulate research questions that bring something new to the field of study. The research questions and methodology in this study derived from a thorough exploration of the existing literature and theory concerning secondary school readiness for perceived vulnerable groups such as those with SLCN. Sensitivity to content is reflected in the data itself and the nature of the voice given to each of the participants to reflect their lived experience of transition and readiness. The use of IPA as a methodology allowed sensitivity to context by analysing the data from the perspective of the participant and use of verbatim extracts of the interviews to highlight the points being made, to ensure it was the participant's' voice being heard. Sensitivity to context also pertains to the relationship between the researcher and participant. The use of reflexivity and being able to 'bracket'

one's preconceptions, thoughts and feelings was an important aspect of this (see section 3.9).

(ii) Commitment and rigour

'Commitment and rigor can be demonstrated by in-depth engagement with the topic, including thorough data collection, displaying expertise and skills in the methods employed, and undertaking a detailed, in-depth analysis'. (Yardley, 2017, pp 295-296.).

Commitment was demonstrated by the degree of engagement on the part of the researcher, for example, in the data collection phase by conducting and transcribing semi-structured interviews in order to generate rich accounts of the phenomenon under investigation. The analysis of this data using IPA highlights the commitment on the part of the researcher as this required immersion into the data in order to produce the depth of understanding and interpretation required. Rigour was demonstrated in the literature review, carried out systematically, to ensure the piece of research was adding something new to the field of enquiry. Rigour was applied in the selection of the participants, in keeping with the homogeneity criterion deemed necessary for the validity of IPA studies according to Smith et al., (2009). Rigour was also ensured at the data collection stage through the use of a semi-structured interview, which facilitated participants to talk in

depth about their experiences, in order to allow detail to emerge. In interview situations a degree of co-construction of data occurs and it was important that the researcher's own value judgments did not impact upon those of the participants. This was managed by having insight into the possible co-authoring and the bracketing off of the researcher's own experiences through the use of a self-reflexive diary. Objectivity is an expression of fidelity to the phenomena under investigation. Smith et al., (2009) highlight the importance of reflexive objectivity and one's own contribution to the production of knowledge. Rigour was also sought during the data analysis stage by the researcher seeking feedback through anonymised excerpts of transcripts and the associated notes and themes with fellow EPs. The aim was not to seek agreement, but to ensure the themes generated were reasonable interpretations based upon the data provided. Any concerns raised by colleagues were discussed.

(iii) Coherence and transparency

'Transparency means that the reader should be able to see clearly how the interpretation was derived from the data' (Yardley, 2017, p. 296.).

Transparency and coherence were ensured throughout the recruitment of participants, data collection, analysis and discussion of this research through clear structures and processes being set out and adhered to.

Transparency was also made clear through the data trail at each stage of the analysis for each individual participant and themes generated were checked back with the original data for each participant at each stage of analysis. Only when this was complete was an attempt made to explore any overarching themes or superordinate themes across the participants. Examples of the analysis at each stage are included in table 3.9.3 below to demonstrate coherence and transparency.

Yardley (2007) stated that the researcher's reflexivity throughout the research is paramount to transparency and an important part of qualitative methodology is epistemological reflexivity (Pietkiewicz and Smith, 2014). Qualitative research relies on the researcher's understanding and interpretation of the data and so it was imperative that the researcher was aware of their presumptions, biases and interpretations, to ensure the data presented was a near representation of the participants' lived experience. No frame is ever neutral but by making notes after interview, to reflect upon impressions of the interaction, this can be 'bracketed' to allow immersion in the participant experience (e.g. Holloway & Jefferson, 2008). This was achieved through a reflexive journal (see appendix N for an extract from this). Phenomenological approaches stress the importance

of reflexivity. That is, an awareness on the part of the researcher that they have an impact upon the research process.

(iii) Impact and importance

‘Importance refers to the requirement for all research to generate knowledge that is useful – whether in terms of practical utility, generating hypotheses, or even changing how we think about the world’. (Yardley, 2017, p. 296).

The impact and importance of this research was considered in terms of promoting greater understanding of the phenomenon under investigation (secondary readiness) and promoting ways of gathering the views of pupils with SLCN. The research aims and questions were born out of perceived gaps in the existing literature. As Robson (2002) asserts, research should provide insight into phenomena that is of local and national importance and be in some sense influential or effective if it is to be worthwhile. The researcher was aware that a small-scale study using individual stories had limitations in terms of generalisation but that, nevertheless, we could learn from it. The merit of this sample size was that individual accounts of the phenomenon would not be lost, so that a rich picture would emerge of the lived experience of a specific group of pupils’ perceptions of secondary school readiness rather than just that of disparate individuals. The research

aimed to move from exploration of separate phenomena from each participant's own unique experience, to exploring convergent and divergent themes between participants to further our understanding and practice.

3.9.3. Table of data trail for the data analysis

Data Analysis Stage	Appendix Content	Appendix
Stages 1-3: reading, initial notes and emergent themes	An interview transcript excerpt (Participant 1, Keith) with initial notes and emergent themes	X
Stage 4: Subordinate themes	Subordinate themes for P1 (Keith) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	R
Stage 5: repeat stages 1-4 for all 6 participants	Subordinate themes for P2 (Mollie) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	S
	Subordinate themes for P3 (Alice) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	T
	Subordinate themes for P4 (Ellie) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	U
	Subordinate themes for P5 (Cassie) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	V
Stage 6-7: Superordinate and overarching themes	Subordinate themes for P6 (Harry) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	W
	Overview of the data trail for the four overarching themes	O
	Overarching and Superordinate Themes with extracts	P
	Overview of the data trail for superordinate	Q

	themes	
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3.10. Summary

This chapter has provided a brief outline of the epistemological and ontological position adopted for this research and put into context the choice of research design and research questions. It has explained the method of data collection, including the recruitment of participants and the method of data analysis that was used. It has highlighted the use of IPA as an appropriate methodology and considered the benefits and limitations of such an approach. Ethical implications and the reliability and validity of this research were also explored. The aim of this research was twofold. Firstly, to be emancipatory by privileging the stories told by the participants as a result of their lived experience, thus having impact and importance at an individual at a personal level. Secondly, to have an impact and be of importance to those working with such pupils, be it settings, Educational Psychologists or other professionals. The findings of this research are reported in the next chapter.

Chapter 4

FINDINGS

4.1. Chapter Overview

This chapter outlines the study's findings in answer to the following research questions:

- RQ1: What sense do pupils with SLCN make of their experience of primary school?
- RQ2: What sense do pupils with SLCN make of their experience of secondary school following their induction days?
- RQ3: What are the pupils' perceptions of secondary school readiness?

The aim of this chapter is to provide an organised, detailed, plausible and transparent account of the meaning of the data (Larkin & Thompson, 2012). In keeping with IPA, this chapter provides an overview of the analysis by describing the big picture or overarching themes and corresponding superordinate themes that emerged during cross case analysis. Analysis explores the particular meaning of the experience and significance to the individual, followed by an attempt to make sense and offer an interpretive account of the material, grounded in the data. To protect anonymity, pseudonyms were given to each participant, and to any names referred to in the interview including primary and secondary schools. Verbatim quotations

were used to illustrate the findings; details are provided regarding which participant (P1-6) the quotes originate from and where in the transcript they can be found (e.g. 20P1 is the 20th utterance of Participant One). This allows the data to be traced through the analysis from initial notes on the transcripts, through clustering and thematic development, into the final structure of themes. The chapter concludes by drawing the findings together through cross case analysis to consider the phenomenon under investigation.

4.2. Overview of the Overarching and Superordinate Themes

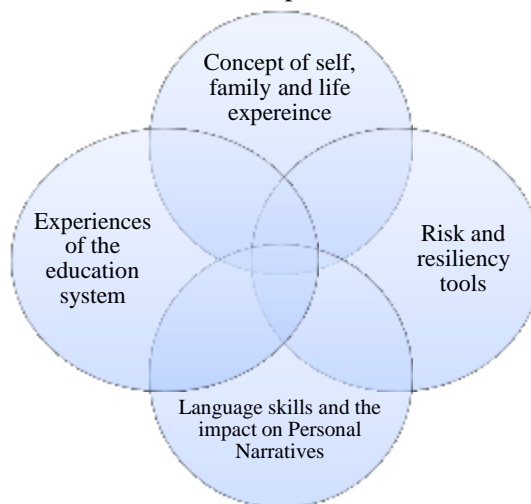
Individual case analysis generated 207 emergent themes in total ranging from 26 to 43 themes per participant which were clustered into 21 subordinate themes (see appendix O). Through analysis of the subordinate themes across the six participants, 9 superordinate themes emerged. The superordinate themes aimed to hold the complexity of the findings, but supported psychological formulation into four overarching themes (see table 4.2.1. below). Organisation of the data attempted to give meaning by reflecting the individual experience whilst attempting to encapsulate this across the group to assist with understanding of the phenomena. As Smith et al. state (2009) organising themes in more than one way can be creative and push the analysis to a higher level. Some emergent themes were felt to be more dominant, not necessarily in terms of the quantity of data, but in terms of the strength of

expression and so warranted becoming a subordinate theme for that participant. For example, the emergent theme of friendships would fit under the subordinate theme of relationships, but for some pupils (such as Ellie) the strength of feeling and complex nature of the topic warranted a subordinate theme in its own right. Similarly, some subordinate themes could have been placed into more than one superordinate theme and the superordinate themes that emerged were meaningful to more than one overarching theme. This highlights the complexity of human experience and the interlinking of different concepts across themes as demonstrated through table 4.2.1 and diagram 4.2.2.

4.2.1: Table of Overarching theme with description of corresponding Superordinate themes

<p>Concept of Self, Family and Life Experience</p>	<ul style="list-style-type: none"> • Concept of Self refers to the participant's view of who they are, their identity and what is important to them. • World View/Personal constructs refers to how participants view and make sense of the world around them and is reflected in the language that they use. • Attachment refers to the participant's view of who they are in relation to others. Their sense of belonging to a particular community.
<p>Risk, Resiliency and Coping tools</p>	<ul style="list-style-type: none"> • Emotional Intelligence, Vulnerability and Resilience refers to the participant's ability to express and manage their emotions, perceived vulnerabilities and how they address these. • Defence Mechanisms refers to the participant's ability to protect themselves from perceived threat and cope with demands placed upon them. This includes perceptions of power and control.
<p>Language skills and the impact on Personal Narratives</p>	<ul style="list-style-type: none"> • Impact of Language on expressing views refers to how motivation and emotions impact upon how participants express themselves and how having language needs impacts upon how they perceive their interactions with others and interpretation of what is said to them. • Sharing the Lived Experience refers to how the participants choose to share their lived experience through words, actions, sounds and silence. It also reflects how they base their understanding on the direct experiences they have.
<p>Experiences of the Education System</p>	<ul style="list-style-type: none"> • School as a System refers to the building blocks of the school experience including the building itself, what life at school looks like and the learning and social aspect of school life. • School as a Journey refers to the participant's perception of school based upon their experiences, comparisons of primary and secondary schools and judgements about these. Feelings of readiness for secondary school and seeing this as part of a journey of growth and new experiences.

4.2.2: Diagram to show the inter-relationship between themes



4.3. Overarching Theme: Concept of Self, Family and Life Experience

This theme captures how participants saw themselves, the essence of what made them unique and how they positioned themselves in relation to family and others. It also encompasses how the individual's life experiences have impacted upon their thoughts, beliefs and feelings about the world.

4.3.1 Keith's Experiences

Keith identified himself as being unique and associated with this was him asserting himself as an expert on certain topics, such as food, returning to this when he critiqued the school dinners at the two schools:

I I have we had spaghetti bolognese and that spaghetti bolognese is better than this one (hand to mouth whispers) not joking. (454P1)

The concept of control and feeling empowered in Keith's world emerged as he spoke about his relationship with his father:

Yeah. Yeah, My dad didn't know how to err connect it to the X-box but I did it so I just saw the symbol onto the X-box and to the (pause) controller so that worked. (62P1)

This view of the world was also communicated in the importance of ownership of objects, which emerged a number of times:

Oh yeah at home I have all the Thunderbirds and the Tracey Island. (84P1)

Keith had clear criteria about who he considered a friend, and it was these pupils he trusted to share intimate details of his life, such as the death of his dog. He revisited friendships when talking about the residential trip and the reliance he had on his friend:

Erm that, well we were blindfolded and we had to erm I didn't know where I was going and I was like "aaaw help, where's John" (laughs) and I eventually got to him I was like "ah" (laughs).(138P1)

Keith's desire to present as unique and impress may have reflected a fear of being forgotten or unnoticed by those around him, suggesting it is important what others think. Presenting himself as the expert on certain topics may have been to compensate for his being a novice of the secondary school experience. Keith's need for ownership may be interpreted as maintaining a sense of control and the need for some kind of belonging, such as feeling contained in the world of Tracey Island and what this might signify to him about

relationships. Keith's portrayal of the father and son relationship suggested this was valued. His concept of friendship was based on trust and Keith gave some indication of his reliance on friendships at difficult times. His experience of overcoming obstacles and seeking out the help when he needed it may have contributed to his feelings about secondary school. The meaning behind the secondary school bolognese being better may reflect his feelings about readiness, seeing this as a natural progression to move on to something superior.

4.3.2 Mollie's Experiences

Mollie expressed a clear understanding of who she was, which went beyond school:

Yeah. My favourite colour is pink because it's a light colour. I want to be a scientist when I leave school. (36P2)

There appeared to be a blurring of reality and fantasy at times for Mollie such as when thinking about why she wanted to be a scientist:

Erm make things alive and make potions. (40P2)

Mollie frequently positioned herself in the role of "teacher" for example when talking about fictional characters and books she had read, such as when talking about King Kong:

Yeah you don't know what happen to him? (208P2)

Her sense of fun emerged as Mollie described how she enjoyed teasing the children, her teacher at school and her grandfather at home:

Erm. Play in the garden and watch err and watch TV and (pause) erm and tease my Granddad. (52P2)

The importance of ownership was communicated by Mollie a number of times and this was reflected by another recurrent theme of being “special” as Mollie spoke about school life. For example, having a computer of her own at school and one to one support:

I like to play games with my friend err err my one to one and me. (100P2)

Mollie conveyed a strong sense of belonging to her current school saying that she had been there “a long time”. The importance of things belonging to Mollie seemed to reflect her need to feel that she belonged, as communicated in her sadness at leaving the current school community:

Yeah. I’m going to miss them. (426P2)

The concept of friendship was referred to a number of times both in terms of current and future friends. It appeared bittersweet as she spoke of losing friends as well as her readiness to make new friends:

Erm ready to meet new friends. (380P2)

There appeared a contrast between her expressing readiness to face challenges in her world such as making new friends and a protective fantasy world. This

seemed to reflect a contradictory state of being a young child faced with entering a grown up world where independence was expected.

4.3.3 Alice's Experiences

Alice shared her experience of horse riding with her mum and complained that her horse was too slow and she tried to make it go faster. This preoccupation with pace was referred to when talking about how she was treated by family members.

*Erm (long pause) my mum, my sister, Lucy always rush me, at dinner time.
(130P3)
Yeah Lucy always rush me and I don't like it. My mum always not rush me.
(138P3)*

The prevailing theme was Alice's identity as a prankster, for example, when talking about how she made her friends happy:

(pause) Make make jokes. (70P3)

The concept of friendship appeared important to Alice and was referred to when she spoke about school:

And (tapping table) (GULP) (pause) and (tapping table) and I got friends Nina, Nadia, Tricia, Stacey. (32P3)

Alice showed a sense of belonging which she associated with the people in that context:

Erm I do erm English with Mr Pledge, erm he's a great teacher (pause) and mm (gulp) and erm tt they some Nina and Stacey in this class, my class.(102P3)

The use of names appeared to signify importance to Alice. For example, she named her horse, important people in her life and her current and next school. Conversely, Alice did not use names when these were deemed unimportant, such as, her sister going to a 'different school' and when talking about where her friends were going to secondary school:

No them going, most friends Gilroy Secondary, somewhere like that. (50P3)

There appeared to be a complex dynamic between Alice and her friends. Alice distinguished between the friends at her current and new school, switching between calling her new and old friends her 'best' friends suggesting this was dependent on her need. Her interactions with others may have been reflective of how she felt about herself, taking on a dominant persona to control relationships, thus maintaining a level of self-esteem. Attempts at control over aspects of her life were reflected in her observation that her sister rushed her, whilst she attempted to control the pace of her horse.

4.3.4 Ellie's Experiences

The concept of friendship was the predominant theme in Ellie's account. She spoke about how she met her best friend on her first day of school:

Yes when I first came here erm Alice came up to me gave me a hug in the office cos I was crying. (96P4)

As the conversation progressed, Ellie referred to ‘other best friends’ suggesting that this was not an exclusive position:

Yeah and I’ve got three best friends which is Alice, Nadia who is in my class and Lilith who’s got, who’s at my old school and we’re going to the same secondary school.(52P4)

Ellie said that playing with her friends was the most important aspect of school:

Err t we go out and get some food err (pause) and sometimes we play mums and dads which is with Nina and Stacey and one of them plays as a dog and a pussy cat and me and Alice like to play as twin sisters. (66P4)

There appears to be a lot of pretending going on which may show how Ellie copes with the demands of the wider world by rehearsing scenarios through role play with friends. Ellie spoke about her brothers’ experience at her new school:

And two of my brothers went there, well one of them now kind of still going there but he’s home schooled because they stopped their help in Year 10.(132P4)

Having a history with others seemed important as she described the induction to secondary school:

It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia. (134P4)

Ellie made reference to being ‘special’, for example Year Sevens having their own playground and that she had been assigned an older ‘buddy’ at secondary school:

*Erm I have friends that are going to Gilroy school. Err I know people that are from Gilroy school (pause) which are big because I’m having a buddy there.
(170P4)*

Interpretation of her account showed how Ellie viewed her worlds as ‘old’ and ‘new’. Ellie’s concept of best friend was based upon her current situation and need, making this fluid. Her friendships seemed to reflect family life and the dynamics and support systems within this. Although Ellie and her friends played ‘mums and dads’ no-one assumed the role of parents and this is reflected in the lack of conversation about her own parents. She referred to her brothers’ school experiences and this may have influenced her ideas about the school.

4.3.5 Cassie’s Experiences

Cassie positioned her identity within the school community and experiences. Cassie conveyed a sense that she was in a special position being in Year Six and gave examples of barbeques and parties occurring that week:

I Know. It’s just when Year 6 are leaving. (32P5)

The importance of school clubs to Cassie indicated how school was part of her social life and she described the fun bit of school as being with her friends. Cassie said the best aspect of school was playing outside and school appeared to be a place where she experienced freedom:

We go anywhere. (102P5)

Family was a recurrent theme. Cassie described the moment that her mum received a letter from her new school changing the arrangements for Cassie:

Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say I'm not in Row class I'm in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs. (270P5)

Cassie presented as having a strong sense of belonging to her current school and this contrasted with the concept of being excluded elsewhere, which also featured heavily:

This is so silly (heightened emotion) leaving one person out of class assembly. (166P5)

Cassie shared her own experience of feeling excluded through her new school changing the class that she was joining. This generated a strong emotional reaction from Cassie:

It's like there be nine or seven. There is nine in Row class and now they can't fit me in (upset). (252P5)

Cassie demonstrated a sense of pride in being part of her current school and this appeared to provide her with opportunities to explore the wider world. Her

desire to join clubs suggested it was the social aspect of school that she valued. Cassie took pleasure in Year Six privileges and perhaps saw this as a rite of passage. However, she was able to advocate strongly on behalf of another Year Six pupil she perceived as being unfairly excluded. Cassie appeared bewildered and distressed by the information that she was no longer in a particular class and her strong sense of belonging may well have made this even more distressing.

4.3.6 Harry's Experiences

For Harry, the dominant theme was experiences and identity as a sportsman:

Running I'm not that fast and swimming I'm really good at swimming. (10P6)

Harry judged himself in black and white terms as to whether he was good or bad at something. This was not just with regard to sports, but learning and behaviour in school:

And then I was good in there, but then I went "woowoowo" (twirling hand above head like a propeller) and I was a tiny bit bad in Year four. (116P6)

Harry described himself as an active person with a love of climbing and being outdoors. When asked how his friends would describe him he said:

He, he sometimes he plays rough, sometimes he doesn't play rough. (26p6)

Harry said that only one pupil would be going to his new school from his current school, but did not seem concerned by this as he had already made new friends:

I made a lot of friends already. (292P6)
That's a lot lot of friends. (294P6)

Harry's sense of achievement and expertise was through his sports. Harry conveyed a sense of belonging to his current school, whilst also expressing some excitement about being part of the secondary school, in relation to joining sports clubs. There was little reference to his family although Harry said that he was tired on Mondays which may suggest that he had a busy weekend and perhaps school was seen as an intrusion into his own pursuits. It may also have reflected some underlying anxiety about returning to school.

4.3.7. Cross Case Analysis: Concept of Self, Family and Life Experience

The first part of the interview schedule was 'tell me about you' and so it is unsurprising that an overarching theme became: Concept of Self, Family and Life Experience. The participants' sense of identity runs through their accounts with some commonalities such as being an animal lover being referred to by four of the six participants. An interesting concept that emerged strongly from four of the participants was how they saw themselves as special or unique in some way. This was presented in a number of ways, for example,

their unique attributes as a person, or the privileges available to those leaving primary or entering secondary school. For example:

Err (long pause) the Year Seven playground is kind of small (pause) and Year Sevens have assembly that's different to other years. That we have our own assembly Year Sevens. (236P4)

In spite of having language needs, all six participants had opinions about a range of things that they were keen to share and 'wanting to be known' was a strong underlying theme across all six participants. It suggested that participants valued the time to talk about themselves, and perhaps this was not as widely available in school as was needed. Another interesting aspect was the assumption that their world and experiences were known to others and required little explanation. Although parents and family were referred to in some cases when talking about life outside of school, this was not a predominant theme. A strong theme that emerged across all six participants was a sense of belonging, both to their current and their future school and the use of "we" and "they" and names emphasised their attachment to people and places:

(Laughs) Yeah I thought everyone was starting in Year 3 and Alice was tt she didn't have any friends either there so then we started to be best friends and we were we were in the same class together. (120P4)

Conversely, feelings of exclusion and not belonging contributed to feelings of distress:

Then I need a class there be eleven people in my new class. (254P5)

A strong theme that emerged across all six transcripts was that of friendship, both in terms of friendships at the current school and new and old friends they would be meeting at their next school:

Playing with my....making new friends. (334P5)

Friendships had not been a direct research question and the schedule did not have questions about relationships in it. This highlights how the phenomenological principles were upheld by allowing participants to discuss the experiences that they thought were relevant in relation to the questions being asked and guiding research questions.

4.4. Overarching Theme: Risk, Resiliency and Coping tools

This theme captures how participants coped with their life experiences such as health issues, social isolation, and disengagement. It also described the resources the individuals seemed to use to cope in the face of adversity such as positive thinking, support systems and avoidance.

4.4.1 Keith's Experiences

Keith showed a propensity to talk about and share difficult emotions, for example, the death of his dog and the first day at his current school:

Erm well I was but I was like really afraid and worried. (334P1)

In contrast, Keith appeared to find managing success far more difficult, for example, when his art work was praised by a secondary school teacher:

I know I was like “really?” (laughs). (188P1)

Keith communicated vulnerability in a number of ways, such as sharing intimate detail of the loss of his dog, joining the English education system in Year Three and being blindfolded on the Year Six residential trip. Keith used humour as a coping mechanism for talking about these difficult topics:

Mm and and when when I came back to England and to this school I was like “ooh this is different” (laughs) erm and I didn’t know how to spell or do anything or write.(312P1)

Keith expressed control in terms of withholding and sharing information with others, such as withholding how the games controller worked to his dad and sharing his dog dying with those he perceived as close friends. Keith described experiences where he felt he had no control, such as finding the grave of his dog. Familiarity seemed to support Keith, for example, he felt worried and afraid until he became familiar with his current school:

Erm mm until I got used to this school. (336P1)

Keith said that he would ‘get used to’ secondary school and showed a desire to know the ‘nuts and bolts’ of how things worked. For example, knowing how the game controller worked and having a map to navigate the new school

building. Keith's account demonstrated resilience in managing difficult emotions and he had developed a number of coping tools including the use of humour and learning how things worked in order to mask feelings of insecurity. His difficulty accepting compliments highlighted his lack of belief in himself. Having a sense of control seemed important to Keith and he conveyed the notion of literally being 'in the dark' not only when blindfolded, but for other life experiences such as having to adjust to a new education system. It is perhaps these life experiences that supported Keith to embrace new experiences as he felt he would "get used to" them. This appeared to be his containing mantra.

4.4.2 Mollie's Experiences

Mollie communicated a range of emotions including pride, happiness and sadness. Mollie sought comfort in familiarity and being part of the school community:

I've been in here a long time. (130P2)

Her need to belong also generated feelings of loss, for example, towards leaving her current school and the end of her guitar lessons:

Yeah on guitar lessons I was very good. I go there every Tuesday err it's my last day of it. (86P2)

Mollie expressed conflicting feelings of shyness, with wanting to meet new people at secondary school. She conveyed a sense of helplessness, needing other children and adults to look after her at school. This contradicts with her presentation of the self as a teacher in areas that she felt secure with:

Erm (pause). All the children would look after me. (272P2)

Mollie appeared to have developed a number of defence mechanisms to avoid talking about some things, often saying “I can’t remember”, whilst being able to recount other topics at length.

Since I went to nursery because I had cancer when I was four and can’t remember. (134P2)

Mollie seemed to use structure as a coping tool and the concept of routine appeared frequently in her account, for example:

My favourite days of the week are Fridays as looking forward to a day off and Sundays because I go to see my grandparents. (48P2)

Mollie communicated dissonance between herself as the teacher and being part of her current school community, with her vulnerabilities, feelings of loss and reliance upon others to navigate new experiences.

4.4.3 Alice’s Experiences

Alice expressed a range of emotions when talking about her school experiences including happy, sad, scared, nervous and excited. There were

occasions when Alice was either unwilling or unable to talk about emotions, for example, when asked about her first day at her current school:

Err gulp mmm mmm (shook head) don't know. (158P3)

The most prominent theme to emanate from Alice was a desire for power and control. The concept of victim and perpetrator was communicated throughout Alice's account, with Alice assuming both roles. For example, when comparing lunchtimes at the two schools, Alice raised the issue of bullying:

Erm food and you can sit with other friends and don't get bullied there and this school get bullied and all that. (210P3)

Alice assigned herself the role of 'prankster' in her friendships which seemed to be about control. Alice assumed control during the interviews, through the use of the pace of her speech, the topics she would talk about, and by silence. Alice spoke about her sister always rushing her, but did not see her own demands to "move on" a conversation in the same way. The description of her horse as "slow" and "sleepy" and how she tried to speed him up seemed to reflect her need to have control over the pace of things. This may reflect Alice not feeling that she had control over her world and was attempting to assert this, and may be associated with her perception of being bullied. Alice seemed impatient when she was not understood and presented a notion of it being *her* world and it was up to others to be able to keep up and follow.

4.4.4 Ellie's Experiences

Ellie shared a range of emotions, such as feeling happy and excited about her new school, but had felt 'scared' on her first day at primary school and of a science experiment during the secondary induction:

Yeah I was kind of scared of the fire (nervous laugh). (160P4)

Ellie saw herself as needing to be looked after by others, describing her first encounter with her best friend at her current school:

And we and she looked after me. (98P4)

Ellie conveyed a sense of helplessness adopting the persona of a small child who needed looking after and expressed reliance upon others to help her adapt to secondary school life:

Yeah and I've got friends who can show me around. Tell me where the classes are because I'll get confused because it's big and there a stair with loads of classes. (180P4)

Ellie's coping tools seemed to be her support network of people around her and the need for familiarity and routine. She appeared to base friendship on need, replacing the best friend who was her current support system with her "best" friend from her previous school who would be attending the same secondary school and therefore be her new support.

4.4.5 Cassie's Experiences

Cassie shared a range of conflicting emotions as well as her compassion for others. There was confusion and frustration when plans changed, such as on the last day of primary school and when she was moved classes in her new school. She communicated feelings of distress through the pitch of her voice raising and her struggle to express herself:

No I'm in a different class now and they can't (swallow) fit me in (raised voice with emotion) in Row class in erm and then I'm the only Year 7 in there. (232P5)

Cassie appeared to have developed some coping tools to help her to navigate school life. For example, she liked to know what was happening and when, and not knowing caused upset. She was often preoccupied with the days that things happened on:

Yeah last Fri, Mon, Friday we have a look in both classes. Not in ICT. Last Thursday we looked at a newspaper then went home. (308P5)

Cassie showed a desire for stability and change appeared to lead to feelings of distress suggesting she had little resilience to cope with the unexpected:

I don't know I didn't been in my new class yet. (26P5)

She liked to have clear rules and instructions to follow and appeared to have internalised these, repeating them almost verbatim:

You need to line up to get your band and one of these things this pass, and you can get money and a hat you need to wear. (184P5)

Cassie showed a sense of control over what she was willing to share, and clearly and confidently communicated when she had finished talking about something by saying, “that’s it”. Her adherence to rules allowed her to cope with new experiences but led to feelings of helplessness when plans changed.

4.4.6 Harry’s Experiences

Harry expressed a range of feelings including being tired after the weekend. With the expression of emotion, there was also a sense of vulnerability such as admitting to feeling scared when first joining his school in Year Three:

(deep breath) First in Year Year Three I couldn’t read a any books, I couldn’t write (pause). (106P6)
I was very scared (laughs). (108P6)

There was also a sense of bravado with Harry, which may have been a defence mechanism to support feelings of wellbeing. When topics were of interest to him, such as sport, he provided long detailed narratives enthusiastically, but expressed frustration or boredom when talking about things he perceived to be less interesting:

That’s iiiiiiit (communicating frustration), football, basketball, tennis, erm rounders...err wait I want..., cricket, swimming that’s a sport. (254P6)

4.4.7. Cross Case Analysis: Risk, Resiliency and Coping tools

Thoughts of transition to secondary school generated a range of emotions including happiness, excitement and anxiety, as well as feelings of loss for what was being left behind.

Yeah. I'm going to miss them. (426P2)

All six participants expressed some level of vulnerability, for example, Mollie and Ellie spoke of the need to be looked after:

Err Leanne and my other friends can help me as well. (182P4)

Vulnerability was not always made explicit and sometimes participants shielded this with humour, defensiveness and bravado. Coping tools emerged in four of the participants' accounts and included avoidance of difficult topics and the need for structure and familiarity. Alongside this was the concept of power and control which emerged in five of the participants' accounts. This included whether they felt control over experiences, such as Cassie being moved classes:

Erm year 7 and I'm in a different classroom now. I'm not in Row class (deep breath) I'm in another classroom. (226P5)

Control was also expressed in terms of what the participants were or were not willing to talk about. Alice communicated this most strongly through her use of silence:

(laughs and motions again) that means erm prank. I played a trick. Got you yes! Yes! Its girls changing rooms. (250P3)

4.5. Overarching Theme: Language Skills and the Impact on Personal Narratives

This theme captures how participants had learnt to compensate for their speech, language and communication difficulties, but also how this impacted upon how they saw their experiences and interaction with others as a result.

4.5.1 Keith's Experiences

Keith's communication difficulties were evident when he had little experience to base his ideas upon. This arose when talking about secondary school, for example, getting his bag ready for school:

Oh yeah you have to do the night before the day happens.(418P1)

Keith showed a desire to talk about his experiences and the way that he presented himself appeared important to him. For example, he engaged in self-talk, whispering to himself before sharing something out loud, for example, when talking about his first day at primary school:

And I got some support and (pause) erm and (pause) erm and they had like a break and I was like err I was like err (pause) a bit like afraid so I didn't know err like (whisper to self) err (whisper to self) err like it was like really different.(330P1)

In contrast to the difficulties shown, Keith was also a masterful storyteller with an ability to bring his experiences to life. For example, in recounting the time that his dad was unaware that he had connected the game controller and he mimicked his dad's reaction to this:

I know, it was like "I didn't do anything" (mimicking dad).(64P1)

Keith drew upon his experiences of films and imagery to bring his own experiences to life:

Yeah the goggles erm I erm I was like oh yeah "James Bond".(234P1)

Keith clearly communicated his experiences when leading the conversation, but could also interpret questions literally. For example, when asked if he did the art work whilst in Year Six, he responded to "where" he did the art work:

Yeah I I did it at home.(184P1)

Keith struggled to talk about things he had little experience of, but conversely gave attention to detail for things that were important to him. Motivation appeared to impact upon the responses given.

4.5.2 Mollie's Experiences

Mollie was skilful when talking about some experiences, using quotes and mimicry to bring her lived experience to life. For example, when impersonating her grandfather's response to her teasing and when quoting from the book King Kong, putting on a different voice as narrator:

He died. And the person said “it was not the aeroplanes it was the beauty that killed the beast”. (210P2)

Her language became muddled when talking about difficult times such as when she was held back a year due to ill health:

Yeah I put a year back here. (132P2)

Mollie’s response was sometimes literal, for example, when explaining why the playgrounds were different at the two schools:

Because it’s not the same here. (284P2)

Interpretation of Mollie’s account suggests that motivation often determined how much she would say. Mollie had the skills to bring experiences to life and this seemed to reflect their importance to her. Emotions impacted upon her ability to communicate, with Mollie becoming more muddled with emotive topics. She often used the word “everything” in answer to questions, and it was unclear if this was her belief, lack of language skills or an easy answer to give.

4.5.3 Alice’s Experiences

Alice was keen to talk about her experiences but required time to process information and formulate her responses, for example:

Erm (pause) they erm really erm (gulp) they are erm (pause) really important important. I go horse riding with my mum. (4P3)

Alice would clearly communicate when she did not wish to talk about something by making sounds or shaking her head. Conversely, Alice could talk in detail for things that were important to her, or when supported visually, such as her secondary school:

(picks up her visual and looks through) Erm music and the art room and the library and the music and the playroom and the medical room and outside err the water room and the head teacher look and different uniform. (228P3)

Alice occasionally interpreted questions literally, such as when asked about when she went to secondary school, interpreting the “when” by naming the day that she went. Alice communicated strong views and clear ideas about what she was and was not willing to share. This may have been related to motivation and a reluctance to dwell on the past and a need to drive forward. It may have reflected her approach to life rushing from one thing to the next, hence the frustration with her horse being slow. She would frequently defer talking about a subject she had raised by saying “we’ll get to that”. It was unclear if the intention was to avoid talking about the topic or because she had so much to say that some things had to wait. Although her language may have been a barrier to communicating her experiences at times, her delivery could be interpreted as containing a wealth of information as to how she perceived things.

4.5.4 Ellie’s Experiences

Ellie was able to talk confidently about topics that she was familiar with, such as describing a typical school day:

We would do English and maths. That's what we normally do and then in the afternoons we normally do (pause) sometimes we do creative links erm science. (82P4)

Ellie spoke about experiences at her new school that she had direct experience of, through the induction. She showed a preference for hands on learning, such as the practical science lesson that she experienced and was able to draw comparisons between both schools:

Yeah and science because normally in this school about science we talk about about erm ttt about smoking and drinking and normally we write that down. But in big school science is something that you can do like what I did. (206P4)

The induction experience also allowed her to think about the difficulties she may encounter:

Yeah because you have to swap classes, like English class, maths class, because that's what we did induction day and it was kind of difficult going to different classes as here you just stay in the same class for English and maths and science. (224P4)

Ellie's difficulty with talking about her experiences may have been related to her language difficulties or a lack of experience and opportunity. Her understanding appeared to be based upon what she had actually experienced.

4.5.5 Cassie's Experiences

Cassie's ability to talk about her experiences was affected by her emotional state. Her words became muddled when she was upset, highlighting her confusion:

They they can move me up the next like class. (234P5)

Cassie interpreted some of the language that she heard literally. For example, when asked what TV she liked to watch, she responded "one downstairs". This gives some insight into Cassie's view of the world as being on concrete terms and based on her direct experience. Cassie had developed a number of tools to support her communication skills and it seemed that actions were easier than words at times, for example, when talking about her current class:

You want to see? (212P5)

Cassie's understanding of her world appeared to be based upon what she had actually experienced and she struggled to conceptualise things that were yet to occur. For example, she was unable to say what clubs might be at her new school, but spoke in detail about having been on a Year Six class trip.

4.5.6 Harry's Experiences

Harry's language skills appeared closely connected to his emotional wellbeing and level of resilience, for example he seemed defensive on explaining why he had used the word "sweeper" to explain a broom:

Is that the same thing or? A broom. I just say... (96P6)

Harry used actions to support his narrative, for example, when describing his behaviour:

And then I was good in there, but then I went “woowoowo” (twirling hand above head like a propeller) and I was a tiny bit bad in Year four. (116P6)

Harry communicated enthusiasm for topics by the pace of his narratives, for example, speaking quickly when wanting to convey the speed of an activity, such as when playing cricket, but also to convey when he was bored, seemingly wanting to get through a topic quickly. This gave a sense of rushing and may have reflected his approach to the world in general.

4.5.7. Cross Case Analysis: Language skills and the impact on Personal Narratives

Given that all six participants had identified SLCN, an overarching theme related to language may be considered obvious. However, it is the use of IPA as an analysis tool which allowed analysis to go beyond simply *what* was said, to the participants’ meaning and motivation *behind* it. This overarching theme therefore reflects this and the interpretation which may be drawn from it. Participants were remarkably adept at expressing themselves and what emerged through the interviews were the communication tools that pupils adopted to share their experiences. Many used actions and some were skilled

in bringing their experiences to life when recreating their narratives through the use of drama. For example when Cassie spoke about reading the book King Kong:

He died. And the person said "it was not the aeroplanes it was the beauty that killed the beast".(210P2)

Participants own lived experiences were an important factor in the responses that they gave, with many participants needing to have actually lived an experience to be able to offer a view or understanding of it. For example:

I don't know I didn't been in my new class yet. (268P5)

Analysis also allowed the impact of emotion on the accounts to be considered. For example, the way Cassie internalised the rules that she had heard from adults and her distress, conveyed through the confusion in her use of language, when these were not adhered to:

Erm we need to have a couple more things that Miss Hardy and Miss Goodman need to all of us to get us (voice raised emotion) all of us the last time the second time we need to come we need to be in groups. (202P5)

Five of the six participants interpreted some language literally highlighting the importance of allowing them to lead the conversation. Some participants used time as a means to collect their thoughts, often accompanied by a cough, noise or tapping which seemed to be a means of filling in the gaps. The most powerful accounts emanated from time and space to formulate what they

wanted to say. For example, Harry talking about the science experiment during induction:

The fire changing. We had to we needed to put something on like sticks, so we put something on them and the flame turned red or something. (196P6)

Metaphor can be an important aspect of phenomenological analysis. Harry, Ellie and Keith all spoke with excitement about the fire experiment in science. Keith describes this as:

There was like erm like erm science erm like dragon breath like fire.(206P1)

4.6. Overarching Theme: Experiences of the Education System

This theme captures how experiences of the education system have influenced participants' thoughts and feelings about school, what school signified to them and their position within this. This was based on the physical structure, routines, learning and social experiences.

4.6.1 Keith's Experiences

Keith perceived his school experiences to be different from his peers: for example, that he was born in Spain and his early education experiences were in a Spanish school, meaning that he had to adjust when he returned to England:

And I got some support and (pause) erm and (pause) erm and they had like a break and I was like err I was like err (pause) a bit like afraid so I didn't know err like (whisper to self) err (whisper to self) err like it was like really different (330P1)

When talking about his experiences of the education system, Keith was generally positive. Keith spoke about the structure of secondary school as if he was already well informed, such as having a list of clubs to choose from, a map to find his way around and having to hand in homework. He made many references to the differences of secondary school and it being “better” than his current school. For example:

Erm it it's much much much more bigger than our school but I I've seen the library and it's really cool. (168P1)

Keith believed that his first day at his new school would be:

Erm really really different and erm (pause) erm like erm really fun as well. (352P1)

As he continued to talk about school, Keith made reference to finding some aspects of school ‘hard’ both in his new and current school:

Yeah. Sometimes I struggle a bit.(416P1)

Keith used a sporting analogy to describe being ready for secondary school:

Yeah it's like maybe like you're playing PE, err like tennis or like come at you like “oh” (acting out hitting a ball).(426P1)

Keith embraced new experiences, such as the primary school residential trip, and seemed to view the transition to secondary as an exciting part of a journey.

Keith communicated that he was ready to move on as evidenced in his positive descriptions and enthusiasm when talking about his new school. Keith saw the uniform as part of the rite of passage:

Yeah its erm a bit different erm and you get a lot older as well. Mm. Yeah and and erm (cough) a different colours too.(298P1)

Keith compared his current and new school in terms of what was visible. His description of the transition to secondary mirrored his transition to English school and those worries and fears may have resurfaced. Keith communicated conflicting feelings between apprehension and “fun” for the transition. The induction days seemed to have assisted his feelings of familiarity to a degree and, therefore, perceived readiness for secondary school. However, his image of tennis balls “coming at you” and his phrase “you’ll get used to it” suggested there was something to get “used to” (with which to familiarise himself).

4.6.2 Mollie’s Experiences

Mollie spoke positively about her school experience saying that she “loves” her current school and that “everything” is good. She spoke fondly of memories from her photographs, for example:

(looked at pictures) I remember that day (laugh) I stroked a snake. (108P2)

Mollie described her experience of secondary school during her induction days as “fun”. She focused on the social aspects of school life, for example, meeting

other children, having lunch and playing on their gym trail equipment. She was most looking forward to:

Meeting everyone. (298P2)

Mollie also suggested that she found some aspects of the new school difficult. For example she spoke of an adult from her current school being with her for the induction:

Yeah. He helped me with hard things. (400P2)

Mollie described physical differences between the two schools such as the playground, dinner trays and corridors. When talking about these differences, she said:

“get used to it”. (302P2)

Mollie spoke with enthusiasm about meeting new people and the gym equipment at her new school giving the impression that she was ready to move on based upon these experiences. However, Mollie was unable to imagine what her first day at secondary school would look like and referred to some aspects of the induction as being “hard” and that she would need to “get used to it”. Mollie believed that the staff at her primary school had helped her prepare for the move and when asked how she would feel the next time she went to her new school, she responded:

I'll be happy. (408P2)

4.6.3 Alice's Experiences

Alice viewed school as a positive experience and expressed that she liked both her current school and her secondary school.

Erm I like this school erm in September I'm leaving school, this school. (98P3)

When talking about school, Alice focused on the social and learning aspects. She spoke about the things that she had learnt in her current school and those that she hoped to learn. Alice said that she was most looking forward to making friends at her new school and her favourite part of the induction was:

(pause) Playing with Helen outside. (192P3)

Alice commented on the lunches at the two schools, preferring lunch at the secondary school:

*Because it's more nicer than Bowden school. (206P3)
Bowden school. Disgusting and that. (208P3)*

Alice reflected on the importance of the social aspect of school life which centred around lunchtime. This was also the time that she said bullying occurred at her current school, and so perhaps secondary was seen as a fresh start. Friendships appeared to be the most important factor in her enjoyment of school and Alice seemed to be basing her enjoyment of her new school on the friendships that she had already formed.

4.6.4. Ellie's Experiences

Ellie made reference to the structure of school, both at her current and next school. Her first response when talking about her new school was the physical structure and she appeared intimidated by the size of the school:

(deep breath) It's massive. (128P4)

Ellie described a number of different subjects at secondary school which were related to the lessons that she experienced during the induction day. Ellie also saw school as a social place and said that she was most looking forward to playing and sitting with her friends:

My best friend Ophelia cos we're going to be in the same class cos her brother's gone to Gilroy as well so she'll probably know and two of my brothers have been there. And tt there's an English lesson class and a maths class and science class, art class. 186P4.

Ellie's experiences of both primary and secondary school were largely positive. She described playtimes as the best part of the school day and associated this as time to be with her friends. She described the pupils and teachers at her current school as "nice" and used the same word to describe her induction experience:

It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia. (134P4)

Ellie gave the impression that she saw secondary school as 'better' than primary school. For example, when describing science:

Electricity that we had. It's a science class and we holded a (pause) a erm match, matches and put it on the thing, on the gas and it looked really cool. (156P4)

Ellie seemed to see the new experiences that secondary would bring as exciting and novel. For example, when describing wearing the safety glasses in science:

I never done that before. (166P4)

There was some ambivalence in her feelings of readiness for secondary school. For example, she expressed concern about the size of the school and having to change classes, but later said:

Err it's kind of good changing classes. (250P4)

Ellie described being ready for secondary school as:

That you can. That you feel ready for going into secondary school. (260P4)

Ellie gave the impression that she was ready to move on to secondary school, basing this largely on the support network of other people. She believed that the induction days had helped to prepare her although these also seemed to highlight concerns. Her underlying fear about change was perhaps cushioned by the support network she had built around her as she said that she felt happy and excited about the move to her new school.

4.6.5 Cassie's Experiences

Cassie identified school as a place of rules and demonstrated a need to conform to these:

Any clothes. Bring in from home dress all up. Some Year Sixes going home at the end of day (swallows) and some of them is staying in here. (146P5)

Cassie also showed distress when these were not followed by others:

Erm we need to have a couple more things that Miss Hardy and Miss Goodman need to all of us to get us (voice raised emotion) all of us the last time the second time we need to come we need to be in groups. (202P5)

Cassie described the schools in terms of their physical structure, for example, the size of the current school's playground and the gym trail. This seemed important to her as she liked to be outside. Cassie also saw school as a place for learning, and described Year Seven as:

You can go you can do anything like do work, go and do work in loads of work. (346P5)

Cassie's perception of school was based upon her direct school experience and she associated school with the freedom to do "anything". Cassie saw her experience of school positively as is evidenced in her description of her current school as "fun" and her enjoyment of playing with the parachute during the induction day at her new school. Cassie did identify some difference between the schools in terms of routines:

No there were other, let me check. But in a different class in there. You need to move class. We stay in one class, go out have our break, then come line up, then come out in, then have lunch. (242P5)

Cassie spoke about her current school being a preparation for the new school:

To learning new work, helping me to do writing, my work. (362P5)

Cassie appeared to embrace new experiences and saw school as an opportunity to explore the wider world. School was described as a place both for learning and to have fun and socialise. Cassie felt she had nothing more to learn before she moved on to her next school and this may be based upon her adherence to school rules.

4.6.6 Harry's Experiences

Harry described school as a place of structure and routine. He was able to describe a typical day in detail:

So...My school starts at Nine O'clock. We come here at 8 O'clock. So then when bell goes we walk to our classes we do work, we have, and then we change over to maths, and then the Year Sixes go up and some Year Sixes go to Miss Smith and some Year Sixes go to Miss Jones and then we have dinner and then we go to the afternoon and then we have.. (pause). (40P6)

He spoke about the behaviour system in his current school, highlighting its importance for him:

That that I got red cards. Red card means you have to stay in for three days, no wait , yeah sooo the first day you have to stay in lunch and break, second day lunch and break third day lunch and break , break and lunch I mean. (120P6)

Harry showed a desire to conform to the rules of his new school in terms of how he should address staff and getting to lessons on time:

Because, because, you be late you get told off and have to stay in after school. (264P6)

Harry described his new school in terms of its physical presence, noting both the building and classes as much bigger than his current school. Harry's description of the corridor may reflect feeling small in a larger environment or the long journey to go home.

Yeah. A long long long corridor then you walk down another long long long corridor until you go home at 3.30. (220P6)

Harry was dismissive of the idea that the schools could have similarities, appearing to base his perceptions purely on the physical structure. Harry spoke enthusiastically about his experiences of secondary school and felt that the induction days helped:

Err by a lot actually. (212P6)

Harry expressed feeling ready for his new school, saying he had already made friends and was interested in joining sports clubs. He said:

I'm ready for everything except English and Humanities. (256P6)

Harry showed a desire to conform to the rules of his new school, possibly seeing this as a fresh start from his experiences of his current school. He was confident in his ability to fit in to the new school systems and make friends.

His responses about his new school gave the impression that he was already psychologically moving on from his current school.

4.6.7. Cross Case Analysis: Experiences of the Education System

The second and third broad questions of the interview schedule were “tell me about your primary school” and “tell me about your secondary school” which contributed to an overarching theme of the education experience. All participants had just experienced their secondary school induction and so were not only able to talk from direct experience, but it was fresh on their minds.

For example:

Well I met my new teacher, I met some new friends (tapping on table) I looked around the whole entire school, even the Sixth form, even the playground even the astro turf (pause). So (yawn) so as you walk all the way down and then there's like an astro turf yeah and then yeah. (140P6)

The physical building was their first impression and was referred to by five of the six participants providing conflicting emotions of awe and excitement, alongside trepidation:

(deep breath) It's massive. (128P4)

School as a system emerged as a theme for all six participants incorporating the structure of the school day, rules and the learning aspects of school:

Yeah “Madam Deputy”. You have to say “Madam”. Your you have to say “Sir” you're not allowed to say (pause). (274P6)

All six participants spoke about school as a largely positive experience. Most participants were keener to talk about secondary school than primary school and these generated feelings of excitement and expectation. The idea of ‘moving on’ and school transition being part of a journey was a strong theme across all six participants. All six pupils identified secondary as ‘different’ with four participants describing it as ‘better’ than primary school. Two pupils described secondary school as ‘hard’. The experience of Science was a popular theme when talking about induction:

We we used those for (pause) like a stick they have like at the end of the stick they had erm some chemicals and we put it through and then they changed different colour so it was really cool (216P1)

Lunchtimes were also a key theme, and were referred to by all participants, highlighting the importance of the social aspect of school:

Erm food and you can sit with other friends and don't get bullied there and this school get bullied and all that.(210P3)

The notion of needing to ‘get used’ to difference was a common theme and this may have been participants’ repeating phrases that they had been told or trying to convince themselves:

Erm its it's like erm you'll you'll get used to it. (284P1)

4.7. Summary

The organisation of the data, which has been outlined in the individual experiences above, is captured in a table (Appendix O) which provides a summary of how the participants' themes are organised into Subordinate (individual), Superordinate and Overarching (cross case) themes. A second table (Appendix P) provides a summary of the Overarching themes and Superordinate themes with an extract from each participant. A further table (Appendix Q) provides a summary of the Superordinate themes and a data trail through the Subordinate and Emergent themes. All participants conveyed either directly or indirectly their perceptions of secondary school readiness. Although they were unable to define this, they presented what this meant to them through their descriptions and thoughts about the school system and their position within it. All six participants presented themselves as being ready for secondary school, with any underlying fears either not being shared, or being seen as short term, in terms of 'getting used to' the new experience. The move to secondary was generally seen as a rite of passage and was met with feelings of excitement. In terms of the research questions, it was the perceptions of the participants, and the subjective experience of the individual – rather than any kind of verifiable, objective form of 'reality' beyond this that was explored. The discussion chapter will explore these findings further, in relation to the research questions posed, what these findings mean in relation to the local and

national context and how the current research findings contribute to the existing research in this field.

Chapter 5

DISCUSSION AND CONCLUSION

5.1. Chapter Overview

This chapter will explore the current research findings and the researcher's interpretation of them in relation to the research questions posed. A range of psychological theories are used to reflect and elaborate on some of the formulations and experiences that led to the four overarching themes. The findings are reviewed in relation to previous research in terms of commonalities, differences and new areas of discovery. Finally the research is summarised and reflected upon, noting its limitations and implications for EP practice and future research.

5.2. Findings in Relation to the Research Questions

5.2.1. RQ1: What sense do pupils with SLCN make of their experience of primary school?

Primary school was seen as a largely positive experience by all participants, with Cassie describing school as “fun” (98P5). The belief that Year Six was special was expressed by three of the participants, for example, through an end of year show and residential trip.

The most important experience of primary school appeared to be that of friendships and this view was shared by all six participants. Ellie expressed that playing with friends was the most important aspect of school and also referred to the importance of lunchtimes for this. Cassie described the best part of school as “Playing outside” (108P5) an experience shared by Harry, that the best aspect of school was being on the playground and thus amongst friends. Alice spoke a great deal about her friendships at school, but also made reference to bullying at lunchtimes. It was of interest that the focus of the primary school experience was outside of the classroom and so school was primarily seen as a social place to develop relationships. Keith’s exploration of the social experience of school was through the Year Six residential trip. He and Ellie communicated reliance upon friends at difficult times in school.

Four of the participants (Ellie, Alice, Keith and Harry) had transferred to their current school in Year Three (Key Stage Two) and so had experienced a primary school transition. Four participants reflected on feeling scared on their first day at their current school.

The structure of school was referred to by all participants in terms of the physical structure of the building and equipment, and the routines of the day suggesting this was seen as representing ‘school’. Harry was the only

participant to refer to the primary school behaviour system and codes of behaviour.

Four participants spoke about the learning aspects of school, for example, Harry said “I hate literacy, science, humanities, but my best subjects are maths, (pause) PE, PE” (50P6). Difficulties with reading and writing were described by several participants (Keith, Mollie and Harry). Reference to PE was made by four of the six participants suggesting it was seen as a key component of primary school life. All participants made reference to at least one member of teaching staff.

Primary school was seen almost as an extension of home and family in some cases. Mollie described being at her school for a long time and her love of school. She spoke about friends and teachers in her current school with affection saying that she would miss them and wanting a hug from them. Cassie also shared a keen sense of belonging to her school including the importance of clubs.

It is of interest that no participants made reference to their language difficulties and this seemed to reflect a view that the pupils saw themselves as the same as

their peers. Where differences were noted this tended to be through support systems of additional adult assistance or resources.

5.2.2. RQ2: What sense do pupils with SLCN make of their experience of secondary school following their induction days?

The participants' attitudes towards their new schools were positive. All of the participants had experienced at least one induction day and this facilitated their thoughts about secondary school. The interviews were conducted at times to coincide with pupils having attended their secondary school induction days. This was to ensure that pupils had real secondary school experiences to talk about. Interviews were timed within a week of the induction so that the experience would be fresh in their minds to aid the participants' ability to recall and explore their secondary experience. This was found to be important not just in terms of the timing of the data collection, but also the participants' desire to talk about this recent experience. At the time of interview, all of the participants demonstrated some level of excitement about their induction days. It was felt that having now experienced secondary school directly, aided their ability to talk about, and formulate, ideas about secondary school based upon this direct experience.

They all considered secondary school to be different in some way from primary school, and had a range of feelings in relation to this. Alice described feeling “a little bit nervous” (184P3) on her first induction day. Although Mollie felt a little shy, she described her induction day as “fun”. Three participants (Keith, Ellie and Harry) were enthusiastic about the science lesson they had experienced as part of the induction day. Harry described the best bit of the day as “The fire changing” (196P6) suggesting he saw attending secondary school as an opportunity for more practical and perhaps risk-taking learning. Both Ellie and Harry said that induction was helpful and Harry described in detail the induction day, meeting his new teacher, friends and the building. Cassie talked about enjoying her induction, but this experience was impaired by her distress of discovering she had since been moved from the class she had attended during her induction day.

Most participants focused on the social aspect of secondary school, particularly friendships and this was often encompassed in the lunchtime experience. Ellie spoke about lunch with friends and that the best bit of induction was being with her old friends. Alice also spoke of lunchtimes with friends and believed bullying would not occur at her secondary school. Harry felt that he had already made new friends at his new school and this appeared to be influencing his positive perception of secondary school. Lunchtime

seemed to be an important part of the secondary school experience. Keith described lunchtime in terms of a fingerprint machine and the improved food. Secondary school life was perceived as an experience which would extend beyond the learning curriculum for some (Keith, Cassie and Harry) as they expressed looking forward to clubs at secondary school.

There was also a sense of trepidation about secondary school for some participants with both Mollie and Ellie making reference to needing to be looked after by other children. This may be less about the secondary school, but rather a reflection of how the participants perceive themselves, based upon experiences in the primary environment.

Most participants referred to the size and structure of secondary school. This may be because the induction days had just occurred and the novelty of the larger building was likely to be memorable as a first impression. Ellie was preoccupied with the size of the school describing it as “massive”. Movement around school was a concern for some participants with Ellie sharing ambivalent feelings of being both scared and excited about this. Harry referred to the ‘long, long, long corridor’ which may reflect feelings of inferiority about secondary school. As with primary school, Harry made reference to the behaviour system "Because, because, you be late you get told off and have to

stay in after school” (264P6). All participants seemed interested in the facilities on offer at a larger school

5.2.3. RQ3: What are the pupils’ perceptions of secondary school readiness?

Participants’ perceptions of secondary school appeared to be anchored on the induction experience. This had provided them with a sense of what secondary school was about, which allowed participants to begin to consider what this might mean for them going forward, and possibly alleviate or increase fears.

All of the participants appeared to see transition to secondary school as a positive thing and a rite of passage in spite of any worries they expressed. The idea of ‘moving on’ and school transition being part of a journey was a theme shared across all six participants. Most participants expressed a desire for new experiences and a feeling of being ready to move on to secondary school. However, the notion of needing to ‘get used to’ the difference was a common theme and both Keith and Mollie used this phrase. This could be interpreted either as participants not being secondary ready, or conversely, that they feel ready to embrace change and ‘get used to’ a new experience. Harry’s responses about his new school, such as having already made friends and knowing how to refer to the staff, gave the impression that he had already moved on psychologically from his current school. Some participants (Harry and Alice) appeared to perceive the move to secondary school as a fresh start.

Perceptions of secondary readiness therefore appear to be based upon their direct experience of the induction. All of the participants felt that they were ready for whatever the first day might bring. This may reflect a positive attitude, or conversely, participants' difficulty with imagining and verbalising what the first day might look like. In spite of the induction, some participants struggled to visualise and share their thoughts about the first day at secondary school.

Induction days also contributed to an increase in anxiety in some cases, for example, Cassie being told that she would not be in the class that she had experienced. For Ellie, having had an experience of secondary school life enabled her to think and worry about this in concrete terms. This suggests participants were developing perceptions of readiness even if these were not positive.

In terms of describing what secondary readiness means, Keith used the metaphor of tennis balls "to like be ready like what comes at you" (422P1) as his way of being prepared for secondary school. This suggests the need to be alert. Ellie expressed being ready as "that you can. That you feel ready for going into secondary school" (260P4) suggesting that being ready was about a positive attitude.

Some participants interpreted secondary readiness in terms of what they were looking forward to. For example, Mollie was “ready to meet new friends” (380P2) and Alice expressed that she anticipated meeting “My new friends at Beale House” (238P3). Cassie was looking forward to “going up in my new class” (360P5) even though this change of class had caused her distress and reflected her need for preparation. She expressed being ready as “because I’m excited” (340P5) again perhaps reflecting being ready as having a positive attitude towards the new school. Harry said that he felt ready but was unclear as to exactly what this readiness meant, saying “I’m ready for everything except English and Humanities” (256P6) suggesting that he felt ready for the social and procedural changes at secondary, but less so, some learning aspects.

5.3. Findings in Relation to Psychological Theory

The findings as reported in Chapter Four are further discussed below in relation to psychological theories in an attempt to further understand their meaning and offer psychological insight.

5.3.1 Overarching Theme: Concept of Self, Family and Life experiences

Concept of self could be explored through Personal Construct Psychology (PCP) (Kelly, 1955, cited in Beaver, 2015). PCP proposes that people are proactive in making sense of themselves and the world in which they live.

Meaning is constructed from experience and so an individual's sense of the world is personal to them and their version of reality. These constructs comprise of our preferred construct and its polar opposite. What is important is the way experience is construed, rather than the experience itself. An example of this can be seen in Alice's account of how horses were "her world" but complained about her horse being slow and sleepy and how she tried to speed him up by shaking his reins. This construct of speed is revisited throughout her account, for example, by complaining that her sister always tried to rush her. Alice perceived things that slowed her down as frustrating, but conversely, did not like to be rushed, showing how she had constructs about her world relating to pace and would seek the evidence to support her version of reality.

Self in relation to others could be understood by applying attachment theory.

Bowlby (1988, cited in Geddes, 2006) maintained that early relationships are vital in providing the organising framework and representational models for a child's future relationships. Through these experiences, children develop internal working models, core beliefs and life scripts (Treisman, 2017). Ellie described how she and her friends played "mums and dads" connecting to her friends through recreating family relationships and how she and her best friend pretended to be twins to emphasise their closeness.

Bion (1967, cited in Geddes, 2006) described ‘containment’ as the ability of an attachment figure to bear the overwhelming feelings generated by exploration of an unknown world. Ellie expressed a fear of new experiences such as her experience of her first day at her current school and secondary induction day. She demonstrated a need for a containment figure, in the form of a best friend who would console her with a cuddle on her first day. This attachment figure was reminiscent of a mother comforting a baby or small child as described in attachment theory as a ‘secure base’ through which she felt safe to explore the environment. At times of stress, Ellie found comfort and security in her peer relations at school, for example, having a “big” buddy and “old” friends to look after her at her new school. Her friendships appeared to reflect family life and the dynamics and support systems within this. Delaney (2009) describes how the school building can come to represent a secure physical base in terms of rules, routines and roles of people. The experience Harry shared of the behaviour system at his current school and his desire to follow the rules at his new school suggests he found this containing.

The desire for social acceptance from peers can be related to the need to belong as described in Maslow’s theory of a ‘Hierarchy of Needs’ (Maslow, 1954, cited in Beaver, 2015). These needs are: physiological, safety, love and belonging, esteem, cognitive, aesthetic and self-actualization. Maslow (1954

cited in Beaver, 2015) stated that people are motivated to satisfy certain needs and that some needs take precedence over others. For example, there is a need for safety and belonging before pupils can engage fully in personal development and learning. Motivation based on the need to belong is demonstrated through the use of friendships as support systems. For example, Alice and Ellie switched between calling new and old friends ‘best’ friends dependent on what the need was.

5.3.2 Overarching Theme: Risk, Resilience and Coping Tools

Much of resilience research has examined the interaction of protective and risk factors in high-risk populations. Prince-Embury (2006) describes protective factors as including intellectual ability, easy temperament, autonomy, sociability, effective coping strategies and communication skills. Another group of protective factors identified pertain to the child’s environment, including family, positive school experiences, good peer relationships and relationships with adults (Prince-Embury, 2006). Resilience is viewed as a dynamic process involving a number of contextual factors (Masten and Powell, 2003, Cited in Treisman, 2017) which includes internal and external domains. Social bonding, community cohesion and social connectedness are linked to positive coping and resilience (Gilligan, 2008, Cited in Treisman, 2017).

Participants' communication skills could be described as a risk factor. Participants demonstrated their resilience and coping tools in a number of ways. For example, Ellie presented as being helpless and her coping tool appeared to be her support network of people around her, highlighting the contextual nature of resilience and her use of an external domain. Mollie demonstrated resilience when sharing experiences of illness and loss, whilst also expressing hope about her future. Mollie explained that she was not able to remember things about her past as a result of having cancer when she was younger. She used saying that she couldn't remember as a coping tool when she did not wish to discuss certain topics. Her easy temperament and sociability are considered resilient factors from an internal domain. Keith demonstrated resilience through a number of difficult experiences and it is perhaps these life experiences that have allowed Keith to develop autonomy. Keith learnt to embrace new experiences as he had survived thus far, knowing that he would "get used to" his new reality. He developed a number of coping tools such as seeking a sense of control and the use of humour to navigate difficult situations.

Some of the coping tools employed by participants may be understood as defence mechanisms. Defence mechanisms were first recognised by Freud (1894, cited in French & Klein, 2012) in his early psychodynamic work and

can be seen as necessary for attacks that are anticipated consciously or unconsciously from external sources or from within. A coping tool employed by many of the participants was the need to know what was happening and when, in an effort to have some feelings of control over their world. For example, Cassie liked to have clear rules and instructions and appeared to internalise these, repeating them almost verbatim reflecting her internal working model. This may be understood by the defence mechanism described as omnipotence and often stems from anxiety about not feeling in control of your life. Keith also demonstrated this in his need to know the 'nuts and bolts' of how things worked. Splitting is the tendency to polarise people, in one's perceptions, as all good or bad and this was demonstrated in Harry's description of himself and others. There was a sense of bravado with Harry, which may have been to support feelings of wellbeing and to enable him to avoid conversations that might attack this. The most prominent theme to emanate from Alice appeared to be her desire for power and control and this was reflected in her interactions with others. This may reflect feelings of powerlessness and Alice may have been re-enacting another relationship as explained by the defence mechanism transference which is an unconscious phenomenon which occurs when feelings from one relationship are played out or re-experienced in a later relationship.

5.3.3 Overarching Theme: Language Skills and the Impact on Narratives

Social constructivism suggests that people co-contribute and co-construct a narrative about their own positions within organisations and how they might relate to others. It suggests there is no single ‘truthful’ narrative but that we have several available and we might privilege one over another. Narrative thinking (White 1995, cited in Woolfson & Boyle, 2008) acknowledges the expertise that people bring and helps them to voice the rich stories of their lives. According to narrative approaches our lived experience is storied with a past, present and future. The narrative can be expressed through emotion (e.g. Cassie’s distress of changing classes), imagery (e.g. Keith’s description of safety goggles as invisible glasses), metaphor (e.g. Keith’s description of tennis balls coming at you), humour (e.g. Mollie mimicking her granddad), descriptions (e.g. Ellie’s view of the school as massive) and encompasses non-verbal communication (such as Harry comparing his behaviour to a helicopter’s whirling propeller). Some of our stories become subjugated discourses whilst others become dominant. This was demonstrated by all of the participants in the telling of their experiences of life and of school. They all had something to say and the researcher something to learn. A fresh start as advocated by Alice and Harry in their hopes for secondary school may have been seen as an opportunity to re-author their story.

Although language was sometimes a barrier to communicating about their world, their delivery held a wealth of information as to how the participants perceived things. For example, Alice rushed through accounts reflecting her experience of being rushed. Harry communicated enthusiasm for topics by the pace of his narratives, but also to convey when he was bored. Their accounts and the speed that they conveyed them may reflect how he and Alice perceive the world as fast-paced and frantic. All participants made use of their visual aids and actions to bring their stories to life. Additionally, there was an assumption by all participants that they would be understood and any breakdown in communication was often perceived as the fault of the researcher.

Participants' language skills, at a given moment, appeared closely connected to their emotional wellbeing and level of resilience. Thus, Cassie and Mollie's language became muddled when talking about difficult times such as Cassie's confusion over a change of class and Mollie's experience of being held back a year due to ill health. At other times, Mollie was skilful in sharing experiences, using quotes and mimicry. Keith was also a masterful storyteller with an ability to bring his experiences to life through impersonations, humour and metaphor. Keith showed a desire to talk about his experiences, as did all of the participants, and the way that he presented himself appeared important. For

example, he engaged in self-talk, whispering to himself before sharing something out loud.

5.3.4 Overarching Theme: Experiences of the Education System

Experiences of the education system could be explored by applying Brofenbrenner's (1979, cited in Woolfson & Boyle, 2008) eco-systemic theory to explain how the qualities of a child and their environment interact to influence how they will grow and develop. Brofenbrenner (1979, cited in Frederickson & Cline, 2015) suggested that there are four levels, each contained inside the next like a set of Russian dolls. Microsystems are the settings where the participant actively participates such as home, classroom and playground. Interactions within the Microsystems typically involve personal relationships with family members, classmates and teachers, in which influences go back and forth. The Mesosystem encompasses the interaction of the different Microsystems and involves linkages such as between home and school and between peer group and family. The Exosystem pertains to other people and places which the child may not directly interact with, such as parents' workplaces, and extended family members. The Macrosystem is the largest and most distant collection of people and places to the child, but exercises significant influence on the child. It is composed of the child's

cultural patterns and values, specifically the child's dominant beliefs and ideas, as well as political and economic systems.

Ecological system theory is phenomenological in nature with the child at the centre (Darling, 2007). Understanding the participants' experience using the eco system would first begin with the development of the active person: shaping environments, evoking responses from them, and reacting to them. We can see this happening, for example, in Harry's difficulties with authority in primary school and his experience of the school behaviour system. He was keen to conform in secondary school possibly seeing this as a fresh start from the primary experience of detention. He was confident in his ability to fit in to the new school systems and make friends. Harry is seen here at the centre interacting with the Microsystems of school life. Home-school communication would reflect the Mesosystem and the Macrosystem would perhaps reflect Harry's dominant beliefs about school and behaviour.

Participants' experiences of the school system tended to focus on Microsystems. For example, Ellie's use of friendships to help her to navigate the education system and she anticipated using these resources to assist with the next system. An example of the Mesosystem was the communication between the primary and secondary school systems. Interestingly there was

very little spoken about this which may have been because it did not directly include the participant. Some participants spoke of primary school staff accompanying them on their secondary school visits. Interaction between home and school was demonstrated in Cassie's distress about a letter being sent home from her new school to inform her mother of a change of class. Examples of the Exosystem are the processes associated with the participants' EHCP and the support provided within this by the Local Authority. The Macrosystem could be understood in terms of the culture of secondary schools. Secondary schools are typically larger environments and accommodate pupils from a number of primary schools often from different cultural and economic backgrounds.

5.4. Findings in Relation to Existing Research

The findings of this study resonate with some of the findings of previous research outlined in the literature review and introduction chapters. The current findings will be explored in terms of the dominant features identified in the literature review: school structure, peer relationships, sense of belonging, teacher relationships, the learning experience, bullying, growing up and the transition experience.

5.4.1. School Structure and Discontinuities in the School System

The structure of school was a feature identified in the research of almost all of the papers identified in the literature review. A number of these were based on views obtained whilst pupils were in secondary school and so do not relate to feelings of readiness per se. Ganeson and Ehrich (2009), Tobbell (2003) and Brewin and Statham (2011) applied an ecological model (Bronfenbrenner, 1999, cited in Tobbell, 2003) as a basis for generating a psychological theory for understanding the systems involved in secondary transition. In terms of commonalities ~~with—the~~with the current research, the structure and school systems of secondary school and comparisons to primary experience appeared to be of importance to all the participants in this study. They tended to compare primary and secondary in terms of the physical structure of the building, and the structure of the school day. The findings of this study appear to concur with the above studies that readiness for secondary may be about reducing the difference between primary and secondary systems or preparation for this difference as much as possible. The need to ‘get used to it’ was shared by a number of participants in this study. Pupil perceptions of secondary tended to be based in the ‘here and now’ and through direct experience and so are reflected in the Microsystems (immediate environments) with little regard to the systems beyond this. This is consistent with Tobbell (2003) and Brewin and Statham (2011) who found that one of the most important ‘proximal’ relationships was with the peer group.

In the current study a number of participants reported concerns in relation to movement around school, with the induction experience adding to this fear for one participant. Another spoke of the use of a map to help them find their way around. This corresponds with the study by Ganeson and Ehrich (2009) in which the organisational aspects of the day were highlighted as a concern following transition. Dockrell and Lindsay (2007) reported pupils with SEN and SLCN found aspects of transition challenging, particularly practicalities of the school day. Other studies have also found that getting lost was a commonly cited concern before transition (e.g. Ashton, 2008) and post transition (e.g. Tobbell, 2003). However, in all cases, it was indicated that these difficulties were soon resolved. The significance of this is that participants' worries about readiness for movement around school may perhaps be minimised prior to transition through greater opportunities to familiarise themselves. This is in keeping with Ashton (2008) who found pupils wanted as much experience as possible in preparation for secondary school.

An area of interest that surfaced across a number of participants in the current study was lunchtime. Lunchtime perhaps epitomises the social aspect of school life. Sancho and Cline (2012) had highlighted the importance of 'informal socialising' to promote a sense of belonging. However, lunchtimes

were largely neglected in previous studies in terms of the importance of the social aspect and therefore the current study contributes new insight from previous research. If lunchtime is such a key component of successful transition into secondary life then time and effort should be spent utilising this part of the school day.

The importance of buddies as a system of support was referred to explicitly by one participant but others made reference to peer support and this appeared to reflect an important part of feeling ready for secondary school. This is consistent with Akos (2002) and Ganeson & Ehrich (2009) who reported pupils valuing buddy systems to support the transition process. In line with other studies (Pratt & George, 2005, West et al, 2010), the participants in the current study distinguished between school and peer (formal and informal) systems of support.

5.4.2. Peer Relationships

The current research identified friendship as a significant factor for participants' perceptions of secondary readiness. This corroborates with almost all of the studies identified in the literature review and other research (e.g. Akos & Galassi, 2004, Gillison et al., 2008) and highlights the need for a focus on the development of peer relationships as part of the work on

secondary readiness in primary school and ways to develop this once pupils are in secondary school. Participants made multiple references to friendships in keeping with previous research (Tobbell, 2003; Sancho & Cline, 2012). As with Brewin and Statham's (2011) study with LAC children, making friends was seen as a positive aspect of transition. The participants expressed excitement at the prospect of new friends. However, as Sancho and Cline's (2012) findings suggest peer relationships change in secondary school and this may be where the communication difficulties emerge.

Knowing other pupils from primary school was seen as a significant factor for two of the participants in keeping with research by Ganeson and Ehrich (2009). These pupils tended to use other pupils as a support system. Both of these pupils referred to old and new friends suggesting this was seen as a natural progression. In contrast to the study by Ashton (2008) participants did not express concerns for being lonely or falling in with a bad crowd. Losing friends was only referred to by one participant.

5.4.3. Sense of Belonging

A sense of belonging was dominant across all participants' experiences in line with findings by Tobbell, (2003), Sancho and Cline, (2012), Ashton (2008) and Ganeson and Ehrich, (2009). Participants expressed this in the use of the language they used, such as 'we' and 'they' as opposed to 'me' and 'my' and

in the use of names to personalise the experience. Participants communicated a sense of attachment to their primary school whether this was the physical environment, staff or pupils, with some expressing feelings of loss around leaving their old school. Secondary school readiness is thus perhaps also about being able to say goodbye and move on.

Every participant in the study expressed a desire to go or an acceptance of going to secondary school which could be considered an indicator of secondary school readiness. The experience of induction, which every participant had, appeared to foster the beginning of a sense of belonging to secondary school. This is significant in terms of highlighting the importance of induction experiences and perhaps indicates a need to maximise the benefit of this to aid secondary readiness.

Being able to form new friendships was seen as important by almost all of the participants and it could be hypothesised that this will aid in their sense of belonging to their new school. The distress for one participant at having been told that she was being moved from the originally allocated class to another highlights the importance of a sense of belonging. This demonstrates the need for sensitivity and understanding of the emotional aspects of readiness for transition as acknowledged by Ganeson and Ehrich, (2009) and highlights that

teachers need to be sensitive to the needs of newcomers, providing them with time to adjust.

5.4.4. Teacher Relationships

In the study by Ashton (2008), pupils were interested in what their new teachers would be like and what impression they would make on their teacher. This was replicated in the current study, in the experience of Harry, who described his new tutor as “nice” and was keen to make a good impression. Primary school relationships with staff were well established and a number of participants felt sad that they were leaving their primary teachers behind, a sentiment shared in the study of ASC pupils (Dann, 2011), LAC pupils (Brewin & Statham, 2011) and other pupils in general (Ashton, 2008). Some pupils expressed a reliance on the primary school staff and this was reflected in the study by Bailey and Baines (2012) who postulated that this might lead to pupils being unaware of the difficulties that lay ahead. The significance of this appears to suggest participants had not yet considered their new teacher relationships and this did not appear to be of a concern or a factor in terms of secondary readiness.

5.4.5. The Learning Experience

In the current study, the learning aspect of secondary school did not appear as important as the social aspect, in line with findings such as Ashton (2008) who

considered pupils to be too preoccupied with the social and environmental aspects of moving school to think about the content of the lessons. Participants saw school as a place for learning, but only one expressed a concern in relation to the work becoming more difficult and having to complete homework. Harry and Keith had expressed concerns about being unable to write when they joined their primary schools in Year Three, but neither participant expressed such concerns for secondary school. The studies by Tobbell (2003), Brewin and Statham (2011), Ganeson and Ehrich, (2009) and Dann (2011) indicate learning to have been of greater significance in their studies. The research of Tobbell (2003) and Ganeson and Ehrich, (2009) took place after transition and so the learning aspect was based upon actual experience of the secondary curriculum rather than the induction experience. However, Brewin and Statham (2011) and Dockrell and Lindsay (2007) reported that even before transition, pupils raised worries about harder work. The significance of the current findings is that participants' feelings of readiness for school do not appear to be impacted upon by concerns about the learning aspect of secondary school life. When participants spoke of lessons, these were based on the lessons that occurred during induction which tended to be science and PE. It is of interest that three participants spoke very enthusiastically about the exciting use of the Bunsen burner in science and as Ashton (2008) points out there is a danger that if the high expectations are not met, pupils are at risk of

becoming disaffected. The significance of this is that there is a need for pupils to have as many experiences as possible, prior to transition, in order to form realistic expectations and feelings of readiness.

5.4.6. Perceptions of Bullying

In contrast to the findings of prior researchers, Ashton (2008), Brewin and Statham (2011), Dockrell and Lindsay (2007), Ganeson and Ehrich, (2009) and Fortuna (2014), only one occurrence of bullying was referred to in the current study and this was in relation to the participant's primary school. Strikingly, this participant was convinced that bullying would not occur in her secondary school. It may be that participants did not wish to think or talk about this in this context, or it may be that, as a result of having their EHCP, these participants felt more protected than others as suggested in the work of Bailey and Baines (2012). Some participants shared experiences of feeling special and one spoke about having a buddy to help her manage as advocated by Dockett and Perry (2013). It may be that bullying was less of a concern in the current research due to participants basing their secondary experience on that of primary, and of the induction. If bullying was not experienced during the induction then their supposition was that it could never happen. This raises an important question about whether secondary readiness should provide coping tools and awareness raising of bullying or whether this would

contribute to anxiety that perhaps was not there previously. Ellie indicated for example, that she had not been worried about movement around school, until she had experienced it during induction.

5.4.7. Growing Up

A prevailing theme in the current study was that of growing up and being treated as an older child in the school environment, as reflected in the work of Ashton (2008). There were some conflicting feelings about growing up, such as Ellie and Mollie's perception that they needed looking after by other children at secondary school.

All of the participants in this study expressed that they were looking forward to the new opportunities available to them at secondary school. Like Dann (2011) participants liked having control over aspects of their day at secondary school, such as their lunchtimes. One participant spoke of his pride in the smart uniform, but worried about managing the organisational aspects of the day, which was also highlighted in the Ashton (2008) study. Participants tended to view transition as a rite of passage as was identified by the work of Pratt and George (2005). Participants' responses when comparing primary and secondary school gave the impression that they believed that secondary school was in some way superior to primary school. This was communicated in a

number of ways including the more sophisticated and dangerous science equipment, the improved food and new opportunities available. All participants indicated that they were ready to move and some perceived this as a fresh start, as identified by Pratt and George (2005) and Jindall-Snape and Miller (2008).

5.4.8. The Transition Experience

Ganeson and Ehrich (2009), Dockrell and Lindsay (2007) and Akos (2002) all reported transition as perceived as a positive experience by their participants. All of the participants in this study spoke about secondary school as a positive experience and communicated feelings of perceived readiness for secondary school, . Given that all of these participants had an EHCP for SLCN this is positive to note, particularly given the research that suggests that having a positive outlook at Year Six aids the transition process (Evangelo 2008, Rice et al, 2010). However, according to Bailey and Baines (2012) it could be that the participants were not yet aware of the difficulties ahead. Idealised views of the future were present in all of the narratives in spite of different perceptions and experiences. Their beliefs about secondary life were based upon the induction experience, such as Keith and Ellie's excitement for science and as Ashton (2008) suggests, schools need to live up to this expectation to prevent pupils becoming disaffected. This research focuses on perception, not the

reality of a situation and as Evangelou et al., (2008) and Zeedyk et al., (2003) suggest, schools need to prepare pupils by helping them to manage their perceptions and expectations, by alerting them to how secondary school will be different and providing coping strategies. The significance of this is that participants did have positive feelings about the transition and feelings of secondary readiness. Findings reported in the large scale study by Evangelou, et al., (2008) found having the right attitude going into transition is an important factor.

5.5. Knowledge Generated in Relation to the Phenomena of Secondary School Readiness

It was the hope of the researcher that the concept of ‘readiness’ would be elicited from the pupils themselves through exploration of personal journeys and the meanings that pupils assigned to this experience. This was an ambitious aim, given that the Department for Education (2014a) had removed this terminology from their assessment and accountability publication. Research should embrace the quest for discovery and this requires researchers to be ambitious and pioneering if we are to attempt to learn something new. The researcher acknowledges that ‘readiness’ is an elusive and problematic concept in that it is open to a range of interpretations. However, the same

argument for including pupils with SLCN in research can be applied here, that just because something may be difficult, is not a reason not to do it.

My understanding of secondary school readiness is likely to differ from that of the participants, and theirs from each other's, highlighting both the uniqueness and complexity of what perceptions of readiness are. All of the participants' found this a difficult question to answer directly and their perceptions of readiness tended to be drawn from interpretation of their experiences and reflections. Although all of the participants communicated that they felt ready for secondary school, they struggled to articulate what this might mean to them. For example, Keith was unable to say what his first day at secondary would look like 'Erm really really different and erm (pause) erm like erm really fun as well' (352P1). He was unable to imagine who he might meet, but listed the lessons he had experienced on the induction day. This highlights the importance of the induction experience in his conceptualisation of readiness, but it could also be argued that these may limit perceptions of readiness to those actual experiences. For some participants' secondary readiness appeared to reflect the discontinuities of primary and secondary school life, for example Mollie saying 'You get used to it' (392P2). Secondary readiness also appeared to be about how it made participants felt emotionally, for example, Cassie saying she was ready 'Because I'm excited' (340P5). One commonality

regarding secondary school readiness did appear to be based upon friendships and so at least in part, secondary school readiness could be interpreted as the social aspect of school life. This demonstrates the complexity of the phenomena of perceived readiness for secondary school and how it is open to a range of interpretations.

This research has brought about new knowledge in terms of understanding how ready participants with communication difficulties felt for secondary school, following the experience of induction. The findings of the current study are important as they provide in depth, the experiences that participants had navigating through primary school and the tools and mechanisms they developed to cope with these. The key features identified in the study regarding secondary readiness were: the importance of friendships, the positive feelings regarding secondary school and the importance of transition experiences, pupils feeling that they were prepared for secondary school, and perceptions that secondary school was 'better' and a rite of passage. The positive induction experience, particularly around practical lessons such as science, and social opportunities such as lunchtime are seen as key factors in creating feelings of readiness.

Factors that are considered to impair perceptions of secondary readiness include discontinuities and differences between the two school systems and

participants' feeling that it was necessary to become accustomed to, or 'get used to', these. There were also feelings of loss regarding those that participants were leaving behind and for one, feelings of despair at a change of classroom after induction. There was also a lack of understanding from participants as to themselves as part of a wider system. This study supports that of Merrick (2011) which postulates that participants, when talking about experience, focused on the demands of the environment and friendships, rather than their language needs. Based upon these findings Educational Psychologists can begin to formulate hypotheses to explore as part of their work with regard to secondary school readiness.

5.6. Implications for EP Practice and Future Research Possibilities

The impact and importance of this research was considered in terms of promoting greater understanding of the phenomena of secondary readiness and promoting ways of gathering the views of pupils with SLCN. The research aimed to move from exploration of separate phenomena from a participant's own unique experience, to exploring convergent and divergent themes between participants in order to further EP understanding and practice.

5.6.1: Implications for EP practice

These findings allow EPs to begin to formulate hypotheses about how to help support secondary readiness and to consider if there is something they need to be doing differently as an EP. Hypotheses about what supports feelings of readiness based upon the findings of this research would recommend that EPs promote a positive attitude towards secondary school as part of a secondary readiness programme. This would include increased opportunities for induction and other direct secondary school experiences including meeting other pupils and staff before transition.

The timings of the interviews to coincide with secondary school induction days were not only important in enabling participants to talk about actual secondary school experiences, but also highlighted the desire of the pupils to share these experiences. This begs the question ‘what do primary schools do following secondary school induction days?’ Primary schools need to build upon the momentum and enthusiasm that the induction experience brings, and in some instances concerns, and use this as an opportunity to discuss what the pupils have found out. It is an opportunity for pupils to discuss any worries they may have within a familiar and supportive environment. If we consider this in terms of Bronfenbrenner’s model, (1979, cited in Frederickson & Cline, 2015) this reflects pupils’ exploration of the new classrooms, playground, lunchtime routine and other systems that they directly experienced and the

interactions within these microsystems, such as new classmates and teachers. This may help to understand any perceived discontinuities between the primary and secondary school system and negotiations of new and old friendships and relationships. It is likely that pupils from a single Year Six class are likely to be attending more than one secondary school and so classes could carry out their own small piece of research on similarities and differences between different secondary schools thus exploring the macrosystem of secondary schools.

Pupils could return to primary school to talk about the secondary experience to the next cohort as a trusted expert on the experience. The research suggests that it would be helpful if schools provided opportunities for pupils to interact and form connections with each other during the early months through a range of formal and informal activities. This research has highlighted that lunch time is perceived as important to the students and so it is vital that schools acknowledge and utilise this as part of their transition work. The EP should explore ways to promote friendships pre and post transition, particularly for vulnerable groups such as those with SLCN.

The EP is in a unique position of working in both primary and secondary schools and so ideally placed to support feelings of secondary readiness

before, during and after transition. This should include developing staff sensitivity across schools to the potential anxieties and being aware of pupils' need to know what is happening as a way to manage such anxieties. Ways to say goodbye and having positive endings to primary school life will also be important. Additionally, exploring ways to minimise the perceived differences between primary and secondary school and working with staff to develop the coping tools pupils will require to manage the differences.

The research demonstrates that participants' perspectives can help to contribute to identifying the provision they need and so an implication for EP work is how to facilitate this. This study and some previous studies have demonstrated that with the use of appropriate tools, young people with SEN and communication difficulties are able to meaningfully express their thoughts, feelings and conceptualisations of their experiences. This research demonstrated that questions may be misinterpreted or may not be the questions that the participant values and highlights the importance of time and space to encourage personal narratives. Given that it is mandatory (DfE, 2015) to have due regard for the child's views, EPs are ideally placed to help promote a person-centred approach in the understanding and empowering of young people who have difficulties which impact upon their ability to express themselves.

In terms of the impact and importance of the research (Yardley, 2007), these findings will be disseminated to the researcher's EP service during a research conference. This will provide an opportunity to explore ways to support secondary readiness for pupils with SLCN and pupils in general at a service wide level. This will also be an opportunity to highlight ways of opening up discussions and empowering pupils with SLCN to share their views either directly with EPs or ways to support other staff to have these important conversations with pupils about how ready they feel for secondary school.

5.6.2: Future research possibilities:

The current study explored experiences of school and feelings of readiness for secondary school for pupils with SLCN. A follow up of the participants' experiences of secondary school as they continued further along the journey of school would make for another interesting piece of research. As friendship was such a key area in the current research, the changing style of peer relationships as pupils get older would be an area of interest. Other experiences that could be of interest are the meanings that pupils make of the autonomy that may be expected of them at secondary school and their perceptions of the different teaching styles that they experience across the school day. Given the larger scale and more complex systems of secondary

education, it would be interesting to explore pupils' experiences of a sense of belonging to this community and how it compares to that of the primary community.

Further studies should continue to promote the participation of all pupils, particularly those perceived as vulnerable, in research in which they are living the experience. This study supported previous research (Owen, Hayett, L & Roulstone, 2004, Merrick, 2011) demonstrating that semi-structured interviews supported by visual materials are an appropriate method of collecting data from children with SLCN and it is a valuable, informative and worthwhile process.

5.7. Limitations of the Research

It has been stated throughout this writing that the claims made by the research should be appropriately limited. As the statements are interpretive, results are not considered as statements of fact, however, the results are grounded in examples from the data and therefore should appear transparent and plausible (Reid, Flowers & Larkin, 2005). Whilst the aim of this research was not to find commonalities with existing research it was important to acknowledge the potential for this to occur. This may be explained by the findings of the literature review having been unconsciously held in mind during the analysis

phase. However, it could be argued that these participants are the experts on their lives and the findings of this research corroborate previous research and the experience of other pupils. Outlined below are some limitations of this research and consideration as to how they were, or could be, addressed in future studies.

5.7.1. What could be improved upon?

In order to make the interview accessible visual aids were used to support the data collection stage. However, the visual aids differed in terms of quality and quantity of what was recorded, for example, one pupil used photographs and had many pages to share whilst another had only a single drawing. There was also the potential for bias if another person helped participants create this. It could have been improved by having a pre-interview session in which to complete this activity with each of the participants.

The research explores the participants' experience at a single point in time. Interviews may have produced different views of their experience if captured at a different time. This could be improved by interviewing participants over a period of weeks which would allow the participants' time to build rapport with the researcher.

Another critique pertains to the lack of standardised evaluation criteria for validity in qualitative studies. The researcher attempted to address this through

Yardley's (2007) framework of evidencing sensitivity to content, commitment and rigour, coherence, transparency, impact and importance and these are detailed in the methodology chapter.

The quality of the analysis of the participants' experience is reliant upon the researcher having a commitment to detail, truthfulness and conscientiousness. A limitation is that interpretation is open to bias consciously and unconsciously on the part of the researcher during both the interview and interpretation stages. The use of semi-structured interviews may have facilitated participants to speak of experiences important to them, but at the same time the researcher was seeking to explore specific phenomena which may have created tensions during the process.

The analysis is that of the researcher, through engagement with the interview data provided by the six participants. It is the responsibility of the researcher to report what the text says to them as there is no further involvement of the participant in the interpretation phase and so no means of checking the accuracy of interpretation. Another researcher may have interpreted the themes differently. An improvement to the current study would be to share the interpretations with the participant to check for accuracy. The analysis of the

data was monitored by other Doctoral students to ensure it was a 'reasonable interpretation' of the data.

The pupils were selected from a limited pool of pupils locally who met the requirement of the study. This reflected a lack of ethnographic representation but was representative of the LA in which it took place.

The researcher was aware that a small-scale study using individual stories had limitations in terms of generalisation but that it enables us to understand some children's experiences and feelings in some depth.

5.7.2. What was unavoidable?

The participants of this study have SLCN and so there was a lack of quality and quantity of language to explore as a result. IPA relies on the importance of language and the ability of participants to tell narratives. The onus is on the researcher in interpreting the information which is made more difficult with limited language fluency. Interpretations often went beyond the verbal responses as greater interpretation was required with sparse transcripts and there is a risk that some interpretations may not have come from the data. This leads to greater potential for bias. The researcher attempted to guard against this through the application of double hermeneutics. This required close attention to the hermeneutic cycle of movement between the part and the

whole to guide interpretations and acknowledge that access to the participant's experience was only through the participants' account of it. Ideally it would have been beneficial if participants' language had been richer, but real world research will always have some degree of limitation. Whilst the researcher acknowledged that IPA with participants with SLCN might be a challenge, this in itself was not a justifiable reason to exclude this group from this type of research analysis, and was deemed to be the most effective analytical tool to use with the data gained.

As with any form of interview, there is the potential for a power imbalance. Whilst the researcher was mindful not to explicitly influence the participants' sharing of their experiences in any way, there was always an element of power imbalance in terms of the researcher being the adult and asking the questions. Issues of power during the interview stage may bring into question the reliability of the participants' responses as being a true reflection of their experience.

5.8. Reflections

The participants were regarded as a homogeneous group in terms of all having identified SLCN and so perhaps the overarching theme 'Language skills and the impact on narratives' could be considered obvious. However, it was the

compensatory strategies that the participants used to convey their experiences and the understanding that they had of their worlds as a result of their difficulties, which became of interest and was unexpected. This highlights why phenomenological research with this particular group is important and another methodology may not have been so effective in exploring this phenomena. Friendships emerged as a dominant feature even though the interview schedule did not have questions about relationships in it; this highlights how the phenomenological principles were upheld by allowing participants to discuss the experiences that they thought were relevant in relation to the questions being asked and guiding research questions. The participants provided accounts of their lives and primary and secondary experiences even though they found the phenomena of secondary readiness difficult to conceptualise.

As the focus was on participant experience, and their meaning-making of this, it was important that this was not lost in the analysis by the researcher. There was an ethical duty to report the views that participants shared in a way that was fair, accurate and honoured their experiences. Each pupil was treated as if they were the first and only participant in the research so that the individuality of each participant's narrative would be honoured, the idiographic nature of IPA retained and novel themes would be encouraged to emerge.

Whilst the researcher was mindful not to unduly influence participants, any interview situation creates power issues between researcher and participant. However, there were times during interview when the power imbalance appeared to be in favour of the participant. This was most evident in the case of one participant and demonstrates how children may have ways of communicating dissent, such as switching the topic of the conversation, looking away or silence (Merrick, 2011). Through the use of a reflective journal, I was able to explore my thoughts and reactions that may have influenced interpretation of the data.

Reflection occurred throughout the research process. I was mindful that the participants had identified SLCN and the challenge I might have had in understanding their communications. I was also a stranger and was grateful and honoured that each participant opened up their thoughts and feelings and shared with me to the extent that they did. I remained aware of the dynamics of the interaction and when understanding broke down on my part or theirs, sought ways to repair this without influencing them. The aim was to have participants feel empowered to express their lived experience and to feel heard and respected. I was impressed by the important insights that they were able

to provide as well as some of their thoughtful reflections about their past and conceptualisations about their future.

5.9. Conclusion

This research was based on qualitative IPA of a small sample of six participants. It is important to acknowledge the idiographic nature of such findings and that the aim was not for these to be generalised, but to extend our learning and understanding. It enables us to understand some children's experiences and feelings in some depth. Whilst cross case analysis attempted to organise participants' experiences into common themes, the nature of studying the lived experience of individual people means that presenting findings should also attempt to convey the richness and complexity of human experience.

This research has generated new knowledge about the area of readiness for secondary school by providing an in-depth insight into the experiences of six young people at the point of transition. It identified common themes across participants and many of these corroborated previous research findings, suggesting the experiences of these participants have commonalities with other pupils' perceptions of school and transitioning into secondary school.

It was the researcher's intention that these young people felt listened to and that this would inspire EPs and other professionals to consider ways to engage with vulnerable young people in a person-centred way in order to empower them and support a shared understanding with the relevant professionals involved with them. Pupils, including vulnerable pupils, are experts on their own lived experience and they are experts on the tools they can apply to share their experiences in order to contribute to the improvement of the systems in which they are a part. As this study demonstrated, each participant had a unique educational history, including strengths, interests, needs, coping mechanisms, experiences and hopes for the future. It highlights the need to view each individual in a holistic context to fully appreciate their narratives and ways to support them. The EP is ideally positioned to facilitate exploration of a young person's strengths and needs and their interactions within the systems that surround them.

The phenomenological assumptions of the study facilitated an understanding of each participant's lived experience and allowed for them to be explored at an individual level and as a group of pupils with SLCN. The outcome of this study demonstrated the ability and capacity of these pupils to express their views and feelings. All of the participants evidenced that they were not only capable of, but felt empowered to, provide a viewpoint on their experiences of

school. This fulfilled the emancipatory aim of this study and participants appeared to relish the opportunity to talk. In spite of their communication needs, the young people in this study felt that their voices were heard, and as a result they were empowered to express their thoughts about the impending transition process and to share their feelings of being ready for secondary school.

The purpose of this research was to explore what the experiences of such pupils can tell us about the phenomena of secondary school readiness. As a researcher, it was my hope that the concept of 'readiness' would be elicited from the pupils themselves through exploration of personal journeys and the meanings that pupils assigned to this experience. This research is important and relevant as there is a national demand for 'person-centred' practice and this study places the pupil as an active participant in the exploration of their readiness for secondary school. In terms of what we can learn about secondary readiness, it appears that there is no substitution for opportunities for pupils to find out for themselves the issues that matter to them and to check their assumptions. Readiness for secondary school may then be about finding out details and forming realistic expectations, coping tools and building relationships with people who are already part of the system before, during and after the transition

period. The findings revealed that for these participants the experience of secondary readiness is about the importance of friendships, the positive feelings regarding secondary school and the importance of induction experiences, pupils feeling that they were prepared for secondary school, and perceptions of secondary school as being 'better' and a rite of passage.

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Yardley, L. (2017). Demonstrating the validity of qualitative research. *The Journal of Positive Psychology Vol. 12 (3)*, pp. 295-296. Publisher: Wiley.

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Appendix A: Literature Search



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#	Query	Limiters/Expanders	Last Run Via	Results
S15	S3 AND S4	Narrow by SubjectMajor: - school transition Narrow by SubjectAge: - school age (6-12 yrs) Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	17
S14	S2 AND S4	Narrow by SubjectAge: - school age (6-12 yrs) Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	7
S13	S2 AND S3	Narrow by SubjectAge: - school age (6-12 yrs) Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	13
S12	S1 AND S4	Narrow by SubjectMajor: - school transition Narrow by SubjectAge: - school age (6-12 yrs) Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	7
S11	S1 AND S3	Narrow by SubjectMajor: - school transition	Interface - EBSCOhost Research Databases	66

		Narrow by SubjectAge: - school age (6-12 yrs) Search modes - Boolean/Phrase	Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	
S10	S1 AND S2	Narrow by SubjectAge: - school age (6-12 yrs) Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	41
S9	S2 AND S3 AND S4	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	7
S8	S1 AND S3 AND S4	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	86
S7	S1 AND S2 AND S4	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	7
S6	S1 AND S2 AND S3			12

		Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	
S5	S1 AND S2 AND S3 AND S4	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	3
S4	AB Readiness OR AB Ready OR AB Start* OR AB Prepared*	Limiters - Linked Full Text; References Available; Published Date: 20010101- 20191231; Peer Reviewed Narrow by SubjectAge: - school age (6-12 yrs) Narrow by SubjectAge: - childhood (birth-12 yrs) Narrow by Language: - english Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	1,644
S3	AB Transition* OR AB Transfer*	Limiters - Linked Full Text; References Available; Published Date: 20010101- 20191231; Peer Reviewed Narrow by SubjectAge: - school age (6-12 yrs) Narrow by SubjectAge: - childhood (birth-12 yrs) Narrow by Language: - english	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	1,740

		Search modes - Boolean/Phrase		
S2	AB Pupil perspective* OR AB Pupil experience* OR AB Pupil voice* OR AB Pupil view* OR AB Student perspective* OR AB Student experience* OR AB Student voice* OR AB Student view*	Limiters - Linked Full Text; References Available; Published Date: 20010101- 20191231; Peer Reviewed Narrow by SubjectAge: - school age (6-12 yrs) Narrow by Language: - english Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	181
S1	AB Secondary school OR AB Secondary education OR AB High school	Limiters - Linked Full Text; References Available; Published Date: 20010101- 20191231; Peer Reviewed Narrow by SubjectAge: - school age (6-12 yrs) Narrow by Language: - english Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - PsycINFO;Psychology and Behavioral Sciences Collection;Education Source;ERIC	2,328

Appendix B: Articles rejected from the systematic literature review

- The focus is other perspective
- The focus is other age
- The focus is education
- The focus is behaviour
- The focus is health
- The focus of other types of transition
- The focus is on intervention
- The focus is on policy or systems
- Questionnaire/Survey based

	Article (N=192)	Reason for exclusion
1.	Adams, Ryan E.; Bukowski, William M.; Bagwell, Catherine; International Journal of Behavioral Development, Vol 29(2), Mar, 2005 pp. 139-145. Stability of aggression during early adolescence as moderated by reciprocated friendship status and friend's aggression.	Other focus : Behaviour
2.	Adekola, Josephine; Dale, Vicki H. M.; Gardiner, Kerr. Research in Learning Technology, 2017, Vol. 25, p1-16, 16p; DOI: 10.25304/rlt.v25.1973, Database: Education Source Development of an institutional framework to guide transitions into enhanced blended learning in higher education.	Other age
3.	Aikins, Julie Wargo; Bierman, Karen L.; Parker, Jeffrey G.; Social Development, Vol 14(1), 2005 pp. 42-60. Publisher: Blackwell Publishing; [Journal Article], Database: PsycINFO Navigating the Transition to Junior High School: The Influence of Pre-Transition Friendship and Self-System Characteristics.	Questionnaire/ survey based
4.	Akos, Patrick; Galassi, John P.; Professional School Counseling, Vol 7(4), Apr, 2004 pp. 212-221. Middle and High School Transitions as Viewed by Students, Parents, and Teachers.	Questionnaire /survey based
5.	Akos, Patrick; Galassi, John P.; The Journal of Educational Research, Vol 98(2), Nov-Dec, 2004 pp. 102-108. Gender and race as variables in psychosocial adjustment to middle and high school.	Questionnaire /survey based
6.	Anderson, Angelika; Thomas, David R.; Moore, Dennis W.; Kool, Bridget; Learning Environments Research, Vol 11(3), Oct, 2008 pp. 245-256. Improvements in school climate associated with enhanced health and welfare services for students.	Other focus: Health
7.	An, Brian. Research in Higher Education, Jun2013, Vol. 54 Issue 4, p407-432, 26p, 5 Charts; DOI: 10.1007/s11162-012-9278-z, Database: Education Source The Influence of Dual Enrollment on Academic Performance and College Readiness: Differences by Socioeconomic Status.	Other age
8.	Alfeld, Corinne; Hansen, David M.; Aragon, Steven R.; Stone, James R.. Career & Technical Education Research, 2006, Vol. 31 Issue 3, p121-155, 35p, Database: Education Source Inside the Black Box: Exploring the Value Added by Career and Technical Student Organizations to Students' High School Experience.	Other Focus: Education
9.	Armstrong, Sonya L.; Stahl, Norman A.; Kantner, M. Joanne. Journal of Developmental Education, Winter2015, Vol. 38 Issue 2, p2-23, 9p, Database: Education Source Investigating Academic Literacy Expectations: A Curriculum Audit Model.	Other age
10.	Bailey, S. & Baines, Ed; Educational and Child Psychology, Vol 29(1), Mar, 2012 pp. 47-63. UK study The impact of risk and resiliency factors on the adjustment of children after the transition from primary to secondary school.	Questionnaire /survey based
11.	Barone, Thomas N.; Journal of Moral Education, Vol 33(2), Jun, 2004 pp. 179-196. Moral dimensions of teacher-student interactions in Malaysian secondary schools.	Other Focus: Education
12.	Baughner, Robin; Nichols, Joe. Education, Winter2008, Vol. 129 Issue 2, p216-223, 8p, Database: Education Source Conducting a Rural School District Transition Fair: Successes and Challenges for Students with Disabilities.	Other age
13.	Bergey, Bradley W.; Cromley, Jennifer G.; Kirchgessner, Mandy L.; Newcombe, Nora S.. British Journal of Educational Psychology, Mar2015, Vol. 85 Issue 1, p59-74, 16p, 2 Charts, 1 Graph; DOI: 10.1111/bjep.12062, Database: Education Source Using diagrams versus text for spaced restudy: Effects on learning in 10th grade biology classes.	Other Focus: Education
14.	Bloyce, Jackie; Frederickson, Norah; Educational Psychology in Practice, Vol 28(1), Mar, 2012 pp. 1-18. Intervening to improve the transfer to secondary school.	Intervention
15.	Bourke, Roseanna; Cambridge Journal of Education, Vol 46(1), Jan, 2016 pp. 97-111. Liberating the learner through self-assessment.	Other focus: Education
16.	Bowes, Lucy; Maughan, Barbara; Ball, Harriet; Shakoor, Sania; Ouellet-Morin, Isabelle; Caspi, Avshalom; Moffitt, Terrie E.; Arseneault, Louise; Development and Psychopathology, Vol 25(2), May, 2013 pp. 333-346.	Other focus: Transition

	Chronic bullying victimization across school transitions: The role of genetic and environmental influences.	
17.	Bozick, Robert; DeLuca, Stefanie; <i>Social Forces</i> , Vol 84(1), Sep, 2005 pp. 531-554. Publisher: University of North Carolina Press; [Journal Article], Database: PsycINFO Better Late Than Never? Delayed Enrollment in the High School to College Transition.	Other age
18.	Bramston, Paul; Patrick, Jeff; <i>The Australian Journal of Rural Health</i> , Vol 15(4), Aug, 2007 pp. 247-251. Rural adolescents experiencing an urban transition.	Other focus: Transition
19.	Braund, Martin; <i>British Educational Research Journal</i> , Vol 33(6), Dec, 2007 pp. 905-926. 'Bridging work' and its role in improving progression and continuity: An example from science education.	Intervention
20.	Braund, M. & Driver, M. <i>Educational Research</i> , Vol 47(1), Mar, 2005 pp. 77-91. Pupils' perceptions of practical science in primary and secondary school: Implications for improving progression and continuity of learning.	Other focus: Education
21.	Brinkworth, Russell; McCann, Ben; Matthews, Carol; Nordström, Karin. <i>Higher Education</i> , August 2009, Vol. 58 Issue 2, p157-173 First year expectations and experiences: student and teacher perspectives.	Other age
22.	Bru, Edvin; Stornes, Tor; Munthe, Elaine; Thuen, Elin; <i>Scandinavian Journal of Educational Research</i> , Vol 54(6), Dec, 2010 pp. 519-533 Students' perceptions of teacher support across the transition from primary to secondary school.	Other focus: Transition
23.	Caldarella, Paul; Christensen, Lynnette; Kramer, Thomas J.; Kronmiller, Kalli; <i>Early Childhood Education Journal</i> , Vol 37(1), Aug, 2009 pp. 51-56. Promoting social and emotional learning in second grade students: A study of the strong start curriculum.	Other focus: Education
24.	Cantin, Stéphane; Boivin, Michel; <i>International Journal of Behavioral Development</i> , Vol 28(6), Nov, 2004 pp. 561-570. Publisher: Taylor & Francis; [Journal Article], Database: PsycINFO Change and stability in children's social network and self-perceptions during transition from elementary to junior high school.	Questionnaire based
25.	Cavanagh, Shannon E.; Riegler-Crumb, Catherine; Crosnoe, Robert; <i>Social Psychology Quarterly</i> , Vol 70(2), Jun, 2007 pp. 186-198. Puberty and the education of girls.	Other focus: Health
26.	Chappell, Kerry; Craft, Anna; <i>Educational Research</i> , Vol 53(3), Sep, 2011 pp. 363-385. Creative learning conversations: Producing living dialogic spaces.	Other focus: Education
27.	Choi, Kathy Y.K.; <i>Educational and Child Psychology</i> , Vol 29(3), 2012 pp. 27-37. Supporting transition from primary to secondary school using the Protective Behaviours programme.	Intervention
28.	Corbishley, Jeffrey B.; Truxaw, Mary P. <i>School Science & Mathematics</i> , February 2010, Vol. 110 Issue 2, p71-85, 15p; DOI: 10.1111/j.1949-8594.2009.00011.x, Database: Education Source Mathematical Readiness of Entering College Freshmen: An Exploration of Perceptions of Mathematics Faculty.	Other age
29.	Cox, Petrina; Bamford, Gillian M.; Lau, Jennifer Y. F.; <i>Anxiety, Stress & Coping: An International Journal</i> , Vol 29(4), Jul, 2016 pp. 447-456. Cognitive bias modification as a strategy to reduce children's fears and concerns about the secondary school transition.	Intervention
30.	Chan, Stephanie; Quinn, Philip; <i>British Journal of Guidance & Counselling</i> , Vol 40(5), Nov, 2012 pp. 527-543. Secondary school students' views of inhibiting factors in seeking counselling.	Other focus: Education
31.	Christensen, Julie J.; Richardson, Kaitlyn. <i>Journal of Vocational Rehabilitation</i> , 2017, Vol. 46 Issue 3, p341-354, 14p, 3 Charts; DOI: 10.3233/JVR-170871, Database: Education Source Project SEARCH workshop to work: Participant reflections on the journey through career discovery.	Other age
32.	Christensen, Julie J.; Hetherington, Susan; Daston, Maryellen; Riehle, Erin. <i>Journal of Vocational Rehabilitation</i> , 2015, Vol. 42 Issue 3, p247-255, 9p, 2 Charts, 5 Graphs; DOI: 10.3233/JVR-150746, Database: Education Source Longitudinal outcomes of Project SEARCH in upstate New York.	Other age
33.	Curby, Timothy W.; Stuhlman, Megan; Grimm, Kevin; Mashburn, Andrew; Chomat-Mooney, Lia; Downer, Jason; Hamre, Bridget; Pianta, Robert C.; <i>The Elementary School Journal</i> , Vol 112(1), Sep, 2011 pp. 16-37. Within-day variability in the quality of classroom interactions during third and fifth grade.	Other focus: Education
34.	Dhondt, Pieter. <i>Paedagogica Historica</i> , Oct2008, Vol. 44 Issue 5, p587-605, 19p; DOI: 10.1080/00309230802042771, Database: Education Source Teacher training inside or outside the university: the Belgian compromise (1815-1890).	Other focus: policy/systems
35.	Dinkins, Elizabeth G.. <i>Middle Grades Research Journal</i> , Fall2014, Vol. 9 Issue 2, p75-90, 16p, 1 Chart, Database: Education Source Middle school students' perspectives of and responses to strategic revision instruction.	Other focus: Education
36.	Doane, Leah; Gress-Smith, Jenna; Breitenstein, Reagan. <i>Journal of Youth & Adolescence</i> , Feb2015, Vol. 44 Issue 2, p389-404, 16p, 3 Diagrams, 2 Charts; DOI: 10.1007/s10964-014-0150-7, Database: Education Source Multi-method Assessments of Sleep over the Transition to College and the Associations with Depression and Anxiety Symptoms.	Other focus: Health
37.	Dotterer, Aryn M.; McHale, Susan M.; Crouter, Ann C.; <i>Journal of Educational Psychology</i> , Vol 101(2), May, 2009 pp. 509-519. Publisher: American Psychological Association; [Journal Article], Database: PsycINFO The development and correlates of academic interests from childhood through adolescence.	Other focus: Education
38.	Einarsdottir, Johanna; <i>Early Education and Development</i> , Vol 22(5), Sep, 2011 Special Issue: Children's rights and voices in research: Cross-national perspectives. pp. 737-756.	Other age

	Icelandic children's early education transition experiences.	
39.	Elkins, Sara R.; Fite, Paula J.; Moore, Todd M.; Lochman, John E.; Wells, Karen C.; Psychology of Addictive Behaviors, Vol 28(2), Jun, 2014 pp. 475-486. Publisher: American Psychological Association; [Journal Article], Database: PsycINFO Bidirectional effects of parenting and youth substance use during the transition to middle and high school.	Other focus: Health
40.	Eraslan, Ali; Kant, Sinem; Kuram ve Uygulamada Eğitim Bilimleri, Vol 15(3), Sum 2015 pp. 809-824. Modeling processes of 4th-year middle-school students and the difficulties encountered.	Other focus: Education
41.	Fadzil, Hidayah Mohd; Saat, Rohaida Mohd; Eurasia Journal of Mathematics, Science & Technology Education, Vol 10(3), Jun, 2014 pp. 209-218. Enhancing STEM education during school transition: Bridging the gap in science manipulative skills.	Other focus: Education
42.	Flynn, Stephen V.; Duncan, Kelly J.; Evenson, Lori L. Career Development Quarterly, Jun2013, Vol. 61 Issue 2, p124-140, 17p; DOI: 10.1002/j.2161-0045.2013.00042.x, Database: Education Source An Emergent Phenomenon of American Indian Secondary Students' Career Development Process.	Other focus: Education
43.	Francis, Grace L.; Stride, Ashley; Reed, Sascha. British Journal of Special Education, Sep2018, Vol. 45 Issue 3, p277-301, 25p, 3 Charts; DOI: 10.1111/1467-8578.12232, Database: Education Source Transition strategies and recommendations: perspectives of parents of young adults with disabilities.	Other age
44.	Franklliin, Janiice. Education in Rural Australia, 2010, Vol. 20 Issue 2, p3-16, 14p, 2 Charts, Database: Education Source Choices and chances in programs and plans for the gaining of credentials: perspectives from a small rural high school.	Other age
45.	Fyson, S. J. Journal of Community Psychology, Vol 36(4), May, 2008 pp. 452-467. Using discourse analysis and psychological sense of community to understand school transitions.	Other focus: Transition
46.	Garrison, Chlotia P.. Education, Spring2005, Vol. 125 Issue 3, p414-421, 8p, Database: Education Source Who Moves From Industry to Academia and Why: An Exploratory Survey and Analysis.	Other age
47.	Gentk-Genitty, Carolyn; Children & Schools, Vol 31(2), Apr, 2009 pp. 109-117. Publisher: Oxford University Press; Journal Article, Database: PsycINFO Best practice program for low-income African American students transitioning from middle to high school.	Questionnaire /survey based
48.	Gillies, Robyn M.; Khan, Asaduzzaman; Cambridge Journal of Education, Vol 39(1), Mar, 2009 pp. 7-27. Promoting reasoned argumentation, problem-solving and learning during small-group work.	Other focus: Education
49.	Gilmore, Gwen; British Journal of Special Education, Vol 40(3), Sep, 2013 pp. 106-113. "What's a fixed-term exclusion, Miss?" Students' perspectives on a disciplinary inclusion room in England	Other focus: Behaviour
50.	Gillison, F. Standage, M. & Skevington, S. British Journal of Educational Psychology, Vol 78(1), Mar, 2008 pp. 149-162. Changes in quality of life and psychological need satisfaction following the transition to secondary school.	Questionnaire/survey based
51.	Gonzales, Nancy A.; Wong, Jessie J.; Toomey, Russell B.; Millsap, Roger; Dumka, Larry E.; Mauricio, Anne M.; Prevention Science, Vol 15(6), Dec, 2014 pp. 929-939. Publisher: Springer; [Journal Article], Database: PsycINFO School engagement mediates long-term prevention effects for Mexican American adolescents.	Intervention
52.	Goodman, Joan F.; Hoagland, Jessica; Pierre-Toussaint, Nadel; Rodriguez, Celeste; Sanabria, Christina; American Journal of Education, Vol 117(3), May, 2011 pp. 375-398 Working the crevices: Granting students authority in authoritarian schools.	Other focus: Education
53.	Goodwin, Natalie P.; Mrug, Sylvie; Borch, Casey; Cillessen, Antonius H. N.; Journal of Youth and Adolescence, Vol 41(3), Mar, 2012 pp. 320-332. Publisher: Springer; [Journal Article], Database: PsycINFO Peer selection and socialization in adolescent depression: The role of school transitions.	Other focus: Health
54.	Grundmeyer, Trent; Peters, Randal. Computers in the Schools, Oct-Dec2016, Vol. 33 Issue 4, p253-273, 21p; DOI: 10.1080/07380569.2017.1249757, Database: Education Source Learning from the Learners: Preparing Future Teachers to Leverage the Benefits of Laptop Computers.	Other focus: systems/policy
55.	Grills-Taquechel, Amie E.; Norton, Peter; Ollendick, Thomas H.; Anxiety, Stress & Coping: An International Journal, Vol 23(5), Oct, 2010 pp. 493-513. Publisher: Taylor & Francis; [Journal Article], Database: PsycINFO A longitudinal examination of factors predicting anxiety during the transition to middle school.	Questionnaire/Survey based
56.	Hallinan, Maureen T.; Kubitschek, Warren N.; Liu, Ge; Social Psychology of Education: An International Journal, Vol 12(1), Mar, 2009 pp. 5-19. Publisher: Springer; [Journal Article], Database: PsycINFO Student interracial interactions and perceptions of school as a community.	Other focus: Education
57.	Hannah, E. F. & Topping, K. J. Education and Training in Autism and Developmental Disabilities, Vol 47(2), Jun, 2012 pp. 198-209 Anxiety levels in students with autism spectrum disorder making the transition from primary to secondary school.	Questionnaire/Survey based
58.	Herzog, Serge. Research in Higher Education, December 2005, Vol. 46 Issue 8, p883-928, 46p; DOI: 10.1007/s11162-005-6933-7, Database: Education Source Measuring determinants of student return vs. dropout/stopout vs. transfer: A first-to-second year analysis of new freshmen.	Other age
59.	Hawkins, Renee O; Haydon, Todd; Denune, Hilary; Larkin, Wallace; Fite, Nathan; Gilman, Richard. School Psychology Review, 2015, Vol. 44 Issue 2, p208-223, 16p; DOI: 10.17105/spr-14-0020.1, Database: Education Source	Other focus: Education

	Improving the Transition Behavior of High School Students With Emotional Behavioral Disorders Using a Randomized Interdependent Group Contingency.	
60.	Holmegaard, Henriette; Madsen, Lene; Ulriksen, Lars. <i>Cultural Studies of Science Education</i> , Sep2014, Vol. 9 Issue 3, p755-786, 32p; DOI: 10.1007/s11422-013-9542-3, Database: Education Source A journey of negotiation and belonging: understanding students' transitions to science and engineering in higher education.	Other age
61.	Hopwood, Nick; <i>Environmental Education Research</i> , Vol 13(4), Sep, 2007 Special Issue: Childhood and environment. pp. 453-465. Environmental education: Pupils' perspectives on classroom experience	Other focus: Education
62.	Ho, Wai-Chung; <i>British Journal of Educational Technology</i> , Vol 38(4), Jul, 2007 pp. 699-714. Students' experiences with and preferences for using information technology in music learning in Shanghai's secondary schools.	Other focus: Education
63.	Hughes, Laura A.; Banks, Pauline; Terras, Melody M.; <i>Support for Learning</i> , Vol 28(1), Feb, 2013 pp. 24-34. Secondary school transition for children with special educational needs: A literature review.	Other focus: systems/policy
64.	Hughes, Jan N.; Im, MyungHee; Kwok, Oi-man; Cham, Heining; West, Steven G.; <i>Journal of Research on Adolescence</i> , Vol 25(3), Sep, 2015 pp. 443-458. Latino students' transition to middle school: Role of bilingual education and school ethnic context.	Other focus: Transition
65.	Humphrey, Neil; Ainscow, Mel; <i>European Journal of Psychology of Education</i> , Vol 21(3), Sep, 2006 Special Issue: Inclusive education ten years after salamanca. pp. 319-331. Transition club: Facilitating learning, participation and psychological adjustment during the transition to secondary school	Intervention
66.	Hung, Hsin-Ling; Paul, Peter V.; <i>Deafness & Education International</i> , Vol 8(2), 2006 Special Issue: Deafness and Inclusion. pp. 62-74 Inclusion of Students who are Deaf or Hard of Hearing: Secondary School Hearing Students' Perspectives.	Other focus: Education
67.	Jackson, Kristina M.; Schulenberg, John E.; <i>Developmental Psychology</i> , Vol 49(11), Nov, 2013 pp. 2147-2158. Publisher: American Psychological Association; [Journal Article], Database: PsycINFO Alcohol use during the transition from middle school to high school: National panel data on prevalence and moderators.	Other focus: Health
68.	Janus, Magdalena; Kopechanski, Lauren; Cameron, Ruth; Hughes, Debra; <i>Early Childhood Education Journal</i> , Vol 35(5), Apr, 2008 pp. 479-485. In transition: Experiences of parents of children with special needs at school entry.	Other age (Pre-school)
69.	Jayaram, Shubha; Engmann, Michelle. <i>Prospects</i> (00331538), Jun2014, Vol. 44 Issue 2, p221-233, 13p; DOI: 10.1007/s11125-014-9302-5, Database: Education Source Developing skills for employability at the secondary level: Effective models for Asia.	Other focus: Education
70.	Jindal-Snape, D.; Miller, D. J.; <i>Educational Psychology Review</i> , Vol 20(3), Sep, 2008 pp. 217-236. A challenge of living? Understanding the psycho-social processes of the child during primary-secondary transition through resilience and self-esteem theories.	Other focus: Policy/systems
71.	Joffe, V. & Black, E. <i>Language, Speech, and Hearing Services in Schools</i> , Vol 43(4), Oct, 2012 pp. 461-473. Social, emotional, and behavioral functioning of secondary school students with low academic and language performance: Perspectives from students, teachers, and parents.	Questionnaire/survey based
72.	Jones, Brett D.; Rakes, Lee; Landon, Krista; <i>International Journal of Psychology</i> , Vol 48(5), Oct, 2013 pp. 785-796. Malawian secondary students' beliefs about intelligence.	Other focus: Education
73.	Jordan, J., McRorie, M. & Ewing, C. <i>Emotional & Behavioural Difficulties</i> , Vol 15(1), Mar, 2010 pp. 37-47. Gender differences in the role of emotional intelligence during the primary-secondary school transition.	Questionnaire/survey based
74.	Kaigang Li; Haynie, Denise; Lipsky, Leah; Iannotti, Ronald J.; Pratt, Charlotte; Simons-Morton, Bruce. <i>Pediatrics</i> , Oct2016, Vol. 138 Issue 4, p1-10, 10p; DOI: 10.1542/peds.2016-1372, Database: Education Source Changes in Moderate-to-Vigorous Physical Activity Among Older Adolescents.	Other focus: Health
75.	Kallison Jr., James M. <i>Adult Education Quarterly</i> , Nov2017, Vol. 67 Issue 4, p302-321, 20p; DOI: 10.1177/0741713617725394, Database: Education Source The Effects of an Intensive Postsecondary Transition Program on College Readiness for Adult Learners.	Other age
76.	Kalogrides, Demetra; Grodsky, Eric. <i>Social Forces</i> (University of North Carolina Press), March 2011, Vol. 89 Issue 3, p853-877, 25p, Database: Education Source Something to Fall Back On: Community Colleges as a Safety Net.	Other age
77.	Kawabe, Kentaro; Horiuchi, Fumie; Ochi, Marina; Oka, Yasunori; Ueno, Shu-ichi; <i>BMC Psychiatry</i> , Vol 16, Dec, 2016 ArtID: 231. Publisher: BioMed Central Limited; [Journal Article], Database: PsycINFO Suicidal ideation in adolescents and their caregivers: A cross sectional survey in Japan.	Other focus: Health
78.	Kapur, Manu; <i>Instructional Science</i> , Vol 38(6), Nov, 2010 pp. 523-550. Productive failure in mathematical problem solving.	Other focus: Education
79.	Kvalsund, Rune; Bele, Irene Velsvik. <i>Scandinavian Journal of Educational Research</i> , Feb2010, Vol. 54 Issue 1, p15-35, 21p, 1 Diagram, 7 Charts; DOI: 10.1080/00313830903488445, Database: Education Source Students with Special Educational Needs—Social Inclusion or Marginalisation? Factors of Risk and Resilience in the Transition Between School and Early Adult Life.	Other age
80.	King, G.; Zwaigenbaum, L.; Bates, A.; Baxter, D.; Rosenbaum, P.; <i>Child: Care, Health and</i>	Other perspective

	Development, Vol 38(6), Nov, 2012 pp. 817-828. Parent views of the positive contributions of elementary and high school-aged children with autism spectrum disorders and Down syndrome.	(Parent)
81.	Langenkamp, Amy G.; <i>Sociology of Education</i> , Vol 83(1), Jan, 2010 pp. 1-19. Publisher: Sage Publications; [Journal Article], Database: PsycINFO Academic vulnerability and resilience during the transition to high school: The role of social relationships and district context.	Other focus: Policy/systems
82.	Langenkamp, Amy G.; <i>American Journal of Education</i> , Vol 116(1), Nov, 2009 pp. 69-97. Publisher: Univ of Chicago Press; [Journal Article], Database: PsycINFO Following different pathways: Social integration, achievement, and the transition to high school.	Questionnaire/ Survey based
83.	Leat, David; Reid, Anna. <i>Curriculum Journal</i> , Jun2012, Vol. 23 Issue 2, p189-205, 17p, 1 Illustration; DOI: 10.1080/09585176.2012.678691, Database: Education Source Exploring the role of student researchers in the process of curriculum development.	Other focus: Education
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181.	Weiss, Davis; Freund, Alexandra M.; Wiese, Bettina S.. Developmental Psychology, Nov2012, Vol. 48 Issue 6, p1774-1784, 11p, 2 Charts, 4 Graphs; DOI: 10.1037/a0028893, Database: Education Source Mastering Developmental Transitions in Young and Middle Adulthood: The Interplay of Openness to Experience and Traditional Gender Ideology on Women's Self-Efficacy and Subjective Well-Being.	Other age

182.	Whitley, Jessica; Lupart, Judy L.; Beran, Tanya; Canadian Journal of Education, Vol 30(3), 2007 pp. 649-669. Publisher: Canadian Society for the Study of Education; [Journal Article], Database: PsycINFO Differences in achievement between adolescents who remain in a K-8 school and those who transition to a junior high school.	Other focus: Education
183.	Williamson, Robert L.; Robertson, Janna S.; Casey, Laura B.; Journal of Vocational Rehabilitation, Vol 33(2), 2010 pp. 101-111. Publisher: IOS Press; [Journal Article], Database: PsycINFO Using a dynamic systems approach to investigating postsecondary education and employment outcomes for transitioning students with disabilities.	Other age
184.	Willoughby, Brian. Journal of Youth & Adolescence, Nov2010, Vol. 39 Issue 11, p1305-1317, 13p, 1 Diagram, 2 Charts, 2 Graphs; DOI: 10.1007/s10964-009-9477-x, Database: Education Source Marital Attitude Trajectories Across Adolescence.	Other focus
185.	Wilson, Michael G.; Hoffman, Amanda V.; McLaughlin, Margaret J.. Focus on Exceptional Children, March 2009, Vol. 41 Issue 7, p1-12, 11p, Database: Education Source Preparing Youth with Disabilities for College: How Research Can Inform Transition Policy.	Other age
186.	Wintre, Maxine; Dilouya, Barry; Pancer, S.; Pratt, Michael; Birmie-Lefcovitch, Shelly; Polivy, Janet; Adams, Gerald. Higher Education (00181560), Oct2011, Vol. 62 Issue 4, p467-481, 15p, 3 Charts; DOI: 10.1007/s10734-010-9399-2, Database: Education Source Academic achievement in first-year university: who maintains their high school average?	Other age
187.	Winsler, Adam; Deutsch, Aaron; Vorona, Robert; Payne, Phyllis; Szklo-Coxe, Mariana. Journal of Youth & Adolescence, Feb2015, Vol. 44 Issue 2, p362-378, 17p, 2 Charts, 4 Graphs; DOI: 10.1007/s10964-014-0170-3, Database: Education Source Sleepless in Fairfax: The Difference One More Hour of Sleep Can Make for Teen Hopelessness, Suicidal Ideation, and Substance Use.	Other focus: Health
188.	Witherspoon, Dawn; Ennett, Susan; Journal of Youth and Adolescence, Vol 40(9), Sep, 2011 pp. 1077-1090. Publisher: Springer; [Journal Article], Database: PsycINFO Stability and change in rural youths' educational outcomes through the middle and high school years.	Other focus: Education
189.	Wolke, Dieter; Samara, Muthanna M.; Journal of Child Psychology and Psychiatry, Vol 45(5), Jul, 2004 pp. 1015-1029. Bullied by siblings: Association with peer victimisation and behaviour problems in Israeli lower secondary school children.	Other focus: Behaviour
190.	Wolters, Nina; Knoors, Harry; Cillessen, Antonius H. N.; Verhoeven, Ludo; Journal of Deaf Studies and Deaf Education, Vol 17(4), Fal 2012 pp. 463-482. Impact of peer and teacher relations on deaf early adolescents' well-being: Comparisons before and after a major school transition.	Other focus: Transition
191.	Wright, K. Support for Learning, Vol 23(1), Feb, 2008 pp. 32-40. Researching the views of pupils with multiple and complex needs. Is it worth doing and whose interests are served by it?	Other focus: Education
192.	Wymer, Kathryn; Fulford, Collie; Baskerville, Nia; Washington, Marisha. International Journal for the Scholarship of Teaching & Learning, Jan2012, Vol. 6 Issue 1, p1-8, 8p, Database: Education Source Necessity and the Unexpected: SoTL Student-Faculty Collaboration in Writing Program Research.	Other age

Qualitative Study	Aims	Participants	Data collection	Data Analysis	Findings	Limitations	CASP RAG rating
1. Students' experiences of the transition from primary to secondary school. Tobbell, J. Educational and Child Psychology, Vol 20(4), 2003	To place students at centre of their world by asking about their experiences at primary and secondary school. To use the data as a basis for generating psychological models. CASP 1: Clear Aim	30 girls from one Year 7 class in a secondary school in the North West of England CASP 4: Recruitment strategy limited to one class	Semi-structured group interview. Data collected end of year 7. CASP 2: Qualitative method is appropriate CASP 5: Data was collected in a way that addressed the research issue CASP 7: Ethical considerations referred to	Thematic analysis based on Creswell (1998). Bronfenbrenner's (1979) ecological model was applied. CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants considered – reference to potential bias CASP 8: Reference made to validity and reliability to support the credibility of the research	Emergent themes: School as community Adult or child What makes a good teacher? The learning experience. Feelings lost. Most participants did not see transition as a positive experience. Importance of relationship. Discontinuities between primary and secondary school. No claims are made for generalisability. CASP 9: Clear statement of findings in emergent themes CASP 10: Reference to contribution of this study a part of a larger study	Theory generation. Research does not attempt to answer the questions it generates. It is part of a larger study not detailed here. 1 class of females lacks generalisability. Focus group interviews issues of power – lack of individual voice or 'true' voice in group situation Research carried out in 2003. Retrospective (end of year 7).	Green

<p>2.Supporting the transition from primary school to secondary school for children who are looked after.</p> <p>Brewin, M. & Statham, J. Educational Psychology in Practice, Vol 27(4), Dec, 2011 pp. 365-381.</p>	<p>Aim to elicit factors that stakeholders perceive as supporting or hindering transition for LAC children</p> <p>CASP 1: Clear Aim</p>	<p>6 Year 6 pupils 13 Year 7 pupils purposive sample based upon inclusion criteria 22 foster carer interviews 19 teacher interviews 3 LAC education support officer from a Semi-rural borough Wales</p> <p>CASP 4: Recruitment strategy</p>	<p>Semi structured interviews from year 6 and 7 pupils and teachers and carers. Focus group of social workers Year 6 pupils interviewed again after transfer to year 7.</p> <p>CASP 2: Qualitative method is appropriate CASP 5: Data was collected in a way that addressed the research issue CASP 7: ethical considerations referred to</p>	<p>Analysed using “framework analysis” which involves familiarisation, identifying initial themes and concepts, indexing, charting and finally synthesising. Bronfenbrenner’s (1979) ecological model was applied.</p> <p>CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants considered – reference to potential bias CASP 8: No reference made to validity and reliability to support the credibility of the research. Pilot interviews conducted.</p>	<p>This resulted in a number of themes and sub-themes. No single factor or single set of factors was perceived as supporting LAC children when moving primary to secondary school. Instead, interactive factors at many levels appeared to play an important role. ideas for improving the transition process generated</p> <p>CASP 9: Clear statement of findings CASP 10: Reference to contribution of this study A set of principles generated</p>	<p>Lack of information on data analysis No reference to limitations of study.</p>	<p>Green</p>
<p>3.Improving the transfer to secondary school: how</p>	<p>The process and content of how pupils’ views can contribute to</p>	<p>Three Year 6 classes (exact number not given) from the</p>	<p>Multi-method Questionnaire to all year 6 students in the authority (83%</p>	<p>Key themes explored using open coding analysis followed first steps of grounded</p>	<p>Students reported talking to secondary school students and staff and spending time in their</p>	<p>Unclear analysis of data for replication. Data from only 14%</p>	<p>Green</p>

<p>every child's voice can matter. Ashton, R. Support for Learning, Nov 2008, Vol. 23 Issue 4, p176-182 UK</p>	<p>improving transition. CASP 1: Clear Aim</p>	<p>UK borough in which the author works CASP 4: Recruitment strategy three classes.</p>	<p>returned, data from 218 used). Class discussion, drawing and writing tasks. CASP 2: Qualitative method is appropriate CASP 5: Data was collected in a way that addressed the research issue This research is based on the open question that pupils completed at the end of a questionnaire and was analysed as well as through the whole class writing and drawing activities CASP 7: Ethical considerations referred to in terms of confidentiality and consideration of ethnicity</p>	<p>theory to describe the data through mind mapping. No reference made to validity and reliability. CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants considered CASP 8: Reference made to validity and reliability in terms of the researcher taking the findings back to the group to support the credibility of the research</p>	<p>new school most useful. Key message is that children are an invaluable resource. CASP 9: Clear statement of findings CASP 10: Reference to contribution of this study a part of a larger study</p>	<p>questionnaires used who chose to respond to the open question. Self-report data has limitations. No specific reference to ethics or potential researcher bias in analysis.</p>	
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<p>4. Fostering a sense of belonging and community as children start a new school. Sancho, M. & Cline, T. Educational and Child Psychology, Vol 29(1), Mar, 2012 pp. 64-74.</p>	<p>To explore the concept of belonging. Two research questions: 1. What are the pupils' experiences of school following transfer from primary to secondary school? 2. How do pupils view and experience a sense of belonging following transfer from primary to secondary school? CASP 1: Clear Aim</p>	<p>10 Year 7 pupils selected from earlier focus groups (6 boys 4 girls) in the UK. Purposive non-random selection procedures were justified. Included pupils with SEN and dual heritage. CASP 4: Recruitment strategy</p>	<p>Semi-structured individual interview. Interview schedule based on earlier focus groups and was included in the paper and was piloted. CASP 2: Qualitative method is appropriate CASP 5: Data was collected in a way that addressed the research issue CASP 7: Ethical considerations No specific reference to ethics</p>	<p>Thematic analysis using IPA. Influenced by Smith et al. (1999). Clearly presented in a table. CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants not considered CASP 8: Reference made to validity and reliability Analysis was carried out by the first author, but "credibility checks" were carried out by a second researcher and two multi-disciplinary groups of professionals</p>	<p>Participants' experience of a sense of belonging was varied but a number of salient themes emerged. There domains identified: 1 - School context, relates to views of both primary and secondary school. 2 - Growing independence and maturity, relates to pupils accounts of their development following transition. 3 - Descriptions of belonging, focuses on children's views of belonging Relationship with peers had particular salience to pupils and was a central theme in all accounts. Presents a model of sense of belonging. CASP 9: Clear statement of findings in 3 domains CASP 10: Reference to contribution of this study as part of a larger study</p>	<p>A snapshot of transition experience after only a few months that focused on a sense of belonging.. Sense of belonging should be explored across contexts.. The authors suggest further research could undertake longitudinal investigations and larger scale studies with further consideration on other demographics such as gender, race and disability.</p>	<p>Green</p>
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<p>5. Student perceptions of the transition to middle school.</p> <p>Akos, P. Professional School Counselling, Vol 5(5), Jun, 2002 pp. 339-345.</p>	<p>To learn more about pupil perceptions during the transition from elementary to middle school. The RQ were:</p> <ol style="list-style-type: none"> 1. What questions do students have about middle school? 2. What specific concerns do students have about middle school? 3. What aspects of middle school do students see as positive? 4. What do students think middle school will be like? 5. Whom do students turn to 	<p>Initially all 331 5th grade students from a large rural county in America. Data point 4 purposive sample = 97 pupils (6th grade).</p> <p>CASP 4: Recruitment strategy part of a longer term project</p>	<p>Mixed methods. Written questions collected at time point 1. Questionnaires at points 2 3 and 4 including an open question. Data points 1 & 2 = all 331 5th grade students from a large rural county in America. Data point 3 = 103 pupils (6th grade) Data point 4 purposive sample = 97 pupils (6th grade)</p> <p>CASP 2: Qualitative method is appropriate CASP 5: Data was collected in a way that addressed the research issue CASP 7: No direct reference to ethical considerations.</p>	<p>Content analysis using a step classification system (Holsti, 1969). Phenomenological approach. Application of Giorgi's (1985) 4 step process of analysis.</p> <p>CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants considered CASP 8: No reference made to validity and reliability</p>	<p>Clear presentation of findings. Limitations are acknowledged. Students questions about middle school dominated by rules and procedures. Data suggests pupils aware of contextual change at transition. 9 weeks in students still felt these were most important things to tell 5th graders. Positive aspects of transition from pupil perspective.</p> <p>CASP 9: Clear statement of findings CASP 10: Reference to contribution of this study a part of a larger study</p>	<p>USA transitions less clear age groups. One researcher to do qualitative data coding limited. Limited information on the analysis stage. No reference to ethics. Only one school district. Interviews may have elicited richer information about transition than questionnaires. Self-report data has limitations.</p>	<p>Amber</p>
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	for help during the transition into middle school? 6. What is important for students to know about coming to middle school CASP 1: Clear Aim						
6. Transition into High School: A phenomenological study. Ganeson, K & Ehrich, L. Educational Philosophy & Theory, Feb 2009, Vol. 41 Issue 1, p60-78	Pupil experience of starting high school. CASP 1: Clear Aim	16 Year 7 pupils from one school in Australia. CASP 4: Recruitment strategy not made clear	Data collected first 10 weeks of term in journal form. Journal completed minimum 3 times a week first 6 weeks & 2 times a week next 4 weeks. CASP 2: Qualitative method is appropriate CASP 5: Data was collected in a way that addressed the research issue CASP 7: Ethical considerations not explicit	Phenomenological approach. Application of Giorgi's (1985) 4 step process of analysis. CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants not considered CASP 8: No reference made to validity and reliability	Seven key themes emerged: Schools support transition, significance of peers, new routines, learning occurs though a range of means, confidence can enhance transition, homework, importance of teacher attitudes CASP 9: Clear statement of findings in 7 essential themes CASP 10: Reference to contribution of this study as part of a larger study.	Not clear how participants were selected. No reference to ethics. No reference to limitations. Focus on Australian transitions system. Interviews rather than journals may elicit richer information about transition.	Amber

<p>7.Secondary transition experiences for pupils with Autistic Spectrum Conditions (ASCs). Dann, Rachel; Educational Psychology in Practice, Vol 27(3), Sep, 2011 pp. 293-312.</p>	<p>To explore the transition experiences of pupils with ASC. CASP 1: Clear Aim</p>	<p>Six year 6 pupils, parents and teachers. Interviewed pre and post transition. CASP 4: Recruitment strategy</p>	<p>Semi-structured Interviews supported by talking mats carried out at two time points. Time point 1 summer term before transition (year 6). Time point 2 autumn term after transition (year 7) CASP 2: Qualitative method is appropriate CASP 5: data was collected in a way that addressed the research issue supported by visual aid CASP 7: Ethical considerations. Consent parents and pupils.</p>	<p>Thematic analysis using a phenomenological and inductive approach. CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants not considered CASP 8: Reference made to validity and reliability in terms of triangulating views And results grounded in examples to appear transparent and plausible. Consideration of inter-rater reliability.</p>	<p>Pupils who attended mainstream secondary with SEN provision or enhanced provision made a positive transition and seemed more socially engaged. The pupil transitioning to a mainstream with no SEN provision had greater difficulties. All experienced a degree of bullying/teasing. CASP 9: Clear statement of findings. As statements are interpretive, the authors state they are not considered as statements of fact. A number of themes (13) based upon pupil, parent and/or teacher views. CASP 10: Reference to contribution of this study</p>	<p>Only a small number of pupils. The author identifies that there is a need to explore the experiences of different individuals in different mainstream schools in different LAs to see if these themes would occur elsewhere. Only 1 pupil was female, reflecting the balance of boys and girls identified with ASC in the general population.</p>	<p>Green</p>
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Mixed Method Study: Qualitative Aspect	Aims	Participants	Data collection	Data Analysis	Findings	Limitations	CASP RAG rating
<p>8 Identifying Dockrell, J. & Lindsay, Educational and Child Psychology, Vol 24(4), 2007 Special Issue: Language impairments: Their impact on educational progress. pp. 101-115.</p>	<p>To examine the ways in which parents, pupils and teachers appraise the transition prior to secondary and during the first year of secondary school.</p> <p>CASP 1: Clear Aim</p>	<p>67 pupils identified as having SLCN Matched to typically developing (TD)peers (n=42) and matched SEN not SLCN (n=32) 27 pupils of SLCN cohort interviewed. The majority (64%) of the SLCN cohort had completed KS2 education in a mainstream school, 7% a resourced unit in mainstream and 29% a special school.</p>	<p>Part of a longer study. Semi-structured individual interview. Data collected 3 time points.</p> <p>CASP 2: Qualitative method is appropriate CASP 5: Data was collected in a way that addressed the research issue CASP 7: Ethical considerations not referred to</p>	<p>The analysis in year 7 focused on those pupils transferring to mainstream. Only responses to questions pertaining to transfer to secondary are reported in this paper. For interviews the use of percentages of responses to compare the cohorts. Clearly presented data. Visual to show educational movements of pupils.</p> <p>CASP 3: Appropriate research design CASP 6: Relationship between researcher and participants not considered or reference to potential</p>	<p>Pupils raised a number of worries about the forthcoming transfer. These included issues of bullying (SLCN 26%, TD 42%, SEN 19%), harder work (SLCN 22%, TD 15%, SEN 9%) and the new environment (SLCN 13%, TD 13%, SEN 13%) with no statistical difference between cohorts for these concerns. Many were looking forward to aspects of school transfer (SLCN 80%, TD 85%, SEN 84%). The children in SLCN and SEN were less likely to be involved in their choice of school. In post-transition interviews many children reported enjoying having different teachers (SLCN 74%, TD 100%, SEN 78%)</p>	<p>Limitations not identified by the author. Lack of pupil voice. This may be attributed to the numbers involved: 67 interviews pre transfer and 47 interviews after transfer. How interviews were analysed not given. Lack of info as to geographical area participants were from.</p>	<p>Green</p>

		60% had a statement of SEN. CASP 4: Clear Recruitment strategy		bias CASP 8: Reference made to validity and reliability to support the credibility of the research	and changing classrooms (SLCN 85%, TD 90%, SEN 84%). No claims are made for generalisability. CASP 9: Clear statement of findings. CASP 10: Reference to contribution of this study on transition particularly for SLCN		
9 The social and emotional functioning of students with an autistic spectrum disorder during the transition between primary and secondary schools. Fortuna, R. Support for Learning, Vol 29(2), May, 2014 pp. 177-	To elicit data to answer 3 questions: Does social and emotional well-being of pupils with ASD change over the transition process? What are the perceptions of parents? How do educational staff's perceptions	5 pupils with an ASD CASP 4: Clear Recruitment strategy The pupils were selected from a limited available pool of students locally who met the requirements of the study.	Mixed methods. Students completed a diary requiring circling of a Likert scale in secondary school. The use of prompts and visual supports were used in semi-structured interviews with pupils to allow students to	Interviews were determined as positive or negative in tone, depending on the amount of responses coded in the positive or negative categories. CASP 3: Appropriate research design of mixed methods CASP 6: Relationship between researcher and participants not considered or reference to potential bias	Finding seem to indicate that students with ASD are an heterogeneous group, making it difficult to pinpoint exactly what works well and what does not with regard to transition strategies. Pupils with ASD are individuals first. CASP 9: Clear statement of findings CASP 10: Reference to contribution of this study on transition particularly for ASD and suggestions for further research.	Self-report data has limitations. Diaries could be problematic as they take dedication to complete and were lost by 3 of the students. This was a small scale study of only 5 pupils with ASD and so limited in ability to generalise the findings to a larger scale. One area that was problematic was historical recall of	Green

191.	compare with pupil and parents CASP 1: Clear Aim		voice their opinion. CASP 2: Qualitative aspect of data collection is appropriate CASP 5: Data was collected in a way that addressed the research issue CASP 7: Reference to ethical considerations in term of permission, compliance and participation of a large number of parties.	CASP 8: Reference made to validity of measures. Quotes from participants to illustrate experience	Reference to emotional functioning and high levels of stress and anxiety for the pupils in this study	their first day at secondary school.	
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Mixed Method Study: Quantitative Aspect	Method	Results	Discussion	Limitations	RAG Rating
<p>8. Identifying the educational and social needs of children with specific speech and language difficulties on entry to secondary school.</p> <p>Dockrell, J. & Lindsay, Educational and Child Psychology, Vol 24(4), 2007 Special Issue: Language impairments: Their impact</p>	<p>Aim: To examine the ways in which parents, pupils and teachers appraise the transition prior to secondary and during the first year of secondary school. <i>Clear aim</i></p> <p>Participants: 67 pupils identified as having SLCN, Matched typically developing (TD) peer (n=42) and matched SEN not SLCN (n=32), parents and teachers. The analysis in year 7 focused on those transferring to mainstream. <i>Clear recruitment strategy</i></p> <p>Measures: Year 6 Teachers and parents completed questionnaires and parents were interviewed individually Standardised assessments of reading decoding and numeracy of all 3 cohorts. SLCN cohort assessed for their language needs <i>Method of data collection is appropriate to the research issue</i></p>	<p>Part of a longer study. Only responses to questions pertaining to transfer to secondary are reported in this paper. Clearly presented data. Visual to show educational movements of pupils. For standardised assessments one way analysis of variance in year 7 and repeated measures Nova for reading. <i>Reference to validity of measures.</i> <i>Appropriate research design</i></p>	<p>After transition, Parents of the TD cohort report their children were coping with the academic work, whereas parents of the SLCN and SEN cohorts reported their children were experiencing difficulties with the curriculum (SLCN 56%, SEN 58%). Higher rates of bullying were reported for the SLCN cohort (40%) than the SEN (4%) or TD (23%). Post transfer TD parents reported easy transition as did 70% SEN and 50% SLCN. Over 50% SLCN and SEN parent reported problems with the curriculum. Both cohorts reported lower levels of self-esteem but increased friendships. Form teacher questionnaires in year 7 reported SLCN were experiencing difficulties with the transfer (53%), social life (36%) and coping with different teachers (25%). <i>Reference to contribution of this study</i></p>	<p>Limitations not identified by the author. <i>Interviewer known to pupils but no reference to potential researcher bias or power relationships.</i> <i>No reference to ethical considerations.</i></p>	<p>Green</p>

on educational progress. pp. 101-115.			on transition particularly for SLCN		
9.The social and emotional functioning of students with an autistic spectrum disorder during the transition between primary and secondary schools. Fortuna, R. Support for Learning, Vol 29(2), May, 2014 pp. 177-191.	<p>Aim: To elicit data to answer 3 questions: Does social and emotional well-being of pupils with ASD change over the transition process. What are the perceptions of parents. How do educational staff's perceptions compare with pupil and parents</p> <p>Participants: 5 pupils with an ASD</p> <p>Measures: Time 1 = last month of primary and time 2 = middle of spring term of year 7. Mixed methods. Use of SDQ. Students completed a diary requiring circling of a Likert scale in secondary school. Method of data collection for the quantitative aspect is appropriate to the research issue</p>	<p>SDQ data analysed and results determined as positive or negative by comparing the change from time 1 to time 2 in scores for overall stress, emotional distress and social difficulties.</p> <p>Reference to validity of measures.</p> <p>Triangulation of parent staff and pupil views.</p> <p>Appropriate research design</p>	<p>Finding seem to indicate that students with ASD are an heterogeneous group, making it difficult to pinpoint exactly what works well and what does not with regard to transition strategies. Findings reflect parents heightened concerns for their children in the area of socio-emotive well-being during the time of transition. Parent's scores were closer to student score than teacher's scores, this would suggest a greater ability by parents to gauge their children's socio-emotive wellbeing compared to that of school staff.</p> <p>Reference to contribution of this study on transition particularly for ASD and suggestions for further research.</p> <p>Reference to emotional functioning and high levels of stress and anxiety for the pupils in this study.</p>	<p>This was a small scale study of only 5 pupils with ASD and their parents and teachers and so limited in ability to generalise the findings to a larger scale. Staff completing SDQ were not the same pre and post transition. February response rate from parents was poor.</p> <p>Reference to ethical considerations in term of permission, compliance and participation of a large number of parties.</p>	Green

Appendix C.2

Worked Example of applying the CASP to a qualitative piece of research: Students' experiences of the transition from primary to secondary school. Tobbell, J. Educational and Child Psychology, Vol 20(4), 2003

The CASP contains 10 questions designed to help think about these issues systematically:

Section A: Are the results Valid?

1. Was there a clear statement of the aims of the research? Yes/Can't tell/No
Yes. Clear Aim: To place students at the center of their world by asking about their experiences at primary and secondary school. To use the data as a basis for generating psychological models.

2. Is a qualitative methodology appropriate? Yes/Can't tell/No
Yes. Qualitative method is appropriate: Semi-structured group interview. Data collected end of year 7.

3. Was the research design appropriate to address the aims of the research? Yes/Can't tell/No
Yes. Appropriate research design: Thematic analysis based on Creswell (1998). Bronfenbrenner's (1979) ecological model was applied to interpret the findings.

4. Was the recruitment strategy appropriate to the aims of the research? Yes/Can't tell/No
Partially. Recruitment strategy was appropriate but with limitations. The results were based on one class of girls from a Year 7 secondary school in the North West of England. This limits generalisability for generating psychological models.

5. Was the data collected in a way that addressed the research issue? Yes/Can't tell/No
Partially. Data was collected in a way that addressed the research issue. Semi-structured group interview. Group interview has limits to placing students at the center of world compared to individual interview. Data collected end of year 7 so based on historical recall.

6. Has the relationship between researcher and participants been adequately considered? Yes/Can't tell/No
Yes. Relationship between researcher and participants is considered. The author makes reference to potential bias.

Section B: What are the results?

7. Have ethical issues been taken into consideration? Yes/Can't tell/No
Yes. Ethical considerations are referred to in the paper.

8. Was the data analysis sufficiently rigorous? Yes/Can't tell/No
Yes. Data analysis was sufficiently rigorous. Thematic analysis based on Creswell (1998). Reference made to validity and reliability to support the credibility of the research.

9. Is there a clear statement of findings? Yes/Can't tell/No

Yes. Clear statement of findings reported as emergent themes:

School as community, Adult or child, What makes a good teacher? The learning experience, Feelings lost.

Most participants did not see transition as a positive experience. The paper highlights the importance of relationships and discontinuities between primary and secondary school. No claims are made for generalisability.

Section C: Will the results help locally?

10. How valuable is the research?

The author makes reference to the contribution of this study a part of a larger study.

Appendix C.2

Worked Example of applying criteria based on Wilkinson et al (1999) to a quantitative piece of research: The social and emotional functioning of students with an autistic spectrum disorder during the transition between primary and secondary schools. Fortuna, R. Support for Learning, Vol 29(2), May, 2014 pp. 177-191.

This checklist is organised into three sections: Method, Results and Discussion.

Method:

1. Design: Is the type of study clear?

Yes. The author makes clear that they were using mixed methods. They state that this research was enhanced by having both quantitative and qualitative elements. It includes a clear research timeline.

2. Population: Is the population being studied defined clearly?

Yes. Three boys and two girls with a diagnosis of ASD, their parents and support staff.

3. Measurement: Instruments. Are the data collection tools reliable? How do they relate to the goal of the study?

The Aims of the study:

1. Does social and emotional well-being of pupils with ASD change over the transition process?
2. What are the perceptions of parents?
3. How do educational staff's perceptions compare with pupil and parents?

Data was collected from pupils, parents, Year 6 and Year 7 staff through a purposively developed Transition Questionnaire which used a Likert-scale and the Strengths and Difficulties Questionnaire. The Strengths and Difficulties Questionnaire (SDQ) Goodman (2001) is a brief behavioural screening questionnaire divided across five scales: emotional difficulties, conduct difficulties, hyperactivity, inattention, peer relationship difficulties, and pro-social behaviour. Satisfactory reliability: internal consistency Cronbach's alpha .73; retest reliability at four to six months .62. Good validity: high correlation (>.80) with Acenbach's (1991) Child Behaviour Checklist and Rutter Behaviour Questionnaire.

Unclear of the reliability of the data collected from the purposively developed Transition Questionnaire

4. Procedures: Are the conditions under which the data was captured clear? Has experimenter bias been acknowledged?

No information is provided on the procedures of data collection or reference to experimenter bias. Limitations highlight that different school staff completed the questionnaires pre and post transition.

5. Power and sample size: Has information been given on sample size and how this was decided upon?

Sample size was five pupils with ASD, their parents and their teachers. The pupils were selected from a limited available pool of students locally who met the requirements of the study.

Results:

1. Complications: Have any unexpected events in data collection been reported?

Parents were usually more accurate than school staff in judging the socio-emotive state of their child. The author reports that the reasons for this can be multifaceted: parents have stronger, vested interest in the child, the student may be repressing their feelings at school, or school staff may be overestimating the coping ability of the student with ASD. However, parental voice can be skewed by their worries. This study found that parents were not always the most accurate in judging the difficulties their children were undergoing during transition. Staff perceptions in this research were found to be divergent from the views held by the parents and students,

2. Analysis: Is the simplest method of analysis used?

Yes. The process of data analysis identified a number of key themes which were outlined.

3. Analysis: Graphs: Is the data visually displayed? Tables and figures. Are simple and clear figures and tables present?

No.

4. Analysis: Causality. Is causality inferred, and if so on what evidence?

Causality is not inferred; SDQ results were determined as positive or negative by comparing the change from phase 1 (pre-transition) and phase 3 (post-transition). The author reports that the pupils underwent significant changes with regard to their socio-economic well-being during the transition process. In one case for the worse and for the other four, varying degrees of improvement.

Discussion:

1. Interpretation: Do the features of the design and the analysis suggest generalisability?

No. The author reports a variance in results which they report emphasizes the 'heterogeneous nature of pupils with autism'.

2. Conclusions: Are the limitations acknowledged? Are recommendations for further research grounded in previous and current research?

Yes. The author notes that this was a small study of only five pupils with ASD and the size and scope are limited in terms of ability to generalise the findings on a larger scale. Different school staff completed the questionnaires pre and post transition. Recommendations are made for further research based upon the findings.

Appendix C.3: A table to show the common themes extracted from the findings of the included literature review papers

Author/ Theme referred to in the findings	School structure	The transition experience	Peer relationships	The learning experience	Sense of belonging	Teacher relationships	Bullying	Growing up
Tobbell	Y	Y but not positive	Y	Y	Y	Y		Y
Sancho & Cline	Y		Y		Y	Y	Y	Y
Ashton	Y	Y positive	Y		Y	Y	Y	Y
Brewin & Statham	Y		Y	Y			Y	
Ganeson & Ehrich	Y	Y	Y	Y	Y	Y	Y	
Akos	Y	Y positive	Y	Y				
Dann	Y	Y positive	Y	Y		Y	Y	Y
Dockrell & Lindsay	Y	Y positive	Y				Y	
Fortuna		Y	Y				Y	
Total papers theme referred to	8	7	9	5	4	5	7	4

Key to papers:

Pretransition (Year 6 data) 2 papers

Pre and post transition (Year 6 and 7 data) 4 papers

Post transition (Year 7 data) 3papers

Appendix D: Letter to School**Date: 08.06.17**

Dear Head teacher,

I am sending out an open invitation to Primary schools in who may have children in year six with identified Speech, Language and Communication needs to ask for your assistance with my Doctoral research at The Tavistock and Portman NHS Foundation Trust. I am a qualified Educational Psychologist with ten years' experience working for Local Authority.

I am interested in the concept of 'secondary school readiness' and, in particular, the experience of pupils' with speech, language and communication needs (SLCN). The aim of the research is to elicit the views of the pupils themselves regarding their understanding of readiness and factors that they believe will support their transition to secondary school. I therefore seek to recruit participants who are in year 6 of primary school and have an Education, Health and Care Plan for SLCN.

The requirements of your school would be as follows:

To discuss this involvement with relevant parents and seek consent. To support the pupil to complete a simple visual map using photographs, images and words which they will bring to the interview with me to support the discussion. To provide a suitable room for the interview to take place. The process will involve the pupil being asked a set of open-ended questions about their personal experience. This should last for up to one hour. At the end I will debrief the pupil and offer them some additional time to talk should they require this. However, I would also request a member of staff be available directly after the interview should the pupil need to talk through the experience before returning to class.

Your support in enabling the research to be completed would be greatly appreciated. If you are happy with the requirements of school during the research process, I would be grateful if you could discuss and share the attached letter on my behalf to the parents of any pupils who meet the criteria as an open invitation for their son/daughter to be part of the study. I also include information sheets which provide further information for parents and pupils. If you or parents have any questions about the research, please do not hesitate to contact me.

Yours Faithfully



Claire Peters

Educational Psychologist



Appendix E: Letter to Parents**Date: 08.06.17**

Dear Parent,

I am a qualified Educational Psychologist with ten years' experience working for Local Authority and I will be conducting a research project within the county in the forthcoming weeks, which will contribute to my doctoral thesis at The Tavistock and Portman NHS Foundation Trust.

I am interested in 'secondary school readiness' and in particular, the experience of pupils who have Speech, Language and Communication Needs (SLCN). The aim of the research is to elicit the views of the pupils themselves regarding their understanding of school readiness for secondary. I am therefore seeking to recruit participants who are in year 6 of primary school and have an Education, Health and care Plan for SLCN.

If you and your son/daughter would be happy for their participation in this study, I would be grateful if you could sign the consent form attached and return this to school. I will then provide school with a simple visual aid and ask them to support your child to complete this, using photographs, images and words before I meet with them. I will arrange a date to visit the school in July to meet your son/daughter and ask them to bring their visual resource to support the discussion.

I include an information sheet for yourself and your son/daughter which provides further information. If you have any questions about the research, please do not hesitate to contact me.

Yours Faithfully



Claire Peters
Educational Psychologist.
HCPC registered



Appendix F: Adult Information Sheet

Information Sheet

Title: *Pupils experience of ‘readiness’ for secondary school having an education health and care plan for speech and language needs.*

Who is doing the research?

My name is Claire Peters. I am a practising Educational Psychologist (EP) in my fourth year of studying for the post-professional Doctorate in Educational and Child Psychology. I am carrying out this research as part of my course.

What is the aim of the research?

The research aims to find out about the experience of being prepared for secondary school from a year 6 perspective of pupils that have identified speech and language needs. The hope is that this will give the pupils the chance to tell their story and will provide the Local Authority with important information about each of these pupils.

Who has given permission for this research?

The Tavistock and Portman NHS Foundation Trust have given ethical approval to carry out this research. The Local Authority Educational Psychology Service has also given permission for the research to go ahead.

Who can take part in this research?

I am looking for pupils who are in year 6 and have an Education, Health and Care Plan for speech and language needs.

What does participation involve?

If you and your son/daughter agree for them to take part I will need you both to sign a consent form. I will then provide school with a resource to help your child record their experiences through a visual approach. I would like them to complete this at home or school before I meet with them. I will then arrange a date for your son/daughter to meet me at school. We will talk for around an hour about their preparation for secondary school and how ready they feel for this. We will use the visual resource as an aid to this discussion. I will ask a small number of questions and allow you son/daughter to lead the conversation. I will make audio recordings of the meeting which will be transcribed for analysis and then deleted. I will also keep a reflexive diary of my experiences as a researcher to support analysis.

What are the possible benefits of taking part?

This research places your child as an active participant in the exploration of the transition process. It is an opportunity for them to tell their story. The concept of “readiness” will be explored in terms of what this means to them. The research will provide messages about their personal experience and the meanings that they have made about readiness for secondary school.

This is a small scale study in which I will ask 6-8 pupils to meet with me to talk about their experiences. My hope is that this information will provide a better understanding of the needs of these pupils but can be extended to other pupils with special educational needs.

What are the possible risks of taking part?

Pupils will be talking about their personal experiences and so this may bring with it some underlying feelings, such as feeling anxious or worried. However, the open ended nature of the questions gives them freedom in choosing what to share. I would be happy to offer a follow up session or sign post to other agencies should the need arise.

What will happen to the findings from the research?

The findings will be typed up as part of my thesis which will be read by examiners and be available at the Tavistock and Portman library. I may also publish the research at a later date in a peer reviewed journal. You will have the option to read a summary of my findings or the full thesis once the analysis has been completed.

What will happen if I don't want to carry on with this research?

Participation in this research is voluntary and you and your child are free to withdraw from the research at any time without giving a reason. Any research data collected before your withdrawal may still be used, unless you request that it is destroyed.

Will my taking part in this study be kept confidential?

Yes. All records related to your participation in this research study will be handled and stored securely on an encrypted drive using password protection. Your identity on these records will be indicated by a code rather than by your name. The data will be kept for a minimum of 5 years. Data collected during the study will be stored and used in compliance with the UK Data Protection Act (1998) and the University's Data Protection Policy.

Are there times when my data cannot be kept confidential?

Confidentiality will be maintained unless a disclosure is made that suggests that imminent harm to self and/or others may occur. The small number of pupils (4-6) may mean that you or your child recognises some examples and experiences that have been shared in interviews. However, to protect their identity, no names or schools will be used.

Further information and contact details

If you have any questions or concerns about any aspect of the research, please contact me:

Appendix G: Pupil-friendly Information Sheet

Would you like to take part in my study?

Who am I?

Hello, my name is Claire Peters and I am an Educational Psychologist. This means I work with pupils and those who know them best to help make school a good experience.



What am I doing?



I am doing a study about being ready for secondary school and I would like to talk to you about yourself and your experiences of this.

Would you like to take part?



If you would like to take part I would need you and your parents to give permission.

What do you need to do?



If you agree to take part I will send you a small activity to complete before we meet. I will meet with you at your school, or somewhere else if you prefer. We will talk for around an hour about how ready you feel for secondary school and use the activity you completed to help our conversation.

Can you change your mind and leave the study?

Yes. You can change your mind and stop talking to me whenever you like. You won't have to tell me why you want to stop.



Will what you say be kept private?



Yes. I will record our talks on a tape recorder. This is to help me remember what people tell me. Only I will listen to these recordings. I will not use your name in anything I write about the study. This means the study will be *confidential* and *anonymous*.

Will you find out the results of the study?

If you wish, I will let you know what I find out.



Appendix H: Consent/Assent Form



Research Title: *Pupils experience of 'readiness' for secondary school having an Education Health and Care Plan for speech and language needs.*

Please initial the statements below if you agree with them:	Parent Initial here:	Pupil Initial here:
1. I have read (been read) and understood the information sheet and have had the chance to ask questions.		
2. I understand that my (son/daughter's) participation in this research is voluntary and I (my son/daughter's) am free at any time to withdraw consent or any unprocessed data without giving a reason.		
3. I agree for my (son/daughter's) interviews to be recorded.		
4. I understand that my (son/daughter's) data will be anonymised so that it cannot be linked to the data. I understand that the sample size is small.		
5. I understand that there are limitations to confidentiality relating to legal duties (disclosure of threat of harm to self or others).		
6. I understand that my (son/daughter's) interviews will be used for this research and cannot be accessed for any other purposes.		
7. I understand that the findings from this research will be published in a thesis and potentially in a presentation or peer reviewed journal.		
8. I (my son/daughter's) am willing to participate in this research.		

Pupil name:

Parent name:.....

Signed.....

Signed.....

Date...../...../.....

Date...../...../.....

Researcher name: Claire Peters Signed.....

Date...../...../.....

Thank you for your help.

Appendix I: Interview Schedule

1. **Tell me about yourself**
(If not respond refer to visual aid...is there anything on here to help...)
2. **Can you tell me about your school?**
(If not respond refer to visual aid...is there anything on here to help...)
Can you tell me about the image/words you have chosen? Is one more important than others/why?
3. **Do you remember your first day?** What was that like? Can you describe it.
4. **Can you tell me about your new/secondary school**
(If not respond refer to visual aid...is there anything on here to help...)
What's that going to be like for you? Can you tell me about the image/words you have chosen? Is one more important than others/why? What are you most looking forward to? What are your thoughts about this school?
5. **How do you think this school is the same and different from your new school?** (Compare 2 pages of schools – what on one not on other). What will that be like for you? Do you feel ready for this? Is that important? How will you manage this
6. **How do you see yourself at school now?**
Tell me about school life. What does a school day look like? Give examples of typical day
7. **What will secondary school life be like?**
Can you picture your first day at secondary school what do you think this will be like? When you think about secondary school what comes to mind? What words/images/feelings jump in your mind? Can you tell me more about this?
8. **What does being ready for Secondary school mean to you?**
What parts of secondary school do you feel "ready" for?
Can you tell me more about this)? What has helped you to be ready? What things are most important? Are there things you don't ready for? Tell me more.
9. **Is there anything else that can help?**

Is there anything we have not spoken about for your experience of being ready for secondary school or anything else you feel important to add?

Appendix J: Visual Aids to support interview

All about me

Can you insert
a photograph
here

All aboutPrimary

Can you insert
a photograph
here

All aboutSecondary

Can you insert
a photograph
here

Appendix K: Briefing and Debriefing Statements

Briefing statement:

My name is Claire and I am interested in how ready you feel for secondary school. I asked you to complete a few pages to help us talk about this. Have you brought this with you?

I'm going to be the learner and you the teacher. I will ask a few questions to help, but want you to say anything that is important to you. There are no right or wrong answers. You can ask for questions to be repeated and its okay to say if you do not want to answer a question. You can also for a break if you feel that you need one.

I will be recording our talk so that I can listen to what you have said again. I will use what you tell me in my study but I will not be using real names so only you will know what you have said.

Should you say something that I believe could cause harm to your or someone else, I have to report this to your school. Do you understand?

Do you understand why you are here and are you still happy to participate?

Do you have any questions before we start?

Debriefing statement:

Thank you for your time today it is very important to me.

I hope you feel that I have listened to you and are happy for me to use this information.

You can change your mind about taking part and I will not use what you have shared.

If you would like to see me again to talk about anything we spoke about then you can let your parents know and I will arrange a visit to you.

My study is to find out how ready pupils feel for secondary school. I will use your and other pupil's experiences for this.

Are you happy to go back to your lesson now or would you like some time to talk to me an adult in school?

Thank you for helping me learn about you and school readiness

Appendix L: Outline of IPA Stages 1-7 Based on Smith, Flowers and Larkin, 2009

Stage 1: Reading and Listening to the Interviews

The transcript was read several times, whilst listening simultaneously to the audio recording. Smith et al., (2009, p82) stated that at this stage, the aim was to ensure that the participant remained the central focus of the analysis.

Here is an excerpt of an interview transcript taken from Keith (Participant 1):

So that one (points to a picture of a dog) is of summer holidays (pause) unfortunately erm er like my erm dog black dog Pugsy, she looked like that (point to picture) cough and she ..she died erm.
(20P1)

The brackets after the quote refer to which participant this came from and where it can be located in the original transcript. So this quote is the 20th utterance from Participant 1 (20P1).

Key to Transcript notation used in quoted extracts

... Significant pause

(pointed to visual) explanatory material added by the researcher

Stage 2: Initial Notes

At this stage of note-taking, the transcript was re-read and heard several times. The focus at this stage was to notice any particular emphasis on a word, change of pace or tone, and significant pauses. The transcript was formatted into a table suggested by Smith et al., (2009) which provided three columns for the three different aspects of note-taking: descriptive, linguistic and conceptual to one side (in this instance the right) of the transcript.

2.1 Descriptive comments

The initial form of note taking involved comments summarising the content of what the participant had said. These were noted on the right of the text in blue. These were the first of three forms of initial notes recommended by Smith et al, (2009). For example, within Cassie's (Participant 5) transcript a descriptive comment regarding her feelings towards secondary was:

When asked what year group she will be in, she answers that she will be in year seven and then expresses distress that she is in a different class to the one she thought she was going to be in. She thought she would be in Row class. (226P5).

2.2 Linguistic comments

The second form of note taking was to add comments regarding the participant's use of specific language. These were written to the right in pink. These focused on the language choice, pronoun use, tone, repetition, pauses and pace. For example, in interview, a linguistic

comment noted for Harry (Participant 6) when he was talking about his achievements in sports:

Use of noise “vroom” to bring to life how fast the ball was travelling. Use of actions alongside fast pace of words to reinforce his story. Speed described as a “hundred, is this a learnt phrase – hundred miles an hour? (168P6)

2.3 Conceptual comments

The third form of note-taking was to consider conceptual comments. These focused on a more interrogative level of reflection on the participant’s experience. These were noted in green. These explored on a more analytical level what implicit meanings were of what the participant was saying. For example, in interview, a conceptual comment about what Alice (Participant 3) had said about her concept of friendship:

Her basis of friendship is playing tricks on them. Is this about control? Tricks are based on her knowing something they do not. Power. (74P3).

Stage 3: Emergent Themes Identified

During the next stage of analysis, the researcher explored the transcript for emergent themes. This involved the reduction of the data generated from the transcription and the notes into a column of emergent themes to the left of the transcript. This was in purple. Each was related and referenced to the particular statement in the transcription which articulated that theme. This process was to ensure that the themes were connected to the essence of the text (see appendix Y for an extract). As Smith et al., (2009, p92) stated, “themes are usually expressed as phrases which speak to the psychological essence of the piece and contain enough particularity to be grounded and enough abstraction to be conceptual”. Therefore the emergent themes should reflect the researcher’s interpretation of the participant’s statements. Some of the emergent themes were taken verbatim from the initial notes and some were paraphrases. The aim was to transform them into concise psychological statements.

3.1 The Hermeneutic Circle

The researcher aimed to apply the hermeneutic circle to identify emergent themes. This was described by Smith et al., (2009) as the process of interpreting the part in relation to the whole, and vice versa; honouring that which is expressed in any particular utterance, whilst holding in mind the Gestalt of the interview in its entirety. The table extract below is an example of an emergent theme referenced to excerpts and initial notes from the transcript of Keith (Participant 1). Although initial notes are not typically included alongside the key words/quote, it was felt that for some excerpts including notes added a richness to help contextualise what the participant was saying, given their speech and language needs.

Emergent Theme 10: Avoidance and humour as a coping mechanism – “I was like “ooh this is different”.	
<i>Excerpt No:</i>	<i>Initial Notes</i>
30P1.	Appears to not wish to continue this conversation. Is it upsetting or is this the extent of his conversational skills? Avoidance?

	Mmm and erm at home I got all the Roald Dahl books.
110P1.	He affirms hesitantly that it was the dog's grave that he saw. Ye.. yes.
138P1.	Erm that, well we were blindfolded and we had to erm I didn't know where I was going and I was like "aaaw help, where's John" (laughs) and I eventually got to him I was like "ah" (laughs).
142P1.	Yeah we had to hold on to each other and sometimes I let go I was like "ooh".
148P1.	But it was good fun as well. Yeah I think I nearly hit a tree (laugh).
286P1.	But erm when you first get there it's a bit like "ooh" (laughs) like different and a bit hard to go somewhere.
312P1.	Mm and and when when I came back to England and to this school I was like "ooh this is different" (laughs) erm and I didn't know how to spell or do anything or write.
378P1.	Nervous laughter. Has not considered the movement around school. Need for concrete experiences. (Laughs) it's mm.

At stage three, looking for emergent themes, the researcher looked to see whether an emergent theme was found across the initial notes. The process involved looking at the whole and then the parts, and then from the parts, back to the whole. This process was repeated over until the emergent themes were felt to represent the researcher's understanding and interpretation of the transcript. Appendices S-X contains the emergent themes with reference to excerpts and initial notes from the transcripts for all six pupils.

Stage 4: Subordinate Themes Identified

The next stage involved the emergent themes drawn from a transcript being clustered into subordinate themes. The emergent themes were put into a word document and then grouped into related themes using the following four techniques, as suggested by Smith et al., (2009) for identifying subordinate themes.

4.1 Abstraction

Abstraction is the technique used once a grouping of emergent themes emerges, and a concept that appears to underpin them becomes a subordinate theme. For example, in Ellie's (Participant 4) transcript the subordinate theme of "Friendships" was created to explain the phenomenon, which appeared to underpin a set of emergent themes (concept of "best" friend, concept of friendship, friendship based on need and friendship reflecting family life).

4.2 Subsumption

Subsumption was used when a subordinate theme directly developed out of the title of an emergent theme. For example, the subordinate theme of "sense of power or control" came directly out of its emergent theme (Alice, Participant 3).

4.3 Polarisation

Polarisation was used when emergent themes with an oppositional relationship were clustered. For example, the subordinate theme "resilience and vulnerability" in the transcript of Keith (Participant 1) included emergent themes relating to managing difficult emotions, managing success and vulnerability.

4.4 Contextualisation

Contextualisation is a technique suggested by Smith et al., (2009) whereby temporal, narrative and cultural components are identified within the data analysis. This included noting and grouping occasions where particular events or processes were discussed and subsequently formed subordinate themes. For example, “Perceptions of School” for Mollie (Participant 2) included the following emergent themes: Positive experience of primary, positive experience of secondary, school as a social place, school as same, school as different, school as a physical structure, school as a place to learn and school as hard.

The researcher used all of the above techniques to generate subordinate themes (see appendix R), which Smith et al., (2009, p99) advocated for being able to push the analysis to a “higher level”. The extract below is an example of a subordinate theme created within the transcript of Cassie (Participant 5) and its contributing emergent themes:

Subordinate Theme 2: Relationships (attachment)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 3:	Importance of names
Emergent Theme 4:	Sense of belonging
Emergent Theme 5:	Importance of parents
Emergent Theme 34:	Being part of a family
Emergent Theme 35:	Concept of friendship

Stage 5: The Process Repeated for each Transcript

Each transcript was analysed on its own so that the individuality of each participants narrative would be honoured, the idiographic nature of IPA retained and novel themes would be encouraged to emerge (Smith et al., 2009). The next stage involved repetition of the first four stages for each of the other five transcripts. It was important that each was seen with a fresh lens and cross referencing and cross contamination did not occur. It was important for the researcher to be consciously aware when notes reflected comments in other transcripts, but bracketed these off during the first four stages so that each new transcript was treated as if it were the first (and only). However, it is also possible that connections occurred unconsciously and so the researcher tried to remain mindful of the potential for this to happen and to bring it to awareness wherever possible.

Stage 6: Superordinate Themes Identified

Once all transcripts had been analysed individually and their emergent themes identified, the next stage was to search for patterns across all the interviews. All subordinate themes from the transcripts were combined and arranged into clusters of related concepts. A superordinate theme was created from related subordinate themes which were present in 75% of the transcripts, so that it could be argued that they were representative of the group. For example, all six transcripts generated seven of the superordinate themes. In order to maintain connection with the transcripts, each superordinate theme was referenced back to its representative emergent and subordinate themes. See appendix Q for a summary of superordinate themes and data trail through the subordinate and emergent themes for all six participants.

Stage 7: Overarching Themes Identified

The data analysis was concluded in the final stage whereby overarching themes that best captured the connections and relationships between clusters or superordinate themes were

identified. This involved capturing the essence of the superordinate themes to conceptualise and understand the participants' experiences, whilst staying grounded in the data from the transcripts. The titles of themes were considered in terms of psychological concepts instead of general or descriptive ones, to better capture the participant's experiences at a thematic level.

This stage involved capturing the complexity of the data generated from all six interview transcripts within a few discrete concepts. A graphical representation was created to show how superordinate themes interrelated with one another to evolve into the overarching themes and how these related back to the data as referenced by extracted textual illustrations. The hermeneutic cycle of continual sense making was returned to at each stage to ensure that the themes were always reflecting the data. The researcher used a support group of peer students also working on Doctoral studies to follow the stages of analysis to ensure these were valid.

Data Trail: This table shows the data trail for the data analysis included in the appendices

Data Analysis Stage	Appendix Content	Appendix
Stages 1-3: reading, initial notes and emergent themes	An interview transcript excerpt (Participant 1, Keith) with initial notes and emergent themes	X
Stage 4: Subordinate themes	Subordinate themes for P1 (Keith) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	R
Stage 5: repeat stages 1-4 for all 6 participants	Subordinate themes for P2 (Mollie) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	S
	Subordinate themes for P3 (Alice) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	T
	Subordinate themes for P4 (Ellie) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	U
	Subordinate themes for P5 (Cassie) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	V
	Subordinate themes for P6 (Harry) with reference to the corresponding emergent themes, excerpts from transcript and initial notes	W
Stage 6-7: Superordinate and overarching themes	Overview of the data trail for the four overarching themes Overarching and Superordinate Themes with extracts Overview of the data trail for each of the nine superordinate themes	O P Q

Frequency of Thematic Findings

Stage 7 yielded four overarching themes from the six transcripts. Eight of the superordinate themes derived from all six transcripts, one from five of the six transcripts. Appendix O shows the overview of Overarching themes and data trail to Superordinate, Subordinate and Emergent themes for all six participants, Appendix P shows the overview of the Overarching and Superordinate themes with examples from all participants. Appendix Q shows an overview of the Superordinate themes data trail to Subordinate and Emergent themes for all six participants.

Appendix M: Letter of Ethical Approval

The Tavistock and Portman 
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699
www.tavi-port.org

Claire Peters

By Email

23 March 2017

Re: Research Ethics Application

Title: Pupil experience of "readiness" when joining mainstream secondary school having previously attended enhanced provision for speech and language

Dear Claire,

I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,

Best regards,



Paru Jeram
Secretary to the Trust Research Degrees Subcommittee
T: 020 938 2699
E: pjeram@tavi-Port.nhs.uk

cc. Brian Davis, Course Lead

Appendix N: Extracts from Reflective Journal

Interview 1: 6th July 2017

Alice was reluctant to enter the room. I introduced myself by first name and the teacher checked Alice was allowed to call me this. This seemed to help her relax. She sat and volunteered how nervous she felt. We spent a few minutes chatting and I told her she could tell me whether she thought I had been a good learner and listener at the end. What I did notice was that her speech was much clearer than I had anticipated. The interview went well up to a point. She then began to disengage by not talking and miming. This became very hard in terms of recording her words. She also kept saying “pranked” and so it was not always clear whether what she was saying was a true account. In terms of a power imbalance, I felt that this was tilted in her favour. Saying 'pranked' suggested to me that she was not stressed by the situation and was in fact enjoying herself. The interview was concluded sooner than I would have liked. She took charge of the session wanting to run quickly through the visuals. She was heavily reliant on these and seemed really keen to share them which suggested that they were an important tool. At times, when I did not follow her or misunderstood, she laughed attributing the fault to me. She also fed back that she liked being the teacher and me the student. She said I was not a good student as I had not found out enough about her, but when I asked what more she would have liked me to know, she struggled to answer. She told me she had pranked me again and that I was a good listener. I was left emotionally drained at the end of this interview. This interview stayed with me for a long time and left me feeling humiliated and angry and I wondered if I was reflecting how Alice felt. Was this her transferring how relationships with adults make her feel? She had said she was nervous so how much did she willingly consent? Was I a tool for her to project how she was feeling? She appeared to leave feeling happy and so perhaps I was the container for these feelings. I had said I was the pupil and she the learner so perhaps she had taken this literally?

December 18th 2017

As I begin to do my first read of the typed script whilst I listen to the audio to add my first thoughts and notes I am struck by the lack of detail in the participants response. I seem to have done a lot of talking to get them to talk. I am worried that I don't have enough rich material from my participants to analyse them in the depth I want. What if this does not allow me to delve into the rich experiences I desire? Will this also lead to difficulties in trying to compare experiences? On the other hand this “not knowing” feels like true IPA I have no idea yet what the messages are going to be. I think that an earlier module undertaken on the course ‘Therapeutic Communication with Children’ has become more important than I realised. This of course will be valuable in the interpretation stage when I can draw upon Psychodynamic thinking to reflect on the unconscious processes in what they were bringing to the conversation, but just as importantly, in the process of double hermeneutics and being attuned to the complex interplay of the participants feelings and my own.

July 30th 2018

As I am immersed in the ongoing analysis of the transcripts, I am struck that I know these accounts so well and yet the experience is probably long forgotten by the participants. It makes me wonder what they would say about their experiences now should I speak to them again.

18th October 2018

As I am now considering cross case analysis, it is of interest just how many commonalities occurred in participant's accounts. I hope it reflects my ability to treat each case as unique that I am only discovering this now, but I am aware that it could also be due to unconscious processes.

The process of organising into themes is more complex than anticipated as my stance as a researcher is to represent the unique and personal experience and not to condense rich information into quantifiable data. It is difficult as I know the accounts so well, to extract relevant information to the phenomenon and discard other information. It is only now as I organise the themes in superordinate and overarching themes that I truly understand the nature of double hermeneutics.

Overarching Themes	Superordinate Themes ←Appendix P →	Subordinate Themes ←Appendix Q →	Transcript					
			Emergent Themes (Total 207)					
			43	40	26	32	38	28
			Keith	Mollie	Alice	Ellie	Cassie	Harry
Concept of self, family and life experience <ul style="list-style-type: none"> All 6 transcripts 77 Emergent Themes 7 Subordinate themes 3 Superordinate themes 	Concept of self <ul style="list-style-type: none"> All 6 transcripts 	Identity		5	2	3	2	
		Internal aspects of self	2	1				3
		External aspects of self	3	1				3
	Personal constructs <ul style="list-style-type: none"> All 6 transcripts 	World view	3	2	3	1	5	2
		Wanting to be known	4	1	1	1	1	1
	Attachment <ul style="list-style-type: none"> All 6 transcripts 	Relationships	3	3	3	4	4	2
		Friendships	1	1	1	3	1	1
Risk and Resiliency and Coping tools <ul style="list-style-type: none"> All 6 transcripts 39 Emergent Themes 4 Subordinate themes 2 Superordinate themes 	Emotional intelligence, vulnerability and resilience <ul style="list-style-type: none"> All 6 transcripts 	Expressing emotions	2	2	2	1	2	1
		Vulnerability	1	3	1	2	2	2
	Defence mechanisms <ul style="list-style-type: none"> All 6 transcripts 	Power and control	2	2	2		2	2
		Coping tools	3	2		1	2	
Language skills and the impact on personal narratives <ul style="list-style-type: none"> All 6 transcripts 32 Emergent Themes 4 Subordinate themes 2 Superordinate themes 	Impact of language on expressing views <ul style="list-style-type: none"> All 6 transcripts 	Impact of Language	4	3	2	2	2	1
		Communication tools	2	2	2	2	3	1
	The lived experience <ul style="list-style-type: none"> 5 transcripts 	Bringing lived experience to life	1	1				1
		Understanding based on experience	1			1	1	
Experiences of the education system <ul style="list-style-type: none"> All 6 transcripts 59 Emergent Themes 6 Subordinate themes 2 Superordinate themes 	School as a system <ul style="list-style-type: none"> All 6 transcripts 	The building blocks of school	2	3	3	4	4	3
	School as a rite of passage <ul style="list-style-type: none"> All 6 transcripts 	Perceptions of school (sec)	2	2	2	2	2	1
		School as a positive experience	1	2	1	1	1	2
		School as "hard"	2	1				
		School as a journey	3	2	1	2	2	1
		School readiness	1	1		2	2	1

Appendix P: Overarching and Superordinate Themes data trail

Overarching Themes (with one exemplar from each participant from the Superordinate Themes)
<p>1. Concept of Self, Family and Life Experience</p> <p>Concept of Self Keith: Well before I came back to England (pause) I used to be in Spain. That's where I was born. 310P1 Mollie: My favourite days of the week are Friday's as looking forward to a day off and Sundays because I go to see my grandparents.48P2 Alice:I go horse riding with my mum. 4P3 Ellie: ... taking my dogs for a walk 4P4 Cassie: I can wear any shoes today 144P5 Harry: I like climbing on things and (pause). My I'm an active person who runs around and plays around and (pause).</p> <p>World View/Personal constructs Keith: And I got some support and (pause) erm and (pause) erm and they had like a break and I was like err I was like err (pause) a bit like afraid so I didn't know err like (whisper to self) err (whisper to self) err like it was like really different. 330P1 Mollie:but I got my own. 316P2. Alice: Erm food and you can sit with other friends and don't get bullied there and this school get bullied and all that. 210P3. Ellie: ... I got other best friends. 50P4 Cassie: We go anywhere. 102P5 Harry: ..He sometimes he plays rough, sometimes he doesn't play rough. 26P6</p> <p>Attachment Keith: Yeah we had to hold on to each other and sometimes I let go I was like "ooh". 142P1 Mollie: I've been in here a long time. 130P2. Alice: They are all good friends. I got two Maisie, my mm new school, and Helen, my new school. 42P3 Ellie: Yeah and I've got three best friends which is Alice, Nadia who is in my class and Lilith who's got, who's at my old school and we're going to the same secondary school.52P4 Cassie: We go anywhere. 334P5 Harry: I made a lot of friends already. 292P6</p>
<p>2. Risk and Resiliency and Coping tools</p> <p>Emotional Intelligence, Vulnerability and Resilience Keith: Err terrified. 144P1 Mollie: Yeah. I'm going to miss them. 426P2 Alice: Err a bit scared and all that. 156P3 Ellie: Yeah and I've got friends who can show me around. Tell me where the classes are because I'll get confused because it's big and there a stair with loads of classes.180P4 Cassie: Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say I'm not in Row class I'm in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs. 270P5 Harry: I was very scared (laughs). 108P6</p> <p>Defence Mechanisms Keith: Mm and and when when I came back to England and to this school I was like "ooh this is different" (laughs) erm and I didn't know how to spell or do anything or write. 312P1 Mollie: You get used to it. 392P2 Alice: Yeah Lucy always rush me and I don't like it. My mum always not rush me. 138P3 Ellie: Yes when I first came here erm Alice came up to me gave me a hug in the office cos I was crying. 96P4 Cassie: Yeah and that is all.134P5 Harry: That's iiiiiiit (communicating frustration), football, basketball, tennis, erm rounders...err wait I want..., cricket, swimming that's a sport. 254P6</p>

3. Language skills and the impact on Personal Narratives

Impact of language on expressing views

Keith: Oh yeah you have to do the night before the day happens. 418P1.

Mollie: Yeah I put a year back here. 132P2.

Alice: Fff a little bit nervous and fff (long Pause) err. 184P3

Ellie: Ttt (long pause) ttt ITV? 46P4

Cassie: They they can move me up the next like class. 234P5

Harry: (deep breath) First in year year three I couldn't read a any books, I couldn't write (pause). 106P6

Sharing the lived experience

Keith: But erm when you first get there it's a bit like "ooh" (laughs) like different and a bit hard to go somewhere. 286P1

Mollie: He died. And the person said "it was not the aeroplanes it was the beauty that killed the beast". 210P2

Ellie: Yeah because you have to swap classes, like English class, maths class, because that's what we did induction day and it was kind of difficult going to different classes as here you just stay in the same class for English and maths and science. 224P4

Cassie: I don't know I didn't been in my new class yet. 268P5

Harry: And then I was good in there, but then I went "woowoowoo" and I was a tiny bit bad in year four.

4. Experiences of the Education System

School as a system

Keith: Erm it it's much much much more bigger than our school but I've seen the library and it's really cool. 168P1

Mollie: Erm I go and play (pause) it was with their gym equipment. 250P2

Alice: Erm I do erm English with Mr Pledge, erm he's a great teacher (pause) and mm (gulp) and erm tt they some Nina and Stacey in this class, my class. 102P3

Ellie: Because it's massive and you change classes. 232P4

Cassie: That that big (arms outstretched). 216P5

Harry: Yeah you have to say Sir. 276P6

School as a rite of passage

Keith: Yeah I've tried it on before yeah and it's like it's like really cool thing. 404P1.

Mollie: Erm ready to meet new friends. 380P2

Alice: Because it's more nicer than Bowden school. 206P3

Ellie: Electricity that we had. It's a science class and we holded a (pause) a erm match, matches and put it on the thing, on the gas and it looked really cool. 156P4

Cassie: Playing with my....making new friends. 334P5

Harry: I'm ready for everything except English and Humanities. 256P6

1. Concept of self

Subordinate Theme	Participant 1 Emergent themes	Participant 2 Emergent themes	Participant 3 Emergent themes	Participant 4 Emergent themes	Participant 5 Emergent themes	Participant 6 Emergent themes
Identity		Self as special Self as teacher Social self Self as a learner More to self than school	Sense of self Self as fun/prankster	Presenting herself as an animal lover Being special Self concept	Concept of self Being special	
Internal aspects of self	Self as unique Self as expert	Internal aspects of Self				Being good and bad Self as a learner Sense of achievement
External aspects of self	Self as an animal lover Self as a food lover Sense of fun	External aspects of Self				Self as sportsman Other aspects of self Self as active person

2. Personal Constructs

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
World view	Importance of ownership Concept of difference Presuming his world is understood	Importance of ownership Her perception of reality	Assuming her world is known Her world for others to follow Importance of play	Concept of same and different	Sense of Pride Importance of play Being excluded Sense of freedom Assumption her world is understood	Importance of detail Importance of being understood
Wanting to be known	Importance of being understood Importance of being known Importance of how he presents himself Importance of detail	Wanting to be known	Wanting to be known	Wanting to be known/how she presents herself	Importance of being understood - known	Wanting to be known

Appendix Q: Superordinate and Subordinate Themes data trail

3. Attachment

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
Relationships	Self in relation to others at home Sense of belonging Names reflect importance	Sense of belonging Importance of relationships Importance of names	Family Relationships Names signify importance Sense of belonging	Sense of belonging Importance of names Importance of history with others Following in family footsteps	Importance of names Sense of belonging Importance of parents Being part of a family	Sense of belonging Importance of names
Friendships	Concept of friendship	Concept of friendship	Importance of friendships	Concept of best friend Concept of friendship Friendship reflecting family life	Concept of friendship	Concept of friendship

4. Emotional intelligence, vulnerability and resilience

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
Expressing emotions	Managing difficult emotions Managing success	Expressing Emotions Conflicting Emotions	Expressing emotions Unwilling or unable to express herself	Expressing emotions	Expressing emotions Empathy for others	Expressing emotions
Vulnerability	Vulnerability	Vulnerable self Not remembering Sense of loss	Self as vulnerable	Friendships based on need Being vulnerable	Isolation Change is unsettling - the need for stability	Self as vulnerable Not knowing

5. Defence mechanisms

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
Power and control	Feelings of control True Views?	In control of conversation Her voice or others?	The need to move at her pace Sense of power/ Feelings of control		Being in control of what she will share Response based on interest	In control of conversation - Power Response based on interest
Coping tools	Avoidance and humour as a coping mechanism Importance of familiarity Knowing how things work	Importance of rules and routines Importance of familiarity		Importance of familiarity	Importance of knowing Coping tools	

6. Impact of language on expressing views

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
Impact of Language	Emotions and language Literal interpretation Topic Jumping Language and motivation	Language or motivation Language and confidence Literal interpretation	Literal interpretation of language Language and motivation	Literal interpretation Language or experience	Literal interpretation Language impacted by feelings	Language and resilience
Communication tools	Importance of visuals Needing time to formulate a response	Use of visuals Time to formulate response	Time to formulate response Use of visuals and actions to support narrative	The importance of visuals Time to form a response	Time to collect thoughts Reliance on visual support Actions are easier than words	Time to respond

7. The lived experience

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
Bringing lived experience to life	Bringing the lived experience to life	Bringing the experience to life				Using actions to tell narrative
Understanding based on experience	Understanding is based on the lived experience			Understanding is based on real experiences	Understanding based on the lived experience	

8. School as a system

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
The building blocks of school	School as a physical entity Secondary school as a place for structure	School as a social place School as a physical structure School as a place to learn	School as a place for learning School as a place for routine School as a social place	School as a place of learning School as a social place School as a place of structure and routines School as a physical structure	School as a place for rules and need to conform School as a physical entity School as a place for learning School as a social place	School as a place of structure Following rules/need to conform School as a physical structure

9. School as a rite of passage

Subordinate Theme	P1 Emergent themes	P2 Emergent themes	P3 Emergent themes	P4 Emergent themes	P5 Emergent themes	P6 Emergent themes
Perceptions of school	Secondary School as better Secondary School as different	School as same School as different	Secondary as different Secondary as better	Secondary as better Secondary as different	Secondary as different Secondary as better	Secondary as different
School as a positive experience	Secondary school as fun	Primary School as a positive experience Secondary School as a positive experience	School as a positive experience	Belief in school as a good experience	School as a positive experience	School as a positive experience - Primary School as a positive experience - Secondary
School as hard	Secondary School as "hard" Primary School as "hard"	Secondary school as hard				
School as a journey	Embracing new experiences (taking risks) Moving on Growing up	Moving on Embracing new experiences	Moving on	New experiences School as a journey - moving on	Embracing new experiences School as a journey - Moving on	Moving on
School readiness	Secondary School readiness	Feeling ready		Feeling ready for secondary school Being ready for secondary school	Feeling ready for secondary Being ready for secondary	Feeling ready for secondary school

Appendix R: Subordinate and Emergent Themes Participant 1

Subordinate Themes: Participant 1 (Keith)

Subordinate Theme 1: Internal aspects of self – what I believe	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 1:	Self as “unique”
Emergent Theme 8:	Self as expert
Subordinate Theme 2: External aspects of self – what I show	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 2:	Self as an animal lover
Emergent Theme 3:	Self as a food lover
Emergent Theme 4:	Sense of fun
Subordinate Theme 3: World View	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 9:	Importance of ownership. Desire to impress
Emergent Theme 28:	Concept of difference
Emergent Theme 40:	Presuming his world is understood
Subordinate Theme 4: Managing Emotions	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 12:	Managing difficult emotions
Emergent Theme 13:	Managing success
Subordinate Theme 5: Vulnerability	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 42:	Vulnerability
Subordinate Theme 6: Defence Mechanisms and coping tools	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 10:	Avoidance and humour as a coping mechanism
Emergent Theme 15:	Importance of familiarity
Emergent Theme 19:	Knowing how things work
Subordinate Theme 7: Wanting to be known	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 5:	Importance of being understood
Emergent Theme 6:	Importance of being “known”
Emergent Theme 7:	Importance of how he presents himself
Emergent Theme 20:	Importance of detail
Subordinate Theme 8: The lived experience	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 16:	Bringing the lived experience to life
Emergent Theme 23:	Understanding is based on the lived experience
Subordinate Theme 9: Relationships (attachment)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 17:	Self in relation to others at home
Emergent Theme 18:	Sense of belonging
Emergent Theme 37:	Names reflect importance
Emergent theme 43:	Concept of friendship
Subordinate Theme 10: Concept of Control and Power	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 21:	Feelings of control
Emergent Theme 41:	True Views?
Subordinate Theme 11: Impact of language	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 11:	Emotions and language interact
Emergent Theme 24:	Literal interpretation
Emergent Theme 25:	Topic Jumping
Emergent Theme 27:	Language and motivation
Subordinate Theme 12: Communication tools	
Emergent Theme No:	Emergent Theme Title:

Emergent Theme 22:	Importance of visuals
Emergent Theme 26:	Needing time to formulate a response
Subordinate Theme 13: Perceptions of secondary school (personal construct)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 30:	Secondary School as “better” (moving on)
Emergent Theme 31:	Secondary School as “different”
Emergent Theme 35:	Secondary school as fun
Subordinate Theme 14: School as “hard”	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 32:	Secondary School as “hard”
Emergent Theme 33:	Primary School as “hard”
Subordinate Theme 15: Building blocks of school	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 29:	School as a physical entity
Emergent Theme 34:	Secondary school as a place for structure
Subordinate Theme 16: School as part of a journey (Narratives)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 14:	Embracing new experiences (taking risks)
Emergent Theme 38:	Moving on
Emergent Theme 39:	Growing up
Subordinate Theme 17: Concept of School readiness	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 36:	Secondary School “readiness”

List of Emergent Themes:

Emergent Theme 1: Self as unique -- “I love mussels”
Emergent Theme 2: Self as an animal lover
Emergent Theme 3: Self as food lover -- “that spaghetti Bolognese is better than this one”
Emergent Theme 4: Sense of fun
Emergent Theme 5: Importance of being understood
Emergent Theme 6: Importance of being known
Emergent Theme 7: Importance of how he presents himself– using self-talk
Emergent Theme 8: Self as expert (desire to impress)
Emergent Theme 9: Importance of ownership. Desire to impress
Emergent Theme 10: Avoidance and humour as a coping mechanism - “I was like “ooh this is different”.”
Emergent Theme 11: Emotions and Language interact
Emergent Theme 12: Managing difficult Emotions - – “I was like “oh”.”
Emergent Theme 13: Managing Success –“ I was like really?”
Emergent Theme 14: Embracing new experiences (taking risks)
Emergent Theme 15: Importance of familiarity – “But I soon got used to it”
Emergent Theme 16: Bringing the lived experience to life
Emergent Theme 17: Self in relation to others
Emergent Theme 18: Sense of Belonging
Emergent Theme 19: Knowing how things work
Emergent Theme 20: Importance of detail
Emergent Theme 21: Feelings of control
Emergent Theme 22: Importance of visuals
Emergent Theme 23: Understanding based on experience
Emergent Theme 24: Literal interpretation
Emergent Theme 25: Topic jumping
Emergent Theme 26: Needing time to formulate a response
Emergent Theme 27: Language and motivation
Emergent Theme 28: Concept of difference
Emergent Theme 29: Secondary School as a physical entity – “much bigger than our school”
Emergent Theme 30: Secondary School as better – “science erm like dragon breath like fire”
Emergent Theme 31: Secondary School as different – “Oh yeah that’s really different”
Emergent Theme 32: Secondary School as hard

Emergent Theme 33: Primary School as hard - “Sometimes I struggle a bit”
 Emergent Theme 34: Secondary as a place for structure
 Emergent Theme 35: Secondary school as fun
 Emergent Theme 36: Secondary School readiness “you’ll get used to it”
 Emergent Theme 37: Names reflect importance
 Emergent Theme 38: Moving on - “really cool”
 Emergent Theme 39: Growing up
 Emergent Theme 40: Presuming his world is understood - “sort of thing”
 Emergent Theme 41: True Views?
 Emergent Theme 42: Vulnerability - “I didn’t really understand”
 Emergent Theme 43: Concept of friendship

Data Trail for Emergent Themes

Emergent Theme 1: Self as unique – “I love mussels”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P1.	Errm.. (cough) well I like, well I love mussels.
4P1.	Yeah. ..(pause) and tttt erm (cough) and I tt and I went to this restaurant erm (cough) and I had like an ostrich? no like erm one of those things?
14P1.	So I like all types of erm food.
180P1.	Well I like painting dragons.
310P1.	Well before I came back to England (pause) I used to be in Spain. That’s where I was born.
316P1.	Like really, really different because I used to go into a Spanish school so I didn’t really understand.
Emergent Theme 2: Self as an animal lover	
<i>Excerpt No:</i>	<i>Initial Notes</i>
20P1.	So that one (points to a picture of a dog) is of summer holidays (pause) unfortunately erm err like my erm dog black dog Pugsy, she looked like that (point to picture) cough and she ..she died erm.
92P1.	Hm erm well well I like dogs’ right, erm well but that’s like my favourite things.
94P1.	Err (pause) well important to me is like those (points to the pictures of his dog and the plate of mussels).
246P1.	Ooh yeah the farm, farm club they do like a farm there.
248P1.	And there were like two dogs, like little ones.
250P1.	And erm they were really cute and and (pause).
Emergent Theme 3: Self as a food lover – “that spaghetti Bolognese is better than this one”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P1.	Errm.. (cough) well I like, well I love mussels.
4P1.	Yeah. ..(pause) and tttt erm (cough) and I tt and I went to this restaurant erm (cough) and I had like an ostrich? no like erm one of those things?
14P1.	So I like all types of erm food.
94P1.	Err (pause) well important to me is like those (points to the pictures of his dog and the plate of mussels).
454P1.	I I have we had spaghetti Bolognese and that spaghetti Bolognese is better than this one (hand to mouth whispers to me) not joking.
458P1.	Confirms with confidence that food at the secondary school is better. Yeah.
Emergent Theme 4: Sense of fun/humour	
<i>Excerpt No:</i>	<i>Initial Notes</i>
134P1.	Yeah it was really fun.
148P1.	But it was good fun as well. Yeah I think I walked into a tree (laugh).
234P1.	Yeah the goggles erm I erm I was like oh yeah “James Bond”.
244P1.	Presents himself as having fun, laughing at his invisible glasses joke.

	(Laugh) mm.
256P1.	Yeah I can do a really good chicken noise.
258P1.	(did impression of chicken).
436P1.	He appears relaxed and laughs enjoying the joke about James Bond and his gadgets from the earlier conversation. (Laughs) yeah yeah.
Emergent Theme 5: Importance of being understood	
<i>Excerpt No:</i>	<i>Initial Notes</i>
6P1.	Yes oyster (nodding).
76P1.	Yeah and and it goes it in to London and then them two them three go on to Thunderbird 1.
78P1.	Yeah and then and then through the Thunderbird 1 those three get out of Thunderbird 1 and then they go into Thunderbird 2 and then erm they hit the (pause) train track.
80P1.	And then it went into the water so she (pause) ppp was gonna go in there.
176P1.	Erm, No, but there's like a part in the door so you can go through there and choose your book.
184P1.	Yeah I I did it at home.
242P1.	He continues the James Bond analogy saying "invisible glasses". Important to share how it made him think of James Bond. Invisible glasses.
252P1.	He corrects that he went to the farm, not the farm club. Yeah the farm yeah.
302P1.	Yes that's it! Blazers.
332P1.	Wanting to be understood and checking for any misunderstanding. To that school.
Emergent Theme 6: Importance of being known/having a voice	
<i>Excerpt No:</i>	<i>Initial Notes</i>
20P1.	So that one (points to a picture of a dog) is of summer holidays (pause) unfortunately erm err like my erm dog black dog Pugsy, she looked like that (point to picture) cough and she ..she died erm.
22P1.	This is likely to still be a raw emotion to him. Wanting it to be known it was recent. Erm this.
26P1.	Yeah erm and tt (cough) erm I got a picture on my phone. I got the same picture as that.
32P1.	Erm (pause) I'm not... I don't think so but that (points to picture) the BFG's my favourite.
46P1.	(laugh) Yeah erm (cough) and on my X-box I play Minecraft, sometimes.
68P1.	Mm. Erm I've seen the new Thunderbirds.
70P1.	Yeah erm I I like that one (points to a craft in the picture) and erm (cough) erm mm err it's like erm it's like erm its sort of a cartoon but in realistic.
80P1.	And then it went into the water so she (pause) ppp was gonna go in there.
84P1.	Yeah and that's in there (points to picture of craft). Oh yeah at home I have all the Thunderbirds and the Tracey Island.
94P1.	Err (pause) well important to me is like those (points to the pictures of his dog and the plate of mussels).
104P1.	It appears that he lacks confidence in sharing intimate information. He feels this may happen once friendships are established. Yeah.
106P1.	Erm well they know that I like mussels and some of the children, my friends, erm know that erm my erm dog died erm and that when I went to my granny's I mean nanny's house erm I saw like a grave but I didn't know.
136P1.	Yeah I climbed up that very very tall erm tower sort of thing and that that was me yeah that one (point to picture of self).
276P1.	Yeah and homework club yeah (whisper to self "what else") Lego club yeah.
416P1.	Yeah. Sometimes I struggle a bit.
Emergent Theme 7: Importance of how he presents himself– using self-talk	
<i>Excerpt</i>	<i>Initial Notes</i>

<i>No:</i>	
276P1.	Yeah and homework club yeah (whisper to self “what else”) Lego club yeah.
324P1.	Err um I remember the two teachers (whisper to self) err I came back in year three.
330P1.	And I got some support and (pause) erm and (pause) erm and they had like a break and I was like err I was like err (pause) a bit like afraid so I didn’t know err like (whisper to self) err (whisper to self) err like it was like really different.
388P1.	Well if you like get it I mean if you have a if you have like erm (pause) erm like (whisper) mm.
Emergent Theme 8: Self as expert (giving an opinion)	
<i>Excerpt No:</i>	<i>Initial Notes</i>
8P1.	Yeah but they’re sweet.
32P1.	Erm (pause) I’m not... I don’t think so but that (points to picture) the BFG’s my favourite.
36P1.	Yeah it’s really good.
40P1.	No, but the film is better.
42P1.	He confirms his belief that the film is better than the book, but does not say how. Yeah.
44P1.	He is able to give opinions but does not back this up with additional information. Lack of ability or opportunity? Yeah.
60P1.	Yeah it’s really good.
62P1.	Yeah. Yeah, My dad didn’t know how to err connect it to the X-box but I did it so I just saw the symbol onto the X-box and to the (pause) controller so that worked.
452P1.	I I have we had spaghetti Bolognese and that spaghetti Bolognese is better than this one (hand to mouth whispers to me) not joking.
456P1.	Enjoys the joke about not telling his current school cook that the secondary school food is better. (Laughs) Yes.
Emergent Theme 9: Importance of ownership. Desire to impress	
<i>Excerpt No:</i>	<i>Initial Notes</i>
18P1.	Confirming that the picture of mussels on his visual aid was chosen by himself. Err yeah, yeah.
30P1.	Mmm and erm at home I got all the Roald Dahl books.
56P1.	Is knowing how something works (process) or owning more important to him than what he does with it? The mechanics? Does this fit with his need to know? (Laughs) yeah and like do stuff with it.
84P1.	Oh yeah at home I have all the Thunderbirds and the Tracey Island.
86P1.	(laugh) So I have all of them.
Emergent Theme 10: Avoidance and humour as a coping mechanism – “I was like “ooh this is different””.	
<i>Excerpt No:</i>	<i>Initial Notes</i>
30P1.	Appears to not wish to continue this conversation. Is it upsetting or is this the extent of his conversational skills? Avoidance? Mmm and erm at home I got all the Roald Dahl books.
110P1.	He affirms hesitantly that it was the dog’s grave that he saw. Ye.. yes.
138P1.	Erm that, well we were blindfolded and we had to erm I didn’t know where I was going and I was like “aaaw help, where’s John” (laughs) and I eventually got to him I was like “ah” (laughs).
142P1.	Yeah we had to hold on to each other and sometimes I let go I was like “ooh”.
148P1.	But it was good fun as well. Yeah I think I nearly hit a tree (laugh).
286P1.	But erm when you first get there it’s a bit like “ooh” (laughs) like different and a bit hard to go somewhere.
312P1.	Mm and and when when I came back to England and to this school I was like “ooh this is different” (laughs) erm and I didn’t know how to spell or do anything or write.

378P1.	Nervous laughter. Has not considered the movement around school. Need for concrete experiences. (Laughs) it's mm.
Emergent Theme 11: Emotions and Language interact	
<i>Excerpt No:</i>	<i>Initial Notes</i>
340P1.	Difficulty talking about feelings. Self-protection or lack of language. Yeah.
342P1.	Difficulty talking about experience or lack of language? Is he just agreeing? Yeah.
414P1.	Erm erm err yeah like get when your homework done.
418P1.	Oh yeah you have to do the night before the day happens.
Emergent Theme 12: Managing difficult Emotions – “I was like “oh”.	
<i>Excerpt No:</i>	<i>Initial Notes</i>
26P1.	Yeah erm and tt (cough) erm I got a picture on my phone. I got the same picture as that.
108P1.	So I read it the sign it said “Pugsy” I was like “oh”.
112P1.	Yes so I was a bit shocked, erm, but it just erm (cough) it's erm just like erm it came to a shock to me.
114P1.	Yeah I wasn't like that expecting it. I was like “oh” and erm yeah.
138P1.	Erm that, well we were blindfolded and we had to erm I didn't know where I was going and I was like “aaaw help, where's John” (laughs) and I eventually got to him I was like “ah” (laughs).
142P1.	Yeah we had to hold on to each other and sometimes I let go I was like “ooh”.
144P1.	Err terrified.
286P1.	But erm when you first get there it's a bit like “ooh” (laughs) like different and a bit hard to go somewhere.
330P1.	And I got some support and (pause) erm and (pause) erm and they had like a break and I was like err I was like err (pause) a bit like afraid so I didn't know err like (whisper to self) err (whisper to self) err like it was like really different.
334P1.	He expresses his feelings of being “afraid and worried” from “a bit” as expressed earlier to “really”. Erm well I was but I was like really afraid and worried.
352P1:	Erm really really different and erm (pause) erm like erm really fun as well.
378P1.	Nervous laughter. Has not considered the movement around school. Need for concrete experiences. (Laughs) it's mm.
416P1.	Yeah. Sometimes I struggle a bit.
Emergent Theme 13: Managing success –“ I was like really?”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
68P1.	He does not appear to dwell on his achievement or feelings but moves on quickly. Is this replicating life moving on quickly before these have a chance to be explored? Mm. Erm I've seen the new Thunderbirds.
150P1.	Yeah but there was some, some ropes so yeah. Erm and and erm (coughs) and oh yeah we did archery in Earlswood erm and I got a red (laughs) but that's the only thing I got.
152P1,	Yeah I was like (modelled pulling string on bow) weee.
154P1.	Yeah it was like (modelled action).
156P1.	Yeah yeah I got a red.
158P1.	Yeah erm and we had a dress up day.
182P1.	Yes and that was a success (laugh) erm that was actually like actually 3D so erm erm we had a meeting at Hay High and a person said that was year Eight work (laugh).
186P1.	Not sure how to manage his success. I know (laugh).
188P1	He seems surprised that his work was well received, questioning this with “really”? I know I was like “really?” (laughs).
190P1,	I was like amazed.
192P1.	Yeah.

260P1.	Gives a non-committal response to the positive feedback with “Mm”. Mm.
262P1.	Accepting of praise but he already said it was a good impression. He does not dwell on his achievements. Yeah.
Emergent Theme 14: Embracing new experiences (taking risks)	
<i>Excerpt No:</i>	<i>Initial Notes</i>
12P1.	It it was it was erm (cough) sour and sweet, but it was actually really nice.
14P1.	So I like all types of erm food.
62P1.	My dad didn’t know how to erm connect it to the X-box but I did it so I just saw the symbol onto the X-box and to the (pause) controller so that worked .
130P1.	And erm we erm two, two or three weeks we had residential trip.
134P1.	Yeah it was really fun.
136P1.	Yeah I climbed up that very very tall erm tower sort of thing and that that was me yeah that one (point to picture of self).
138P1.	Erm that, well we were blindfolded and we had to erm I didn’t know where I was going and I was like “aaaw help, where’s John” (laughs) and I eventually got to him I was like “ah” (laughs).
142P1.	Yeah we had to hold on to each other and sometimes I let go I was like “ooh”.
146P1.	It was like completely black.
148P1.	But it was good fun as well. Yeah I think I nearly hit a tree (laugh).
150P1.	Yeah but there was some, some ropes so yeah. Erm and and erm (coughs) and oh yeah we did archery in Earlswood erm and I got a red (laughs) but that’s the only thing I got.
174P1.	Yeah and they have inside here they got books that you could go in.
216P1.	We we used those for (pause) like a stick they have like at the end of the stick they had erm some chemicals and we put it through and then they changed different colour so it was really cool.
272P1.	Yeah I might erm I might I’ve got like erm a list that I might do.
274P1.	Erm I might do art erm (pause) the erm the farm club.
352P1.	Erm really really different and erm (pause) erm like erm really fun as well.
382P1.	Belief that he will enjoy his first day. Based on taster day. Yeah.
400P1.	Mm erm yeah because usually you have like this erm paper to know where you’re going.
408P1.	Yeah I’m quite happy.
Emergent Theme 15: Importance of familiarity – “But I soon got used to it”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
128P1.	Erm erm most we have Mr Soone.
284P1.	Erm its it’s like erm you’ll you’ll get used to it.
314P1.	So it’s a big a big difference.
316P1.	Like really, really different because I used to go into a Spanish school so I didn’t really understand.
328P1.	But erm (cough) I soon got used to it.
336P1.	Erm mm until I got used to this school.
344P1.	Err yeah I felt like a bit (pause) a bit (pause) better.
346P1.	He agrees that he felt a bit more prepared for his second day. Yeah.
352P1.	Erm really really different and erm (pause) erm like erm really fun as well.
358P1.	He confirms that having the taster days has made him feel better about his first day at secondary. Yeah.
384P1.	He confirms that he is ready to experience the changes of going to a new school. Yeah.
Emergent Theme 16: Bringing the lived experience to life	
<i>Excerpt No:</i>	<i>Initial Notes</i>

48P1.	Sometimes I play car games and my dad he got me one of those controllers (motioned driving) for the X-box.
64P1.	I know, it was like "I didn't do anything" (mimicking dad).
108P1.	So I read it the sign it said "Pugsy" I was like "oh".
114P1.	Yeah I wasn't like that expecting it. I was like "oh" and erm yeah.
138P1.	Erm that, well we were blindfolded and we had to erm I didn't know where I was going and I was like "aaaw help, where's John" (laughs) and I eventually got to him I was like "ah" (laughs).
142P1.	Yeah we had to hold on to each other and sometimes I let go I was like "ooh".
148P1.	But it was good fun as well. Yeah I think I walked into a tree (laugh).
152P1.	Yeah I was like (modelled taking bow) weee.
154P1.	Yeah it was like (modelled action).
188P1.	I know I was like "really?" (laughs).
232P1.	Oh yeah and when I put the those on the (pause)...
234P1.	Yeah the goggles erm I erm I was like oh yeah "James Bond".
242P1.	Yeah the goggles erm I erm I was like oh yeah "James Bond".
256P1.	Yeah I can do a really good chicken noise.
258P1.	(did impression of chicken).
266P1.	Erm yeah that's, when I heard the farm I was like "ooh we don't have that here" (laughs). I was like "ooh chicken" (laugh) Yeah.
286P1.	But erm when you first get there it's a bit like "ooh" (laughs) like different and a bit hard to go somewhere.
312P1.	Mm and and when when I came back to England and to this school I was like "ooh this is different" (laughs) erm and I didn't know how to spell or do anything or write.
Emergent Theme 17: Self in relation to others at home	
<i>Excerpt No:</i>	<i>Initial Notes</i>
20P1.	So that one (points to a picture of a dog) is of summer holidays (pause) unfortunately erm err like my erm dog black dog Pugsy, she looked like that (point to picture) cough and she ..she died erm.
48P1.	Sometimes I play car games and my dad he got me one of those controllers
62P1.	Yeah. Yeah, My dad didn't know how to err connect it to the X-box but I did it so I just saw the symbol onto the X-box and to the (pause) controller so that worked .
64P1.	I know, it was like "I didn't do anything" (mimicking dad).
94P1.	Err (pause) well important to me is like those (points to the pictures of his dog and the plate of mussels).
Emergent Theme 18: Sense of belonging	
<i>Excerpt No:</i>	<i>Initial Notes</i>
126P1.	Use of "we". Yeah sometimes we have a girl.
128P1.	Use of "we". Erm erm most we have Mr Soone.
130P1.	And erm we erm two, two or three weeks we had residential trip.
276P1.	Yeah and homework club yeah (whisper to self "what else") Lego club yeah.
288P1.	And mm yeah erm and the they've got a bigger library than ours
290P1.	That's different. They erm, in our school they don't do farms.
300P1.	Erm well I've seen the jacket like (pause) erm the jackets black and the jackets in our school are like (pause) like (pause) different.
404P1.	Yeah I've tried it on before yeah and it's like it's like really cool thing.
454P1.	I I have we had spaghetti Bolognese and that spaghetti Bolognese is better than this one (hand to mouth whispers to me) not joking.
Emergent Theme 19: Knowing how things work	
<i>Excerpt No:</i>	<i>Initial Notes</i>
50P1.	Not erm (cough) not erm like the set up ones like you just have to press two buttons..so you have to press the back black button and then the white button for the, on the X-box.
52P1.	Erm and then that erm that connects, it's like Bluetooth.

54P1.	Like a phone can transfer to the TV.
56P1.	(Laughs) yeah and like do stuff with it.
316P1.	Like really, really different because I used to go into a Spanish school so I didn't really understand.
320P1.	So I could understand (pause).
400P1.	Mm erm yeah because usually you have like this erm paper to know where you're going.
434P1.	Erm it's your fingerprint you have to put your finger on.
444P1.	And you needed to (pause) you needed to like put your finger thumb or finger on but this school you need to pick up your tray and get your knife and fork and spoons and put them in the middle, but (laughs) they don't do that.
448P1.	Erm no you have to like get (pause) err you have to like (pause) err get like err like err (long pause) mm like you your mum and dad need to pay it err yeah and not you have to pay it .
Emergent Theme 20: Importance of detail	
<i>Excerpt No:</i>	<i>Initial Notes</i>
74P1.	And he drives the (pause) the Thunderbird 2.
76P1.	Yeah and and it goes it in to London and then them two them three go on to Thunderbird 1.
78P1.	Yeah and then and then through the Thunderbird 1 those three get out of Thunderbird 1 and then they go into Thunderbird 2 and then erm they hit the (pause) train track.
80P1.	And then it went into the water so she (pause) ppp was gonna go in there.
88P1.	Erm yeah but I got the Thunderbirds first and then the Tracey island.
122P1.	So erm I think one or two years erm that astro turf that was new.
252P1.	Yeah the farm yeah.
316P1.	Like really, really different because I used to go into a Spanish school so I didn't really understand.
320P1.	So I could understand (pause).
326P1.	So I had a teacher called Mr Morris I think and what the other one (pause) I'm not sure of the other one.
400P1.	Mm erm yeah because usually you have like this erm paper to know where you're going.
418P1.	Oh yeah you have to do the night before the day happens.
420P1.	No I don't think so. Most things are good. Before the next day.
Emergent Theme 21: Feelings of control	
<i>Excerpt No:</i>	<i>Initial Notes</i>
50P1.	Yeah, erm (cough) not erm like the set up ones like you just have to press two buttons..so you have to press the back black button and then the white button for the, on the X-box.
62P1.	Yeah. Yeah, My dad didn't know how to err connect it to the X-box but I did it so I just saw the symbol onto the X-box and to the (pause) controller so that worked.
64P1.	I know, it was like "I didn't do anything" (mimicking dad).
90P1.	In control of ending a topic of conversation. And..yeah .
106P1.	Erm well they know that I like mussels and some of the children, my friends, erm know that erm my erm dog died erm and that when I went to my granny's I mean nanny's house erm I saw like a grave but I didn't know.
112P1.	Mmm, so I was a bit shocked, erm, but it just erm (cough) it's erm just like erm it came to a shock to me.
114P1.	Yeah I wasn't like that expecting it. I was like "oh" and erm yeah.
158P1.	Yeah erm and we had a dress up day.
160P1.	Yeah I was Mr Wolf I mean erm (pause) three I think I was like three little pigs.
178P1.	Yeah mm yeah. And they do like erm art. That's my favourite thing.
448P1.	Erm no you have to like get (pause) err you have to like (pause) err get like err like err (long pause) mm like you your mum and dad need to pay it err yeah and not you have to pay it.
Emergent Theme 22: Importance of visuals	

<i>Excerpt No:</i>	<i>Initial Notes</i>
70P1.	Yeah erm I I like that one (points to a craft in the picture) and erm (cough) erm mm err it's like erm it's like erm its sort of a cartoon but in realistic.
76P1.	Yeah and and it goes it in to London and then them two them three go on to Thunderbird 1.
78P1.	Yeah and then and then through the Thunderbird 1 those three get out of Thunderbird 1 and then they go into Thunderbird 2 and then erm they hit the (pause) train track.
84P1.	Yeah and that's in there (points to picture of craft). Oh yeah at home I have all the Thunderbirds and the Tracey Island.
92P1.	Hm erm well well I like dogs right, erm well (pause) but that's like my favourite things.
94P1.	Err (pause) well important to me is like those (points to the pictures of his dog and the plate of mussels).
122P1.	So erm I think one or two years erm that astro turf that was new.
124P1.	Um and that's (point to picture) Mr Soone doing like training (pause) erm.
136P1.	Yeah I climbed up that very very tall erm tower sort of thing and that that was me yeah that one (point to picture of self).
140P1.	Pointing and naming his friend in the picture. Yeah that's John
170P1.	Yeah they got like lights different colours that change.
206P1.	There was like erm like erm science erm like dragon breath like fire.
400P1.	Mm erm yeah because usually you have like this erm paper to know where you're going.
Emergent Theme 23: Understanding based on experience	
<i>Excerpt No:</i>	<i>Initial Notes</i>
122P1.	So erm I think one or two years erm that astro turf that was new.
194P1.	Erm well, (pause) mm erm.
206P1.	There was like erm like erm science erm like dragon breath like fire.
234P1.	Yeah the goggles erm I erm I was like oh yeah "James Bond".
270P1.	Erm I'm looking forward to more like art sort of thing.
274P1.	Erm I might do art erm (pause) the erm the farm club.
278P1.	Non-committal answer when it is suggested that all the clubs he has said sound fun. Mm.
322P1.	When asked to talk about his first day at his current school, he struggles with how to continue this conversation. Err (pause).
350P1.	When asked if he thinks his experience of joining his current school will help when joining his next school. He does not seem to know how to respond. Erm well (pause).
362P1.	Lack of concrete experience to base answer on. First day erm.
364P1.	Erm some art maybe and some science erm then (pause) maybe mmm.
366P1.	Repeats back a word from the question "meet" suggesting he does not understand what is being asked of him. Meet? Erm.
368P1.	He struggles to imagine who he might see. Need for real experiences. See? Erm.
370P1.	He is able to say how many teachers he has currently. Erm (pause) erm I normally have two.
372P1.	He reacts with surprise to the question of how many teachers he will have at his new school. It seems he had not thought about this. Ooh (pause).
374P1.	Yeah like I'm not that sure how many teachers at this school, but some of the teachers in a class of two maybe mm.
378P1.	Nervous laughter. Has not considered the movement around school. Need for concrete experiences. (Laughs) it's mm.
388P1.	Well if you like get it I mean if you have a if you have like erm (pause) erm like

	(whisper) mm.
426P1.	Yeah it's like maybe like you're playing PE, err like tennis or like come at you like "oh".
438P1.	Enthusiasm for a joke started earlier. Life imitating a film. Being known. Yeah (laughs).
Emergent Theme 24: Literal interpretation	
<i>Excerpt No:</i>	<i>Initial Notes</i>
122P1.	So erm I think one or two years erm that astro turf that was new.
184P1.	Use of "home" to communicate that is where he did the work. Interpreting literally "you did it in year 6". Yeah I I did it at home.
196P1.	Erm its erm a bit different but not (pause) erm the erm the doors are different because the doors are normally at the back.
Emergent Theme 25: Topic jumping	
<i>Excerpt No:</i>	<i>Initial Notes</i>
84P1.	He never seems to stay on one topic for long – grasshopper – is this how he processes information or does he have lots to share? Is he worried he will forget? Yeah and that's in there (points to picture of craft). Oh yeah at home I have all the Thunderbirds and the Tracey Island.
164P1.	Grasshopper jumping to new topics. Rushes through the things that are less important to him. Mm and that's erm our playground but that's a little bit of our playground, but we got a field, Mm and that's the logo Rutler.
Emergent Theme 26: Needing time to formulate a response	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P1.	Erm... (cough) well I like, well I love mussels.
4P1.	Yeah. ...and tttt erm (cough) and I tt and I went to this restaurant erm (cough) and I had like an ostrich? no like erm one of those things?
12P1.	It it was it was erm (cough) sour and sweet, but it was actually really nice.
16P1.	When not asked a direct question he struggles to continue the conversation. Erm, (cough).
26P1.	Yeah erm and tt (cough) erm I got a picture on my phone. I got the same picture as that.
46P1.	(laugh) Yeah erm (cough) and on my X-box I play Minecraft, sometimes.
102P1.	Erm (cough) erm not sure.
196P1.	Erm its erm a bit different but not (pause) erm the erm the doors are different because the doors are normally at the back.
272P1.	Yeah I might erm I might I've got like erm a list that I might do.
274P1.	Erm I might do art erm (pause) the erm the farm club.
Emergent Theme 27: Language and motivation	
<i>Excerpt No:</i>	<i>Initial Notes</i>
44P1.	He is able to give opinions but does not back this up with additional information. Lack of language or motivation? Yeah.
166P1.	He has nothing else to say about the school badge. He does not seem interested in talking about his school. Mm.
224P1.	He is finding the secondary experience "cool". He is enthused when speaking about it. Yeah really exciting it was like it was like really cool (laugh).
246P1.	Ooh yeah the farm, farm club they do like a farm there.
270P1.	Erm I'm looking forward to more like art sort of thing.
304P1.	Yeah jumper sort of thing.
434P1.	Erm it's your fingerprint you have to put your finger on.
444P1.	And you needed to (pause) you needed to like put your finger thumb or finger on but this school you need to pick up your tray and get your knife and fork and spoons and

	put them in the middle, but (laughs) they don't do that.
446P1.	Fingerprint that you can get your err lunch mm.
450P1.	Hesitant response but confirms that he had lunch at secondary school. He does not add any further detail. Ye yeah.
452P1.	Limited response. Conflicting from earlier description of food. Ah yeah.
Emergent Theme 28: Concept of difference	
<i>Excerpt No:</i>	<i>Initial Notes</i>
72P1.	Erm yeah he's (pointing) the bad guy.
126P1.	Yeah sometimes we have a girl.
196P1.	His concept of difference begins with what you can see. Erm its erm a bit different but not (pause) erm the erm the doors are different because the doors are normally at the back.
Emergent Theme 29: Secondary School as a physical entity – “much bigger than our school”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
122P1.	So erm I think one or two years erm that astro turf that was new.
164P1.	Mm and that's erm our playground but that's a little bit of our playground, but we got a field. Mm and that's the logo Rutler.
168P1.	Erm it it's much much much more bigger than our school but I I've seen the library and it's really cool.
170P1.	Yeah they got like lights, like different colours that change.
172P1.	Yeah err and they have like books.
174P1.	Yeah and they have inside here they got books that you could go in.
176P1.	No, but there's like a part in the door so you can go through there and choose your book.
196P1.	Erm its erm a bit different but not (pause) erm the erm the doors are different because the doors are normally at the back.
280P1.	(Cough) erm well its erm Hay High is certainly much bigger and longer school.
Emergent Theme 30: Secondary School as better – “science erm like dragon breath like fire”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
168P1.	Erm it it's much much much more bigger than our school but I I've seen the library and it's really cool.
170P1.	Yeah they got like lights, like different colours that change.
172P1.	Yeah err and they have like books.
174P1.	Yeah and they have inside here they got books that you could go in.
176P1.	No, but there's like a part in the door so you can go through there and choose your book.
198P1.	And in year Six erm cough erm (pause) and the oh yeah I err we did an activity erm over there in science.
204P1.	It was like really cool.
206P1.	There was like erm like erm science erm like dragon breath like fire.
216P1.	We we used those for (pause) like a stick they have like at the end of the stick they had erm some chemicals and we put it through and then they changed different colour so it was really cool.
224P1.	Yeah really exciting it was like it was like really cool (laugh).
226P1.	Mm erm well I like the science at Hay High.
246P1.	Ooh yeah the farm, farm club they do like a farm there.
254P1.	Yeah it's part of school and erm erm erm (pause) erm and they do like chickens there and goats.
266P1.	Erm yeah that's, that's when I heard the farm I was like “ooh we don't have that here” (laughs). I was like “ooh chicken” (laughs) Yeah.
288P1.	And mm yeah erm and the they've got a bigger library than ours
290P1.	That's different. And in our school they don't do farms.
306P1.	Yeah it's like erm err smart erm really smart.

404P1.	Yeah I've tried it on before yeah and it's like it's like really cool thing. Yeah I've tried it on before yeah and it's like it's like really cool thing.
432P1.	Oh yeah that's really different.
440P1.	Is quick to assert that his current school do not have a fingerprint machine. He is confident in his response. No they don't.
444P1.	And you needed to (pause) you needed to like put your finger thumb or finger on but this school you need to pick up your tray and get your knife and fork and spoons and put them in the middle, but (laughs) they don't do that.
454P1.	I I have we had spaghetti Bolognese and that spaghetti Bolognese is better than this one (hand to mouth whispers to me) not joking.
456P1.	I I have we had spaghetti Bolognese and that spaghetti Bolognese is better than this one (hand to mouth whispers to me) not joking.
458P1.	Yeah.
Emergent Theme 31: Secondary School as different – “Oh yeah that's really different”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
246P1.	Ooh yeah the farm, farm club they do like a farm there.
280P1.	(Cough) erm well its erm Hay High is certainly much bigger and longer school.
290P1.	That's different. And in our school they don't do farms.
294P1.	Yeah and erm (pause) the logo's different.
298P1.	Yeah its erm a bit different erm and you get a lot older as well. Mm. Yeah and and erm (cough) a different colours too.
300P1.	Erm well I've seen the jacket like (pause) erm the jackets black and the jackets in our school are like (pause) like (pause) different.
352P1.	Erm really really different and erm (pause) erm like erm really fun as well.
432P1.	Presents as positive talking about difference of lunchtime. Embracing difference. Oh yeah that's really different
Emergent Theme 32: Secondary School as hard	
<i>Excerpt No:</i>	<i>Initial Notes</i>
286P1.	But erm when you first get there it's a bit like “ooh” (laughs) like different and a bit hard to go somewhere.
380P1.	Yeah erm and in like that hard erm err.
412P1.	Mm erm well well you got to have like hand in your homework and you get it done before the day it due in.
414P1.	Erm erm err yeah like get when your homework done.
Emergent Theme 33: Primary School as hard - Sometimes I struggle a bit.	
<i>Excerpt No:</i>	<i>Initial Notes</i>
416P1.	Yeah. Sometimes I struggle a bit.
Emergent Theme 34: Secondary as a place for structure and rules	
<i>Excerpt No:</i>	<i>Initial Notes</i>
272P1.	Yeah I might erm I might I've got like erm a list that I might do.
412P1.	Mm erm well well you got to have like hand in your homework and you get it done before the day it due in.
414P1.	Erm erm err yeah like get when your homework done.
418P1.	Oh yeah you have to do the night before the day happens.
Emergent Theme 35: Secondary school as fun	
<i>Excerpt No:</i>	<i>Initial Notes</i>
352P1.	Erm really really different and erm (pause) erm like erm really fun as well.
354P1.	When asked to compare his first day at primary to his taster day at secondary , he is confident in answering that the taster at secondary was more fun. The taster day.
356P1.	Affirming that he had fun on the secondary taster day. Yeah.

Emergent Theme 36: Concept of school readiness – “you’ll get used to it”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
284P1.	Erm its it’s like erm you’ll you’ll get used to it.
314P1	He has already navigated two education systems. Does this influence the next one? Is this why he focuses on “difference”. So it’s a big a big difference.
328P1.	But erm (cough) I soon got used to it.
336P1.	Erm mm until I got used to this school.
344P1.	Err yeah I felt like a bit (pause) a bit (pause) better.
346P1.	He agrees that he felt a bit more prepared for his second day. Yeah.
352P1.	Erm really really different and erm (pause) erm like erm really fun as well.
358P1.	He confirms that having the taster days has made him feel better about his first day at secondary. Yeah.
384P1.	He confirms that he is ready to experience the changes of going to a new school. Yeah.
388P1.	Well if you like get it I mean if you have a if you have like erm (pause) erm like (whisper) mm.
390P1.	He confirms that he feels ready for experiencing the farm at secondary school. Yeah.
396P1.	Feels he is “ready” for science as he has had direct experience if this. His concept of being “ready” appears based upon “real” experiences based on the taster day. Erm science.
398P1.	Feels ready for art as this is his favourite subject. However, is not able to picture what art might look like in new school as he has not had direct experience of this. His concept of being “ready” appears based upon “real” experiences based on the taster day. (Laughs) and art.
408P1.	Confident in his response. He feels ready for experiencing new people saying he is “quite happy” about this. Yeah I’m quite happy.
418P1.	He appears happy to change the subject and responds “Oh yeah” as he remembers this aspect of school. He describes packing his bag the night before in preparation for the next day. Oh yeah you have to do the night before the day happens.
420P1.	This is something playing on his mind. Making clear to himself? Wanting to make a good impression and do the right thing is important to him. Before the next day.
422P1.	Erm. Think. To like be ready like what comes at you.
426P1.	Yeah it’s like maybe like you’re playing PE, err like tennis or like come at you like “oh” (acting out hitting a ball).
428P1.	He expresses with confidence that he is not just talking about sports, but being ready in general for “anything”. Well it could be anything.
430P1.	He appears to want to offer another example. He pauses and then adds “it could be anything really” as he is not able to provide another example. Like (pause) it could be anything really
Emergent Theme 37: Names reflect importance	
<i>Excerpt No:</i>	<i>Initial Notes</i>
124P1.	Um and that’s (point to picture) Mr Soone doing like training (pause) erm.
126P1.	Yeah sometimes we have a girl.
132P1.	He is able to name the place that they went on the residential with confidence. Earlswood.
140P1.	Yeah that’s John.
164P1.	Mm and that’s erm our playground but that’s a little bit of our playground, but we got a

	field, Mm and that's the logo Rutler.
182P1.	Yes and that was a success (laugh) erm that was actually like actually 3D so erm erm we had a meeting at Hay High and a person said that was year Eight work (laugh).
226P1.	Mm erm well I like the science at Hay High.
326P1.	So I had a teacher called Mr Morris I think and what the other one (pause) I'm not sure of the other one.
Emergent Theme 38: Moving on – “really cool”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
166P1.	He has nothing else to say about the school badge. He does not seem interested in talking about his school. Mm.
168P1.	Erm it it's much more bigger than our school but I I've seen the library and it's really cool.
170P1.	Yeah they got like lights, like different colours that change.
172P1.	Yeah err and they have like books.
176P1.	Erm, No, but there's like a part in the door so you can go through there and choose your book.
178P1.	Yeah mm yeah. And they do like erm art. That's my favourite thing.
184P1.	Yeah I I did it at home.
198P1.	And in year Six erm cough erm (pause) and the oh yeah I err we did an activity erm over there in science.
204P1.	It was like really cool.
224P1.	Yeah really exciting it was like it was like really cool (laugh).
226P1.	Mm erm well I like the science at Hay High.
300P1.	Erm well I've seen the jacket like (pause) erm the jackets black and the jackets in our school are like (pause) like (pause) different.
306P1.	Yeah it's like erm err smart erm really smart.
354P1.	Asserting his opinion that secondary taster day was fun. Moving on. The taster day.
404P1.	Yeah I've tried it on before yeah and it's like it's like really cool thing.
440P1.	He is already asserting secondary as better. Moving on. No they don't.
444P1.	And you needed to (pause) you needed to like put your finger thumb or finger on but this school you need to pick up your tray and get your knife and fork and spoons and put them in the middle, but (laughs) they don't do that.
Emergent Theme 39: Growing up	
<i>Excerpt No:</i>	<i>Initial Notes</i>
4P1.	Yeah. ...(pause) and tttt erm (cough) and I tt and I went to this restaurant erm (cough) and I had like an ostrich? no like erm one of those things?
130P1.	And erm we erm two, two or three weeks we had residential trip.
208P1.	He wants to share his experience. He is growing up using grown up equipment. Erm we used those those Bunsen boilers.
298P1.	Associating secondary with getting older. A rite of passage? Yeah its erm a bit different erm and you get a lot older as well. Mm. Yeah and and erm (cough) a different colours too.
306P1.	Yeah it's like erm err smart erm really smart.
Emergent Theme 40: Presuming his world is understood – “sort of thing”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
270P1.	Uses the words in question “looking forward to”. He adds “sort of thing” does this assumes a shared understanding of what art is? Erm I'm looking forward to more like art sort of thing.
304P1.	“Sort of thing” another assumption that this is a shared understanding. Yeah jumper sort of thing.
Emergent Theme 41: True Views?	
<i>Excerpt No:</i>	<i>Initial Notes</i>

342P1.	Difficulty talking about experience or lack of language? Is he just agreeing? Yeah.
344P1.	Hesitant but agrees that the second day he felt a bit better. Err yeah I felt like a bit (pause) a bit (pause) better.
346P1.	He agrees that he felt a bit more prepared for his second day. Yeah.
386P1.	Is his feeling of readiness based upon one day? Has he really thought about this or just wanting to please? Err yeah.
Emergent Theme 42: Vulnerability -“I didn’t really understand”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
20P1.	So that one (points to a picture of a dog) is of summer holidays (pause) unfortunately erm err like my erm dog black dog Pugsy, she looked like that (point to picture) cough and she ..she died erm.
22P1.	This is likely to still be a raw emotion to him. Wanting it to be known it was recent. Erm this.
26P1.	Yeah erm and tt (cough) erm I got a picture on my phone. I got the same picture as that.
138P1.	Erm that, well we were blindfolded and we had to erm I didn’t know where I was going and I was like “aaaw help, where’s John” (laughs) and I eventually got to him I was like “ah” (laughs).
144P1.	He is not afraid to share his feelings and show that he can be vulnerable. Err terrified.
146P1.	Vulnerable. Being in the dark. Not knowing. It was like completely black.
312P1.	Mm and and when when I came back to England and to this school I was like “ooh this is different” (laughs) erm and I didn’t know how to spell or do anything or write.
316P1.	Like really, really different because I used to go into a Spanish school so I didn’t really understand.
320P1.	Reiterate the importance of understanding to him. So I could understand (pause).
330P1.	And I got some support and (pause) erm and (pause) erm and they had like a break and I was like err I was like err (pause) a bit like afraid so I didn’t know err like (whisper to self) err (whisper to self) err like it was like really different.
Emergent Theme 43: Concept of Friendship	
<i>Excerpt No:</i>	<i>Initial Notes</i>
106P1.	Erm well they know that I like mussels and some of the children, my friends, erm know that erm my erm dog died erm and that when I went to my granny’s I mean nanny’s house erm I saw like a grave but I didn’t know.
138P1.	Erm that, well we were blindfolded and we had to erm I didn’t know where I was going and I was like “aaaw help, where’s John” (laughs) and I eventually got to him I was like “ah” (laughs).
140P1.	Yeah that’s John
142P1.	Yeah we had to hold on to each other and sometimes I let go I was like “ooh”.

Appendix S: Subordinate and Emergent Themes Participant 2

Subordinate Themes: Participant 2 (Mollie)

Subordinate Theme 1: Identity	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 1:	Self as special
Emergent Theme 8:	Social self
Emergent Theme 12:	Self as teacher
Emergent Theme 17:	Self as a learner
Emergent Theme 25:	More to self than school
Subordinate Theme 2: Internal/external aspects of self	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 4:	Internal aspects of Self
Emergent Theme 5:	External aspects of Self
Subordinate Theme 3: Relationships (attachment)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 6:	Sense of belonging
Emergent Theme 7:	Importance of relationships
Emergent Theme 9:	Concept of friendship
Emergent Theme 22:	Importance of names
Subordinate Theme 4: Vulnerability (risk and resilience)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 10:	Vulnerable self
Emergent Theme 11:	Not remembering
Emergent Theme 21:	Sense of loss
Subordinate Theme 5: Managing Emotions	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 28:	Expressing Emotions
Emergent Theme 29:	Conflicting Emotions
Subordinate Theme 6: Personal Power/control (defence mechanisms)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 18:	In control of conversation
Emergent Theme 33:	Her voice or others
Subordinate Theme 7: Coping Tools	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 24:	Importance of rules and routines
Emergent Theme 31:	Importance of familiarity
Subordinate Theme 8: Communication Tools	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 16:	Use of visuals
Emergent Theme 15:	Time to formulate response
Subordinate Theme 9: Impact of language on views	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 14:	Language or motivation
Emergent Theme 19:	Language and confidence entwined
Emergent Theme 26:	Literal interpretation
Subordinate Theme 10: World View	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 13:	Wanting to be known
Emergent Theme 20:	Importance of ownership
Emergent Theme 23:	Her perception of reality
Subordinate Theme 11: Bringing the experience to life	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 27:	Bringing the experience to life
Subordinate Theme 12: Perceptions of school (self concept)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 34:	School as same
Emergent Theme 35:	School as different

Subordinate Theme 13: Secondary school as hard	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 39:	Secondary school as hard
Subordinate Theme 14: School as a positive experience	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 2:	Primary School as a positive experience
Emergent Theme 3:	Secondary School as a positive experience
Subordinate Theme 15: Building blocks	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 32:	School as a social place
Emergent Theme 36:	School as a physical structure
Emergent Theme 38:	School as a place to learn
Subordinate Theme 16: School as part of a journey	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 30:	Moving on
Emergent Theme 37:	Embracing new experiences
Subordinate Theme 17: Secondary readiness	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 40:	Feeling ready

List of Emergent Themes:

Emergent Theme 1: Self as special
 Emergent Theme 2: Primary School as a positive experience - "I love being here"
 Emergent Theme 3: Secondary School as a positive experience - "It was fun there"
 Emergent Theme 4: Internal Concept of self
 Emergent Theme 5: External Concept of self
 Emergent Theme 6: Sense of belonging - "I've been in here a long time"
 Emergent Theme 7: Importance of relationships - "I'm going to miss them"
 Emergent Theme 8: Social self
 Emergent Theme 9: Concept of friendship
 Emergent Theme 10: Vulnerable self - "All the children would look after me"
 Emergent Theme 11: Not remembering - "I can't remember"
 Emergent Theme 12: Self as teacher - "you don't know"?
 Emergent Theme 13: Importance of detail
 Emergent Theme 14: Language or motivation - "Everything"
 Emergent Theme 15: Time to formulate response
 Emergent Theme 16: Use of visuals
 Emergent Theme 17: Self as a learner
 Emergent Theme 18: In control of conversation
 Emergent Theme 19: Language and confidence entwined
 Emergent Theme 20: Importance of ownership
 Emergent Theme 21: Sense of loss - "I'll miss it"
 Emergent Theme 22: Importance of names
 Emergent Theme 23: Her perception of reality - "Sometimes he's in my dreams"
 Emergent Theme 24: Importance of rules and routines
 Emergent Theme 25: More to self than school
 Emergent Theme 26: Literal interpretation
 Emergent Theme 27: Bringing experience to life
 Emergent Theme 28: Managing Emotions
 Emergent Theme 29: Conflicting Emotions
 Emergent Theme 30: Growing up and Moving on
 Emergent Theme 31: Importance of familiarity - "Get used to it"
 Emergent Theme 32: School as a social place
 Emergent Theme 33: Her voice or others
 Emergent Theme 34: School as same
 Emergent Theme 35: School as different - "Because it's not the same here"
 Emergent Theme 36: School as a physical structure
 Emergent Theme 37: Desire for new experiences

Emergent Theme 38: School as a place to learn
 Emergent Theme 39: Secondary school as hard
 Emergent Theme 40: Feeling ready - “ready to meet new friends”

Data Trail for Emergent Themes

Emergent Theme 1: Emergent theme Self as special	
Excerpt:	Initial notes:
2P2.	Can I show you my talent (wiggles thumbs).
4P2.	Err err do that (models bending her thumbs forward and back).
100P2.	I like to play games with my friend err err my one to one and me.
142P2.	She describes how being chosen as star of the week makes her happy. Being happy.
144P2.	She says that she likes to be the star of the week. Yeah.
316P2.	Some of them, but I got my own.
Emergent Theme 2: Primary School as a positive experience – “I love being here”	
Excerpt:	Initial notes:
6P2.	Erm (yawn) erm it’s it it’s been erm I love being here.
8P2.	Everything.
14P2.	Erm tennis, and basketball, and everything.
108P2.	(looked at pictures) I remember that day (laugh) I stroked a snake.
116P2.	I remember that day (pointing to photo). I I bought some strawberries. I made something. I think it was chocolate. I was cutting some paper and then I painted some things.
142P2.	She describes how being chosen as star of the week makes her happy. Being happy.
146P2.	She explains how the star of the week gets to do everything. Erm do everything.
180P2.	She confidently describes playtime as “having fun”. Having fun.
Emergent Theme 3: Secondary as a positive experience – “It was fun there”	
Excerpt:	Initial notes:
238P2.	Erm it was fun there.
242P2.	I was having fun.
260P2.	Erm It’s good.
270P2.	When asked what a day at the new school will be like, she responds “pretty good” and seems positive. Err pretty good.
296P2.	She says that she is feeling happy about going to her new school. Happy.
298P2.	Meeting everyone.
306P2.	I’m looking forward to going into the school.
308P2.	Happy. This is Computer area.
376P2.	When asked what will make her happy there, she responds “everything”. Everything, everything.
382P2.	When asked what else she is ready for She responds that she is ready to enjoy it. Erm to enjoy it.
408P2.	I’ll be happy.
Emergent Theme 4: Internal Concept of Self	
Excerpt:	Initial notes:
18P2.	Likes err err likes telling jokes.
36P2.	Yeah. My favourite colour is pink because it’s a light colour. I want to be a scientist when I leave school.
40P2.	Erm make things alive and make potions.
42P2.	(pause) and make magic stuff.
90P2.	I love to read, jokes books (laugh) are my favourite.

96P2.	(pause) Things I don't like are hard maths, writing for a long time, sprouts, bread, lasagne, the colour black, food shopping, walking far, spiders, bugs and swimming.
362P2.	Hmmm I was drawing some like some err lovely drawings.
Emergent Theme 5: External Concept of Self	
Excerpt:	Initial notes:
12P2.	She gives the question about what her favourite thing in school is some serious thought before responding PE with confidence. Mmm PE.
14P2.	Erm tennis, and basketball, and everything.
24P2.	Mmhm (look through pages). I like animals and my favourite animal is a dog. Mm I really love pugs and mm would really like one of my own.
26P2.	I used to have a pet frog.
30P2.	Yeah me and my sister called him Freddy. He lived in the frog, err he he lives in the pond now. I didn't see him for a long time.
52P2.	Erm. Play in the garden and watch err and watch TV and (pause) erm and tease my Granddad.
54P2.	Yes by pressing the doorbell (laughing).
60P2.	Err he always says "aaah".
66P2.	Yeah. Erm I like cooking. I made err err chocolate apples. I made err err these things in science. I put skittles around the plate err on the inside around the plate and put water on them and it makes colours.
74P2.	Yeah of science.
76P2.	Yeah (pause). Once in science I was making something.
82P2.	(pause) My favourite dinner is pasta. I also like pasta err I mean pepperoni pizza. On Fridays at school I have cooking. I like to play on my Xbox and my favourite game is err marvel superhero. I also play mm dominoes and card games. I also like to listen to music on my iPad. I really like Katy Perry. I like to play the guitar.
84P2.	Yeah I go to a guitar lesson.
92P2.	(laughs) To tease the children and my teacher.
Emergent Theme 6: Sense of belonging – "I've been in here a long time"	
Excerpt:	Initial notes:
6P2.	Erm (yawn) erm it's it's been erm I love being here.
32P2.	Yeah. I I think he's with the other frogs.
130P2.	I've been in here a long time.
138P2.	Use of "we" to talk about school membership. We get to hear who will be the star of the week. It's all about the Hare. He is a sort of rabbit. He asks the teachers who will be the star.
150P2.	Use of "everyone" it is a community. Yeah and have to make everyone happy.
174P2.	Importance of names, sense of belonging. There's Barney, Barney the rabbit, Chika the chick, Foxy the fro err I mean fox. Foxy got a hook and a eye patch.
176P2.	Yeah and they got and they live in a restaurant.
198P2.	When lunchtimes over me and my friends we usually read some books.
200P2.	Everyone else.
240P2.	The importance of being with other children at her new school. Belonging. Yeah there was some children there.
262P2.	Erm seeing the new people.
264P2.	Mm Sonia, erm Mike, erm Larry, erm teachers.
276P2.	Yes almost look like our one.
380P2.	Erm ready to meet new friends.
414P2.	There are things holding her to her current school. There is a need for endings. Almost.
418P2.	Admitting that it is hard to leave her current school. She expressed earlier that she "loves" school. Yeah.
420P2.	When asked what else people could do to help before she leaves her current school, she replies "a hug".

	Erm hug.
424P2.	The feeling of community in school. A hug from everyone. Everyone.
426P2.	Yeah. I'm going to miss them.
428P2.	Realisation that she is leaving friends behind. Feelings of loss. That she is going to miss them. My friends.
Emergent Theme 7: Importance of relationships - "I'm going to miss them"	
Excerpt:	Initial notes:
30P2.	Yeah me and my sister called him Freddy. He lived in the frog, err he he lives in the pond now. I didn't see him for a long time.
48P2.	My favourite days of the week are Friday's as looking forward to a day off and Sundays because I go to see my grandparents.
52P2.	Erm. Play in the garden and watch err and watch TV and (pause) erm and tease my Granddad.
58P2.	(Laughs) yeah and so does my sister.
92P2.	To tease the children and my teacher.
100P2.	I like to play games with my friend err err my one to one and me.
426P2.	Yeah. I'm going to miss them.
Emergent Theme 8: Social self	
Excerpt:	Initial notes:
14P2.	Erm tennis, and basketball, and everything.
18P2.	Likes err err likes telling jokes.
102P2.	Board games, erm snakes and ladders.
188P2.	Erm hide and seek.
240P2.	Yeah there was some children there.
262P2.	Erm seeing the new people.
Emergent Theme 9: Concept of friendship	
Excerpt:	Initial notes:
172P2	Yeah. He likes to make the children happy. Do you know he's got some animal friends?
184P2	I play with my friends.
198P2	When lunchtimes over me and my friends we usually read some books.
380P2	Erm ready to meet new friends.
428P2	My friends.
Emergent Theme 10: Vulnerable self – "All the children would look after me"	
Excerpt:	Initial notes:
98P2.	I can't swim.
100P2.	I like to play games with my friend err err my one to one and me.
128P2.	I was not been here before when I was little.
132P2.	Yeah I put a year back here.
134P2	Since I went to nursery because I had cancer when I was four and can't remember.
230P2.	When asked how she feels about going to secondary school, she admits to feeling a little shy. A little shy.
272P2.	Erm (pause). All the children would look after me.
292P2.	Her perceptions as herself as shy around new adults. A little shy.
340P2.	She describes the log hut as "teeny weeny" bit dark. A teeny weeny bit.
386P2.	Reliance on adults. Wanting more help but not knowing what for. Is the change becoming more real? Feeling helpless. Erm I think so.
388P2.	Erm I think it's that, I can't remember.
398P2.	She has a reliance on adults. Feeling helpless. Yep Lewis.
400P2.	Yeah. He helped me with hard things.
404P2.	She confirms that she found it hard the first time she went into the new school. Yeah.

406P2.	She feels that it helped to have the adult from her current school go with her. Yeah.
Emergent Theme 11: Not remembering/knowing – “I can’t remember”	
Excerpt:	Initial notes:
78P2.	When asked what she was making in science, she is unable to say, responding “I don’t know”. I don’t know.
80P2.	I can’t remember.
136P2.	Since I went to nursery because I had cancer when I was four and can’t remember.
148P2.	When asked if she can say one thing that the star of the week has to do, she hesitates and admits that she does not know. Erm I don’t know.
152P2.	When asked how she would make everyone happy, she pauses and appears to think about this. She appears reluctant to talk and says that she does not know and follows this up with “I just can’t remember”. Mmm (pause) I don’t know. I just can’t remember.
186P2.	When asked what she plays at playtime, she responds “I don’t know” in a quiet voice. I don’t know.
244P2.	She is not able to describe what she did on the visits. Mmm don’t know.
288P2.	Can’t remember “the rest” suggesting there is more to remember. Erm I can’t remember the rest.
384P2.	When asked if there is anything she still needs to learn before she moves schools. She responds that she does not know. She seems unsure. Mmm don’t know.
388P2.	Erm I think it’s that, I can’t remember.
402P2.	She tries to think but is unable to name the “hard things” she needed help with. Erm erm (pause) don’t know.
Emergent Theme 12: Self as teacher – “you don’t know”?	
Excerpt:	Initial notes:
2P2.	Can I show you my talent (wiggles thumbs).
4P2.	Err err do that (models bending her thumbs forward and back).
70P2.	Self as the expert. knowing things that others do not. Yeah.
86P2.	Yeah on guitar lessons I was very good. I go there every Tuesday err it’s my last day of it.
104P2.	Yeah and err err you need to get to 100 to get to err err to be a winner.
106P2.	Yeah and you slide down and ladders you can go up (laughs).
110P2.	That Snake can’t hear anything.
114P2.	She confidently states that she was not scared of being in close contact to the snake. I wasn’t scared.
168P2.	Mmm. You don’t know his name? His name is Freddy.
170P2.	Freddy Fazbear.
172P2.	Yeah. He likes to make the children happy. Do you know he’s got some animal friends?
174P2.	There’s Barney, Barney the rabbit, Chika the chick, Foxy the fro err I mean fox. Foxy got a hook and a eye patch.
176P2.	Yeah and they got and they live in a restaurant.
190P2.	She agrees that she is good at playing hide and seek.
194P2.	The slide err err and the gym equipment are next to it. It’s just known as the gym trail.
196P2.	She confirms the gym trail is a good hiding place, and adds so is the slide, distinguishing the two.
202P2.	She can express an opinion about the book Um King Kong. He wants to protect aa lady. It’s sad in the end.
208P2.	Presenting as the expert to the book. Yeah you don’t know what happen to him?
210P2.	She gives a direct quote from the book and puts on a different voice to do so. He died. And the person said “it was not the aeroplanes it was the beauty that killed the beast”.
212P2.	Because err King Kong falls in love with her.

216P2.	It it was a little sad.
218P2.	Yeah. When she was happy. Her name was Ann.
252P2	She describes the new schools gym equipment as “awesome”. It looks awesome.
256P2	Gym trail expert. Not favouring one over the other. Being fair. They both good.
Emergent Theme 13: Importance of detail/wanting to be known	
Excerpt:	Initial notes:
66P2.	Yeah. Erm I like cooking. I made err err chocolate apples. I made err err these things in science. I put skittles around the plate err on the inside around the plate and put water on them and it makes colours.
74P2.	She clarifies with confidence that it was one of her good lessons in science. It is not clear if this is to distinguish that she has other good lessons in other subjects or wanting to confirm her science skills. Yeah of science.
156P2.	She wants to be understood and will correct to ensure this. Being kind is important to her. A a kind bear.
158P2.	With a very black hat.
160P2.	Yeah. Err err that that goes on his head.
162P2.	Yeah and a little bow.
192P2.	The slide err err and the the gym equipment next to it.
194P2.	The slide err err and the gym equipment are next to it. It’s just known as the gym trail.
248P2.	I had chicken curry (pause) and rice and poppadum.
Emergent Theme 14: Language or motivation – “Everything”	
Excerpt:	Initial notes:
8P2.	Everything is good here. Belief or Language Skills. Everything.
14P2.	Erm tennis, and basketball, and everything.
120P2.	Use of “Maybe” when she is unsure. Maybe.
122P2.	Being too young to remember her first day. Is this avoidance? Yeah I was too young to remember.
146P2.	Erm do everything.
360P2.	She moves on from lunch as if she has lost interest. She points out a photograph of herself making something in an arts and craft activity. Yeah. Colour and making painting.
366P2.	About everything. Cut everything about something you know and you stick it on another paper.
Emergent Theme 15: Time to respond	
Excerpt:	Initial notes:
12P2.	She gives the question about what her favourite thing in school is some serious thought before responding PE with confidence. Mmm PE.
18P2.	She appears to respond to having a sentence to finish to help form her thoughts about who Molly is. She still needs time to think about this and adds that she also likes to tell jokes. Likes err err likes telling jokes.
20P2.	Erm (pause) I like maths (pause) erm...
Emergent Theme 16: Use of Visuals	
Excerpt:	Initial notes:
16P2.	Use of a non-verbal action to support verbal communication. Yeah (thumbs up).
66P2.	Yeah. Erm I like cooking. I made err err chocolate apples. I made err err these things in science. I put skittles around the plate err on the inside around the plate and put water on them and it makes colours.
108P2.	(looked at pictures) I remember that day (laugh) I stroked a snake.
116P2.	I remember that day (pointing to photo). I I bought some strawberries. I made something. I think it was chocolate. I was cutting some paper and then I painted some

	things.
266P2.	When asked how she felt about meeting new people, she gives two thumbs up and wriggles them as she smiles. (Two thumbs up and smiles).
308P2.	When asked how she is feeling in a photograph at the new school, she responds “happy” and points out the new schools computer suite. Happy. This is Computer area.
Emergent Theme 17: Self as learner	
Excerpt:	Initial notes:
20P2.	Erm (pause) I like maths (pause) erm...
66P2.	Yeah. Erm I like cooking. I made err err chocolate apples. I made err err these things in science. I put skittles around the plate err on the inside around the plate and put water on them and it makes colours.
90P2.	I love to read, jokes books (laugh) are my favourite.
96P2.	(pause) Things I don’t like are hard maths, writing for a long time, sprouts, bread, lasagne, the colour black, food shopping, walking far, spiders, bugs and swimming.
360P2.	Yeah. Colour and making painting.
Emergent Theme 18: In control of conversation	
Excerpt:	Initial notes:
20P2.	She pauses when asked to tell a joke and does not respond to this. She changes the subjects to say that she also likes maths. Erm (pause) I like maths (pause) erm...
36P2.	Yeah. My favourite colour is pink because it’s a light colour. I want to be a scientist when I leave school.
80P2.	I can’t remember.
90P2.	She does not dwell on missing the guitar lessons but moves on to talk about another topic. She says that she loves to read and laughs as she says that joke books are her favourite. I love to read, jokes books (laugh) are my favourite.
126P2.	She is unable to say why she thinks she was shy on her first day and appears to dismiss this. I don’t know.
128P2.	Using “being little” as she does not remember or as a means to avoid talking about things. I was not been here before when I was little.
178P2.	A non-verbal response to confirm she draws the bear in class. This appears to end this conversation. Mhm.
280P2.	Mm mm. That’s all.
288P2.	Erm I can’t remember the rest.
318P2.	When asked if her current school has a computer area, she responds no and moves on to another photograph ending the conversation about the computers. She moves on to show a photograph of her new schools library area. No. This is the Library area.
348P2.	Pointing out the obvious. She is in charge. Yeah it’s there (pointing).
360P2.	Racing through photos of her visit. Not important or is it fatigue to finish. Yeah. Colour and making painting.
Emergent Theme 19: Language and confidence	
Excerpt:	Initial notes:
24P2.	Mhm (look through pages). I like animals and my favourite animal is a dog. Mm I really love pugs and mm would really like one of my own.
30P2.	Yeah me and my sister called him Freddy. He lived in the frog, err he he lives in the pond now. I didn’t see him for a long time.
46P2.	Confidence when talking about an area of interest. Yeah and Ron.
54P2.	She adds more information talking excitedly about how she teases her Granddad by pressing the doorbell. She finds this funny and laughs. She is able to express this clearly without visuals.

	Yes by pressing the doorbell (laughing).
60P2.	When asked how her Granddad responds to the ringing the doorbell she mimics his response saying he always says “aaah”. She appears confident seeming to enjoy sharing this. Err he always says “aaah”.
106P2.	Yeah and you slide down and ladders you can go up (laughs).
120P2.	Use of “Maybe” when she is unsure. Maybe.
132P2.	Muddled sentence about being held back a year. Impact of emotions on language? Yeah I put a year back here.
248P2.	I had chicken curry (pause) and rice and poppadum.
416P2.	Is it language or feelings that prevents communication? Don’t know.
Emergent Theme 20: Importance of ownership	
Excerpt:	Initial notes:
24P2.	Mmhm (look through pages). I like animals and my favourite animal is a dog. Mm I really love pugs and mm would really like one of my own.
28P2.	He was more than a frog, he had a name. Sense of ownership. Yeah and his name was Fred.
316P2.	Herself as special. Having her own computer. Sense of ownership. Is this in conflict with sense of belonging? Some of them, but I got my own.
Emergent Theme 21: Sense of loss – “I’ll miss it”	
Excerpt:	Initial notes:
26P2.	I used to have a pet frog.
30P2.	Yeah me and my sister called him Freddy. He lived in the frog, err he he lives in the pond now. I didn’t see him for a long time.
34P2.	Yeah I don’t know which one is him.
86P2.	Yeah on guitar lessons I was very good. I go there every Tuesday err it’s my last day of it.
88P2.	I’ll miss it.
418P2.	Admitting that it is hard to leave her current school. She expressed earlier that she “loves” school. Yeah.
420P2.	She feels a hug will help her to say goodbye. Sense of loss. Erm hug.
426P2.	Yeah. I’m going to miss them.
Emergent Theme 22: Importance of names	
Excerpt:	Initial notes:
28P2.	Yeah and his name was Fred.
168P2.	Mmm. You don’t know his name? His name is Freddy.
170P2.	Freddy Fazbear.
174P2.	There’s Barney, Barney the rabbit, Chika the chick, Foxy the fro err I mean fox. Foxy got a hook and a eye patch.
218P2.	Yeah. When she was happy. Her name was Ann.
264P2.	Mm Sonia, erm Mike, erm Larry, erm teachers.
398P2.	She names the member of staff who went with her on her visits to her new school. She uses his name with confidence. Yep Lewis.
Emergent Theme 23: Perception of reality “Sometimes he’s in my dreams”	
Excerpt:	Initial notes:
40P2.	Erm make things alive and make potions.
42P2.	Her perception of a scientist. The making of magic stuff. Not a reality. and make magic stuff.
166P2.	Sometimes he’s in my dreams.
176P2.	Yeah and they got and they live in a restaurant.
402P2.	Not knowing what is hard. Is this her perception or reality? Erm erm (pause) don’t know.

Emergent Theme 24: Importance of rules and routines	
Excerpt:	Initial notes:
48P2.	My favourite days of the week are Friday's as looking forward to a day off and Sundays because I go to see my grandparents.
50P2.	I visit them every Sunday.
86P2.	Yeah on guitar lessons I was very good. I go there every Tuesday err it's my last day of it.
104P2.	Yeah and err err you need to get to 100 to get to err err to be a winner.
106P2.	Yeah and you slide down and ladders you can go up
138P2.	We get to hear who will be the star of the week. It's all about the Hare. He is a sort of rabbit. He asks the teachers who will be the star.
198P2.	When lunchtimes over me and my friends we usually read some books.
358P2.	They ask you what you're gonna have and then enjoy it.
Emergent Theme 25: More to self/varied interests	
Excerpt:	Initial notes:
48P2.	My favourite days of the week are Friday's as looking forward to a day off and Sundays because I go to see my grandparents.
82P2.	(pause) My favourite dinner is pasta. I also like pasta err I mean pepperoni pizza. On Fridays at school I have cooking. I like to play on my Xbox and my favourite game is err marvel superhero. I also play mm dominoes and card games. I also like to listen to music on my iPad. I really like Katy Perry. I like to play the guitar.
84P2.	Yeah I go to a guitar lesson.
90P2.	I love to read, jokes books (laugh) are my favourite.
96P2.	(pause) Things I don't like are hard maths, writing for a long time, sprouts, bread, lasagne, the colour black, food shopping, walking far, spiders, bugs and swimming.
222P2.	She is more than school. She enjoys home time too. Happy.
Emergent Theme 26: Literal interpretation	
Excerpt:	Initial notes:
50P2.	Not <i>what</i> she does there but <i>when</i> she goes. Importance of routine. I visit them every Sunday.
180P2.	Uses "having fun" to describe playtime. Literal interpretation of the question what she does. Having fun.
270P2.	Literal understanding of what school will be like saying "pretty good". A learned response? Err pretty good.
284P2.	Literal interpretation. Different as "not the same". Because it's not the same here.
332P2.	Literal interpretation about what was good about the playground "playing on it". Err err Playing on it.
352P2.	When asked how lunch at the new school was different, she responds that they have a "different dinner" in her new school. Because they've got different dinner.
408P2.	Interpreting how will it be as how she will feel "happy" – literal interpretation.
Emergent Theme 27: Bringing experience to life	
Excerpt:	Initial notes:
60P2.	Err he always says "aaah".
210P2.	He died. And the person said "it was not the aeroplanes it was the beauty that killed the beast".
Emergent Theme 28: Expressing emotions	
Excerpt:	Initial notes:
68P2.	Expressing her sense of pride. Yep.
114P2.	I wasn't scared.
124P2.	I I was a little shy.
142P2.	Being happy.
150P2.	Yeah and have to make everyone happy.

156P2.	She wants to be understood and will correct to ensure this. Being kind is important to her. A a kind bear.
172P2.	Yeah. He likes to make the children happy. Do you know he's got some animal friends?
202P2.	Um King Kong. He wants to protect a a lady. It's sad in the end.
204P2.	She confirms that it is sad at the end of the book. Yeah.
222P2.	Happy.
232P2.	When asked why she feels shy, she responds that she does not know. She appears dismissive. Erm I don't know.
292P2.	When asked how she feels about having different teachers at her new school, she responds "a little shy". A little shy.
296P2.	Happy.
308P2.	Happy. This is Computer area.
408P2.	I'll be happy.
420P2.	When asked what else people could do to help before she leaves her current school, she replies "a hug". Erm hug.
426P2.	Yeah. I'm going to miss them.
Emergent Theme 29: Conflicting emotions	
Excerpt:	Initial notes:
214P2.	When asked how the book made her feel, she replies "half sad". Half sad.
216P2.	She hesitantly explains her feeling of half sad as being a "little sad". It it was a little sad.
218P2.	She also feels that parts of the book were happy, such as when the lady was happy. Yeah. When she was happy. Her name was Ann.
230P2.	Feels "a little shy" about secondary. A little shy.
298P2.	School as a social place. She wants to meet new people. Conflicting feeling with being shy. Meeting everyone.
374P2.	When asked what she is looking forward to most at her new school, she replied "a bit happy" and seems hesitant answering the question. Erm a bit happy.
Emergent Theme 30: Growing up and Moving on	
Excerpt:	Initial notes:
118P2.	Growing up. She no longer sees herself as little. When I was little.
130P2:	I've been in here a long time.
262P2.	Erm seeing the new people.
328P2.	When asked what is in a photograph of the playground at her new school. She responds "that's the gym equipment" with a sense of pride. That's the gym equipment.
374P2.	When asked what she is looking forward to most at her new school, she replied "a bit happy" and seems hesitant answering the question. Erm a bit happy.
Emergent Theme 31: Importance of familiarity – "Get used to it"	
Excerpt:	Initial notes:
128P2.	I was not been here before when I was little.
234P2.	Err err I don't know err I was um um. I have been there twice.
302P2.	Get used to it.
392P2.	You get used to it.
410P2.	She confirms that she feels it will be easier as she has done it already. Yeah.
Emergent Theme 32: School as a social place	
Excerpt:	Initial notes:

240P2.	Yeah there was some children there.
246P2.	I had lunch there.
250P2.	Erm I go and play (pause) it was with their gym equipment.
262P2.	Erm seeing the new people.
264P2.	The importance of being with other children. These come before teachers. Mm Sonia, erm Mike, erm Larry, erm teachers.
268P2.	She confirms that meeting new people was a good thing about the visits to the new school. Yeah.
286P2.	When asked what is in the new school playground, she hesitates and then explains that at her new school they have a sitting area. Err It's got a sitting area.
298P2.	School as a social place. She wants to meet new people. Conflicting feeling with being shy. Meeting everyone.
364P2.	There some children. They on different chairs err other tables.
380P2.	Erm ready to meet new friends.
Emergent Theme 33: Her view or others?	
Excerpt:	Initial notes:
260P2.	Erm It's good.
272P2.	Erm (pause). All the children would look after me.
302P2.	Get used to it.
338P2.	It was cosy.
358P2.	They ask you what you're gonna have and then enjoy it.
362P2.	Repeating something she has heard? Language does not seem natural. Hmmm I was drawing some like some err lovely drawings.
382P2.	When asked "ready to..." she finished the sentence "enjoy it". Has this come from someone else? Erm to enjoy it.
392P2.	When asked how they have helped her be ready, she responds that the teachers have helped her to "get used" to her new school. She is repeating this phrase from earlier. You get used to it.
Emergent Theme 34: Schools as same	
Excerpt:	Initial notes:
274P2	Erm (yawn) it's, it's all got a hall with with some ladders almost like the same in here.
276P2.	Yes almost look like our one.
Emergent Theme 35: Schools as different – "Because it's not the same here"	
Excerpt:	Initial notes:
282P2.	Err the playground.
284P2.	Because it's not the same here.
302P2.	Get used to it.
322P2.	Yeah, but different.
326P2.	Different (laughs) because our one is wide and that one is a bit small. That's the Playground.
346P2.	Different (pause). The dinner hall.
352P2.	Because they've got different dinner.
354P2.	The way lunch is collected is different. She does not say why. Different.
356P2.	Cos they've got different trays.
370P2.	Yeah but different ones.
392P2.	You get used to it.
Emergent Theme 36: School as Physical structure	
Excerpt:	Initial notes:
286P2.	Err It's got a sitting area.
318P2.	No. This is the Library area.
324P2.	School err corridors.
328P2.	That's the gym equipment.
342P2.	Bathroom.

356P2.	Cos they've got different trays.
Emergent Theme 37: Desire for new experiences	
Excerpt:	Initial notes:
310P2.	Use of "Maybe". She has interpreted this as what she will do, not what she did. Looking ahead. Maybe.
312P2.	Is anticipating the things she will do at her new school. Not yet.
336P2.	Use of "once". Would like to use the log hut more? Similar response to wanting to be the star of day more. Yeah once.
Emergent Theme 38: School as a place to learn	
Excerpt:	Initial notes:
66P2.	Yeah. Erm I like cooking. I made err err chocolate apples. I made err err these things in science. I put skittles around the plate err on the inside around the plate and put water on them and it makes colours.
74P2.	Yeah of science.
76P2.	Yeah (pause). Once in science I was making something.
366P2.	I was learning about everything. Cut everything about something you know and you stick it on another paper.
368P2.	Erm I was gluing there and playing games on the whiteboard.
Emergent Theme 39: Secondary as hard	
Excerpt:	Initial notes:
400P2.	Yeah. He helped me with hard things.
404P2.	She confirms that she found it hard the first time she went into the new school. Yeah.
Emergent Theme 40: Feeling ready for Secondary – "ready to meet new friends"	
Excerpt:	Initial notes:
302P2.	Get used to it.
380P2.	Erm ready to meet new friends.
382P2.	When asked what else she is ready for She responds that she is ready to enjoy it. Erm to enjoy it.
392P2.	You get used to it.
408P2:	She expresses with enthusiasm that she will feel happy the next time she goes in to her new school. I'll be happy.
410P2.	She confirms that she feels it will be easier as she has done it already. Yeah.
412P2.	She expresses feeling ready to start at her new school. Yeah.

Appendix T: Subordinate and Emergent Themes Participant 3

Subordinate Themes: Participant 3 (Alice)

Subordinate Theme 1: Identity	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 1:	Sense of self
Emergent Theme 2:	Self as fun/prankster (self concept)
Subordinate Theme 2: Relationships (attachment)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 3:	Family Relationships
Emergent Theme 4:	Names signify importance
Emergent Theme 5:	Importance of friendships
Emergent Theme 14:	Sense of belonging
Subordinate Theme 3: World View	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 12:	Assuming her world is known
Emergent Theme 13:	Her world for others to follow
Emergent Theme 16:	Wanting to be known
Emergent Theme 20:	Importance of play
Subordinate Theme 4: Feelings of control/power (Locus of control)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 6:	The need to move at her pace
Emergent Theme 7:	Sense of power/ Feelings of control
Subordinate Theme 5: Managing Emotions	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 8:	Expressing emotions
Emergent Theme 9:	Unwilling or unable to express herself
Subordinate Theme 6: Vulnerability	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 26:	Self as vulnerable
Subordinate Theme 7: Impact of language on sharing her views	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 22:	Literal interpretation of language
Emergent Theme 23:	Language and motivation
Subordinate Theme 8: Communication Tools	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 10:	Time to formulate response
Emergent Theme 11:	Use of visuals and actions to support narrative
Subordinate Theme 9: School as a positive experience	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 15:	School as a positive experience
Subordinate Theme 10: Building blocks of school	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 17:	School as a place for learning
Emergent Theme 18:	School as a place for routine
Emergent Theme 19:	School as a social place
Subordinate Theme 11: School as a journey	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 21:	Moving on
Subordinate Theme 12: Perceptions of Secondary school	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 24:	Secondary as different
Emergent Theme 25:	Secondary as better

List of Emergent Themes:

Emergent Theme 1: Sense of self

Emergent Theme 2: Self as fun/prankster – “I Play tricks”

Emergent Theme 3: Family Relationships

Emergent Theme 4: Names signify importance
 Emergent Theme 5: Importance of friendships
 Emergent Theme 6: The need to move at her pace - – “Move on”
 Emergent Theme 7: Sense of power/ Feelings of control
 Emergent Theme 8: Expressing emotions
 Emergent Theme 9: Unwilling or unable to express herself
 Emergent Theme 10: Time to formulate response
 Emergent Theme 11: Use of visuals and actions to support narrative
 Emergent Theme 12: Assuming her world is known - “and all that”
 Emergent Theme 13: Her world for others to follow
 Emergent Theme 14: Sense of belonging
 Emergent Theme 15: School as a positive experience
 Emergent Theme 16: Wanting to be known
 Emergent Theme 17: School as a place for learning
 Emergent Theme 18: School as a place for routine
 Emergent Theme 19: School as a social place
 Emergent Theme 20: Importance of play
 Emergent Theme 21: Moving on
 Emergent Theme 22: Literal interpretation of language
 Emergent Theme 23: Language and Motivation - “get to that”
 Emergent Theme 24: Secondary as different
 Emergent Theme 25: Secondary as better
 Emergent Theme 26: Self as vulnerable

Data Trail for Emergent Themes:

Emergent Theme 1: Sense of self – “horses because is the world to me”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P3.	Erm I love horses because is the world to me... ..Special
4P3.	Erm (pause) they erm really erm (gulp) they are erm (pause) really important important. I go horse riding with my mum.
22P3.	She points to a drawing that she has brought with her which is of her on a horse, saying “that’s me”. Yeah that’s me (pointing to a drawing).
264P3	Fff can I erm. What’s my favourite food?
268P3.	When it is suggested the information will help learn more about her, she responds with “my foods and my vegetables” as things that are not known about her. She still does not provide this information.
270P3.	Full circle. The conversation ends as it began Chinese ff hungry horse erm tttt I love horses
Emergent Theme 2: Self as fun/prankster	
<i>Excerpt No:</i>	<i>Initial Notes</i>
70P3.	When asked if she can think of how she has made her friends happy, she hesitates and thinks about this before saying that she makes jokes. (pause) Make make jokes.
74P3.	(laughs) I Play tricks “boo”.
84P3.	She repeats the action of “boo” and laughs. Boo (laughs).
86P3.	Boo (laughs).
88P3.	Boo (laughs).
250P3.	(laughs and motions again) that means erm prank. I played a trick. Got you yes! Yes! Its girls changing rooms.
254P3.	(laughs) Prank!
260P3.	Prank! Yes you have. Another prank got you good (does high five).
Emergent Theme 3: Family relationships	
<i>Excerpt</i>	<i>Initial Notes</i>

No:	
4P3.	Erm (pause) they erm really erm (gulp) they are erm (pause) really important important. I go horse riding with my mum.
8P3.	Use of “we” to describe her and mum. The animal is an “it” Yeah (laughs) we always call it mm Paddy.
20P3.	When asked if her mum horse rides as well, she explains that mum is there to watch her ride. No she watched.
130P3.	Erm (long pause) my mum, my sister, Lucy always rush me, at dinner time.
132P3.	When asked if her sister is in her school, she shakes her head to communicate no. Aa aa (shake head) she’s in different school.
138P3.	Yeah Lucy always rush me and I don’t like it. My mum always not rush me.
196P3.	Me, mum and Miss Gold. She’s always cheeky one.
Emergent Theme 4: Names signify importance	
<i>Excerpt No:</i>	<i>Initial Notes</i>
6P3.	The horses has a name he is more than a “horse”. Names signify importance. That erm tt my horse-riding is called Paddy (pause).
8P3.	Yeah we always call it mm Paddy.
26P3:	Erm mmm (pause) I always watch erm on my iPad. Erm mmm Stampy Longnose.
46P3.	She names her new school. Beale House.
50P3.	No them going, most friends Gilroy Secondary, somewhere like that.
96P3.	Erm Bowden School is arr mm school like school Nadia, Tricia, Stacey and all that and my second school we get to that.
102P3.	Erm I do erm English with Mr Pledge, erm he’s a great teacher
104P3.	Nadia Tricia different class.
108P3.	Erm it’s really erm (pause) sometime we play games with Mr Jackson.
116P3.	Oh yeah yeah and we play with Miss Fyen and Tricia always come with me to Miss Fyen.
124P3.	And our lesson is Mr Pledge and anyway erm tt (gulp).
132P3.	Aa aa (shake head) she’s in different school.
152P3.	(deep breath) A different school.
194P3.	And after that... McDonalds!
196P3.	Me, mum and Miss Gold. She’s always cheeky one.
244P3.	Gift from Helen.
Emergent Theme 5: Importance of friendships	
<i>Excerpt No:</i>	<i>Initial Notes</i>
32P3.	And (tapping table) (GULP) (pause) and (tapping table) and I got friends Nina, Nadia, Tricia, Stacey.
42P3.	They are all good friends. I got two Maisie, my mm new school, and Helen, my new school.
48P3	What my friends?
56P3.	She confirms that she has a nice group of friends at her current school. Yes.
58P3.	When asked if it is important to have friends, she nods. (Nods).
62P3.	When asked how having friends makes her feel. Happy and excited.
68P3.	She is not able to say how her friends make her happy. (Intake breath) mmm mmm (shook head).
96P3.	Erm Bowden School is arr mm school like school Nadia, Tricia, Stacey and all that and my second school we get to that.
102P3.	Erm I do erm English with Mr Pledge, erm he’s a great teacher (pause) and mm (gulp) and erm tt they some Nina and Stacey in this class, my class.
104P3.	Nadia Tricia different class.

166P3.	My new friends and Helen and Maisie, different school, war two and world war two 1918 that's in the war and that's in the times table.
192P3.	(pause) Playing with Helen outside.
210P3.	Erm food and you can sit with other friends and don't get bullied there and this school get bullied and all that.
238P3.	My new friends at Beale House.
240P3.	Lunchtime sat with my best friends.
242P3.	I like Beale house. Erm I got pen for my friend Helen, for my friend Helen and she gave it to me when erm I erm I I erm tttt (long pause).
244P3.	Gift from Helen.
Emergent Theme 6: The need to move at her pace – “Move on”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
10P3.	<i>She is expressing that the horse is too slow for her. She wants something faster?</i> Yes. It's a bit slow
12P3.	<i>She is expressing that the horse is too slow and sleepy for her.</i> A bit, he's sleepy.
14P3.	Yeah it's always walking. I try to mm (motions reigns) I can't.
90P3.	(interrupts) Can I erm move on?
130P3.	Erm (long pause) my mum, my sister, Lucy always rush me, at dinner time.
138P3.	Yeah Lucy always rush me and I don't like it. My mum always not rush me.
140P3.	(interrupt) Move on.
142P3.	Move on.
166P3.	<i>It is her world and she decides what to focus her energy on answering. She rushes to get it all out.</i> My new friends and Helen and Maisie, different school, war two and world war two 1918 that's in the war and that's in the times table.
168P3.	<i>It is now her that is “rushing” through things. Is verbal responses dependent on topic/interest?</i> That's the blazer, mmm tie and that's the mm jacket.
228P3.	(picks up her visual and looks through) Erm music and the art room and the library and the music and the playroom and the medical room and outside err the water room and the head teacher look and different uniform.
Emergent Theme 7: Sense of power/ Feelings of control	
<i>Excerpt No:</i>	<i>Initial Notes</i>
70P3.	<i>Her basis of making her friends happy is to tell them jokes. Her world, she can say how she is a friend. Is making jokes about having power?</i> (pause) Make make jokes.
74P4.	(laughs) I Play tricks “boo”.
76P3.	I get you (reaches out as if to grab interviewer).
78P3.	<i>She is enjoying the feeling of power.</i> Yeah (laughs).
84P3.	Boo (laughs).
86P3.	Boo (laughs).
88P3.	Boo (laughs).
90P3.	(interrupts) Can I erm move on?
140P3.	(interrupt) Move on.
142P3.	Move on.
196P3.	<i>The adult is described as cheeky. Reversal of relationships.</i> Me, mum and Miss Gold. She's always cheeky one.
198P3.	She's always scaring me.
202P3.	No I always scare her first.
246P3.	<i>She is in control. Not giving a voice. Sense of power.</i> (Stands up motioning her hands on her head then toes).
248P3.	(laughing, continuing to mime her hand on her head then toes).
250P3.	(laughs and motions again) that means erm prank. I played a trick. Got you yes! Yes! Its girls changing rooms.

254P3.	(laughs) Prank!
256P3.	Power relationship. She will communicate on her terms. Feeling of control. (laughs)
260P3.	Prank! Yes you have. Another prank got you good (does high five).
264P3.	Fff can I erm. What's my favourite food?
266P3.	When she is told that her favourite food is not known and she is asked for this information, she responds by laughing. She does not provide the information. (Laughs).
268P3.	She is in control, not providing the answer but suggesting things that could be found out. My foods and my vegetables.
272P3.	Yeah and I know what the time is.
Emergent Theme 8: Expressing emotions	
<i>Excerpt No:</i>	<i>Initial Notes</i>
62P3.	Happy and excited.
66P3.	When asked why this makes her feel this way, she hesitates and is not able to say. Erm (long pause).
156P3.	Err a bit scared and all that.
158P3.	Sharing emotions is on her terms. Self-preservation. Err gulp mmm mmm (shook head) don't know.
180P3.	Excited.
184P3.	Fff a little bit nervous and fff (long Pause) err.
212P3.	Sad and (long pause).
216P3.	Happy.
Emergent Theme 9: Unwilling or unable to express herself	
<i>Excerpt No:</i>	<i>Initial Notes</i>
60P3.	What is her concept of friendship. She can't say why friends are important. What is this based on? Erm (pause) (tapping table) erm.
68P3.	When asked if she can give an example of when her friends make her happy, she is not able to. She gives a breath as she thinks about this, before shaking her head. (Intake breath) mmm mmm (shook head).
126P3.	I don't know.
144P3.	Mm mm (shook head).
150P3.	She confirms that she is now in year six, by nodding and making sounds. Mm (nods).
152P3.	(deep breath) A different school.
154P3.	Is verbal responses dependent on topic/interest? (Nods).
158P3.	Err gulp mmm mmm (shook head) don't know.
160P3.	When asked if that conversation should be left, she appears relieved answering yes with certainty and relief when she does not have to talk about the experience. Yes!
170P3.	Is verbal responses dependent on topic/interest? Yeah.
176P3.	Yes.
182P2.	Confirms that she felt excited by nodding her head. She does not elaborate on this. Mm (nods).
212P3.	She will commit to talking about her feelings but is unwilling or unable to do so in any depth. Sad and (long pause).
214P3.	Mm mmm (shook head).
222P3.	(Shakes head).
226P3.	She confirms that the lunchtime routine is different by making a sound and nodding. mm (nods).
Emergent Theme 10: Time to formulate response	
<i>Excerpt</i>	<i>Initial Notes</i>

<i>No:</i>	
4P3.	Erm (pause) they erm really erm (gulp) they are erm (pause) really important important. I go horse riding with my mum.
6P3.	That erm tt my horse-riding is called Paddy (pause).
26P3.	Erm mmm (pause) I always watch erm on my iPad. Erm mmm Stampy Longnose.
32P3.	And (tapping table) (GULP) (pause) and (tapping table) and I got friends Nina, Nadia, Tricia, Stacey.
98P3.	Erm I like this school erm in September I'm leaving school, this school.
102P3.	Erm I do erm English with Mr Pledge, erm he's a great teacher (pause) and mm (gulp) and erm tt they some Nina and Stacey in this class, my class.
108P3.	Erm it's really erm (pause) sometime we play games with Mr Jackson.
120P3.	Erm (long pause) I love the most pop up pirate.
122P3.	Err first walk through the gate and (tapping) when the whistle gone we have to walk to our class.
124P3.	And our lesson is Mr Pledge and anyway erm tt (gulp).
130P3.	Erm (long pause) my mum, my sister, Lucy always rush me, at dinner time.
184P3.	Fff a little bit nervous and fff (long Pause) err.
270P3.	Chinese ff hungry horse erm tttt I love horses.
Emergent Theme 11: Use of visuals and actions to support narrative	
<i>Excerpt No:</i>	<i>Initial Notes</i>
14P3.	Yeah it's always walking. I try to mm (motions reigns) I can't.
22P3.	Yeah that's me (pointing to a drawing).
164P3.	Yeah. Beale House mm can I read that? (reaching for her visual).
228P3.	(picks up her visual and looks through) Erm music and the art room and the library and the music and the playroom and the medical room and outside err the water room and the head teacher look and different uniform.
230P3.	Yeah (deep breath) this is my favourite (points to one page).
Emergent Theme 12: Assuming her world is known (perception of reality) "and all that"	
<i>Excerpt No:</i>	<i>Initial Notes</i>
26P3.	Erm mmm (pause) I always watch erm on my iPad. Erm mmm Stampy Longnose.
30P3.	You can build and... stuff and ...kill, hit the target and erm (tapping table).
96P3.	Erm Bowden School is arr mm school like school Nadia, Tricia, Stacey and all that and my second school we get to that.
108P3.	Erm it's really erm (pause) sometime we play games with Mr Jackson.
156P3.	Err a bit scared and all that.
208P3.	Bowden school. Disgusting and that.
210P3.	Erm food and you can sit with other friends and don't get bullied there and this school get bullied and all that.
252P3.	No mm other girls' mmm laughed at me and all that.
Emergent Theme 13: Her world for others to follow	
<i>Excerpt No:</i>	<i>Initial Notes</i>
34P3.	She can be assertive when she does not understand. She seems impatient when she is not understood. It is her world. It is up to others to follow. What?
36P3.	No something different.
38P3.	She finds it funny that she was not understood and laughs. When the current topic is clarified, she responds "right". (Laughs) right.
46P3.	Struggles to follow another's conversation. Her world, it is up to others to follow. Beale House.
48P3.	What my friends?
50P3.	No them going, most friends Gilroy Secondary, somewhere like that.
114P3.	What pop up pirate?
116P3.	Playing games with one of her friends. It is her world which others join. Oh yeah yeah and we play with Miss Fyen and Tricia always come with me to Miss

	Fyen.
152P3.	It is her world and she decides what to focus her energy on answering. Her old school does not receive a name. She belongs to this school. (deep breath) A different school.
Emergent Theme 14: Sense of belonging	
<i>Excerpt No:</i>	<i>Initial Notes</i>
96P3.	Erm Bowden School is arr mm school like school Nadia, Tricia, Stacey and all that and my second school we get to that.
102P3.	Erm I do erm English with Mr Pledge, erm he's a great teacher (pause) and mm (gulp) and erm tt they some Nina and Stacey in this class, my class.
122P3.	Use of "we" and "our class". Sense of belonging. Err first walk through the gate and (tapping) when the whistle gone we have to walk to our class.
124P3.	And our lesson is Mr Pledge and anyway erm tt (gulp).
146P3.	When asked if she can remember anything, she is hesitant but is able to recall that she started at this school in year four. Four? Year four, year four.
152P3.	It is her world and she decides what to focus her energy on answering. Her old school does not receive a name. She belongs to this school. (deep breath) A different school.
Emergent Theme 15: School as a positive experience	
<i>Excerpt No:</i>	<i>Initial Notes</i>
96P3.	Erm Bowden School is arr mm school like school Nadia, Tricia, Stacey and all that and my second school we get to that.
98P3.	Erm I like this school erm in September I'm leaving school, this school.
102P3.	Erm I do erm English with Mr Pledge, erm he's a great teacher (pause) and mm (gulp) and erm tt they some Nina and Stacey in this class, my class.
242P3.	I like Beale house. Erm I got pen for my friend Helen, for my friend Helen and she gave it to me when erm I erm I I erm tttt (long pause).
Emergent Theme 16: Wanting to be known	
<i>Excerpt No:</i>	<i>Initial Notes</i>
98P3.	Erm I like this school erm in September I'm leaving school, this school.
114P3.	She seems surprised that someone else may enjoy the game pop up pirate and checks she has understood. What pop up pirate?
128P3.	When it is suggested that she may have play time next, she corrects that it is called "break time". Break time.
160P3.	When asked if that conversation should be left, she appears relieved answering yes with certainty and relief when she does not have to talk about the experience. Yes!
186P3.	She can name the classroom from the induction day. Are details more important for things that are important to her? Her world to be understood. Yeah I think 3d.
258P3.	When asked if she feels that things have been learnt about her today, she shakes her head to communicate no. (shakes head).
262P3.	Maybe a little bit about me.
264P3.	Fff can I erm. What's my favourite food?
270P3.	Chinese ff hungry horse erm tttt I love horses.
Emergent Theme 17: School as a place for learning	
<i>Excerpt No:</i>	<i>Initial Notes</i>
102P3.	Erm I do erm English with Mr Pledge, erm he's a great teacher (pause) and mm (gulp) and erm tt they some Nina and Stacey in this class, my class.
228P3.	(picks up her visual and looks through) Erm music and the art room and the library and

	the music and the playroom and the medical room and outside err the water room and the head teacher look and different uniform.
230P3.	Yeah (deep breath) this is my favourite (points to one page).
232P3.	This is my Bowden school comment. I have learnt, in this year, World war two. Will talk about that in a minute. I enjoyed cooking and I proved (improved) on English and maths and my handwriting.
234P3.	And learn about the heart and the veins.
236P3.	My timetables twelve's and err elevens.
Emergent Theme 18: School as a place for routine	
<i>Excerpt No:</i>	<i>Initial Notes</i>
122P3.	Err first walk through the gate and (tapping) when the whistle gone we have to walk to our class.
124P3.	And our lesson is Mr Pledge and anyway erm tt (gulp).
224P3.	Hot, you have to put plate on your tray and take it to the hot, different ladies.
Emergent Theme 19: School as a social place	
<i>Excerpt No:</i>	<i>Initial Notes</i>
192P3.	(pause) Playing with Helen outside.
204P3.	Err lunches.
210P3.	Erm food and you can sit with other friends and don't get bullied there and this school get bullied and all that.
218P3.	Confirms that the lunchtimes at her new school is one of the reasons she is looking forward to it. Yes.
238P3.	My new friends at Beale House.
240P3.	Lunchtime sat with my best friends.
242P3.	I like Beale house. Erm I got pen for my friend Helen, for my friend Helen and she gave it to me when erm I erm I I erm tttt (long pause).
Emergent Theme 20: Importance of play	
<i>Excerpt No:</i>	<i>Initial Notes</i>
108P3.	Erm it's really erm (pause) sometime we play games with Mr Jackson.
112P3.	Pop up pirates.
116P3.	Oh yeah yeah and we play with Miss Fyen and Tricia always come with me to Miss Fyen.
118P3.	When asked what she does with the adult, she replies "board games and stories. Erm board games or stories.
120P3.	Erm (long pause) I love the most pop up pirate.
Emergent Theme 21: Moving on	
<i>Excerpt No:</i>	<i>Initial Notes</i>
162P3.	She confirms with a smile and "yeah" that she wants to talk about her new school. (Smiled) yeah.
206P3.	Because it's more nicer than Bowden school.
208P3.	Bowden school. Disgusting and that.
210P3.	Erm food and you can sit with other friends and don't get bullied there and this school get bullied and all that.
232P3.	This is my Bowden school comment. I have learnt, in this year, World war two. Will talk about that in a minute. I enjoyed cooking and I proved (improved) on English and maths and my handwriting.
238P3.	My new friends at Beale House.
240P3.	Lunchtime sat with my best friends.
242P3.	I like Beale house. Erm I got pen for my friend Helen, for my friend Helen and she gave it to me when erm I erm I I erm tttt (long pause).
Emergent Theme 22: Literal interpretation of language	
<i>Excerpt No:</i>	<i>Initial Notes</i>

152P3.	Intake of breath to gather thoughts. Use of “different school” same “different school” her sister goes to? Literal interpretation or lack of interest. (deep breath) A different school.
178P3.	When she is asked to talk about when she went to visit her new school, she interprets this literally, naming the day that she went. Fff Tuesday.
Emergent Theme 23: Language and Motivation “get to that”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
110P3.	Deferring talking about playing games. She has a lot or nothing to say. Is it about control? Get to that erm
120P3.	She will talk of things of interest to her. Erm (long pause) I love the most pop up pirate.
132P3.	She does not have the time or motivation to talk about this. Aa aa (shake head) ...she’s in different school.
188P3.	She can name the lesson during the visit. She remembers more detail about this than her typical school day. (pause) World war one.
190P3.	(Shook head) not that interesting but mm.
194P3.	And after that... McDonalds!
222P3.	When it is suggested she means trays for work, she shakes her head to communicate this suggestion is wrong. She does not offer anything else. (Shakes head).
228P3.	(picks up her visual and looks through) Erm music and the art room and the library and the music and the playroom and the medical room and outside err the water room and the head teacher look and different uniform.
230P3.	Yeah (deep breath) this is my favourite (points to one page).
232P3.	This is my Bowden school comment. I have learnt, in this year, World war two. Will talk about that in a minute. I enjoyed cooking and I proved (improved) on English and maths and my handwriting.
Emergent Theme 24: Secondary as different	
<i>Excerpt No:</i>	<i>Initial Notes</i>
204P3.	When asked if she noticed any difference between the two schools, she refers to the lunches. Err lunches.
220P3.	When asked to say more same or different, she appears uncertain, she offers the word “trays”. Trays?
Emergent Theme 25: Secondary as better	
<i>Excerpt No:</i>	<i>Initial Notes</i>
206P3.	Because it’s more nicer than Bowden school.
208P3.	Bowden school. Disgusting and that.
210P3.	Erm food and you can sit with other friends and don’t get bullied there and this school get bullied and all that.
Emergent Theme 26: Vulnerability	
<i>Excerpt No:</i>	<i>Initial Notes</i>
210P3.	Erm food and you can sit with other friends and don’t get bullied there and this school get bullied and all that.
212P3.	When asked how being bullied at her school makes her feel, she expresses feeling sad. She struggles for more to add to this. Sad and (long pause).
252P3	No mm other girls mm laughed at me and all that

Appendix U: Subordinate and Emergent Themes Participant 4

Subordinate Themes: Participant 4 (Ellie)

Subordinate Theme 1: Identity	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 1:	Presenting herself as an animal lover
Emergent Theme 3:	Being special
Emergent Theme 27:	Self concept
Subordinate Theme 2: World View	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 2:	Wanting to be known/how she presents herself
Emergent Theme 23:	Concept of same and different
Subordinate Theme 3: The lived experience (Personal Constructs)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 12:	Understanding is based on real experiences
Subordinate Theme 4: Vulnerability (risk and resilience)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 6:	Friendships based on need
Emergent Theme 9:	Being vulnerable
Subordinate Theme 5: Expressing emotions	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 16:	Expressing emotions
Subordinate Theme 6: Friendships (attachment)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 4:	Concept of best friend
Emergent Theme 5:	Concept of friendship
Emergent Theme 7:	Friendship reflecting family life
Subordinate Theme 7: Communication Tools	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 8:	The importance of visuals
Emergent Theme 26:	Time to form a response
Subordinate Theme 8: Impact of language on views	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 11:	Literal interpretation
Emergent Theme 28:	Language or experience
Subordinate Theme 9: School as a journey (personal constructs)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 17:	New experiences
Emergent Theme 19:	School as a journey/moving on
Subordinate Theme 10: Concept of Readiness (personal constructs)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 31:	Feeling ready for secondary school
Emergent Theme 32:	Being ready for secondary school
Subordinate Theme 11: Belief in school as a good experience (personal constructs)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 20:	Belief in school as a good experience
Subordinate Theme 12: Perceptions of secondary school (personal constructs)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 21:	Secondary as better
Emergent Theme 22:	Secondary as different
Subordinate Theme 13: Building blocks of school	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 13:	School as a place of learning
Emergent Theme 14:	School as a social place
Emergent Theme 15:	School as a place of structure and routines
Emergent Theme 30:	School as a physical structure
Subordinate Theme 14: Relationships (attachment)	
Emergent Theme No:	Emergent Theme Title:

Emergent Theme 10:	Sense of belonging
Emergent Theme 18:	Importance of names
Emergent Theme 24:	Importance of having a history with others
Emergent Theme 25:	Following in family footsteps
Subordinate Theme 15: Coping tools	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 29:	Importance of familiarity

List of Emergent Themes:

Emergent Theme 1: Presenting herself as an animal lover
 Emergent Theme 2: Wanting to be known/how she presents herself
 Emergent Theme 3: Being special
 Emergent Theme 4: Concept of best friend “I got other best friends”
 Emergent Theme 5: Concept of friendship
 Emergent Theme 6: Friendships based on need
 Emergent Theme 7: Friendship reflecting family life - “And she looked after me”
 Emergent Theme 8: The importance of visuals
 Emergent Theme 9: Being vulnerable - “and she looked after me”
 Emergent Theme 10: Sense of belonging
 Emergent Theme 11: Literal interpretation
 Emergent Theme 12: Understanding is based on real experiences – “in big school science is something that you can do”
 Emergent Theme 13: School as a place of learning
 Emergent Theme 14: School as a social place
 Emergent Theme 15: School as a place of structure and routines
 Emergent Theme 16: Expressing emotions
 Emergent Theme 17: New experiences - “it’s kind of good changing classes”
 Emergent Theme 18: Importance of names
 Emergent Theme 19: School as a journey/moving on – “I never done that before”
 Emergent Theme 20: Belief in school as a good experience
 Emergent Theme 21: Secondary as better - - “proper science”
 Emergent Theme 22: Secondary as different
 Emergent Theme 23: Concept of same and different
 Emergent Theme 24: Importance of having a history with others
 Emergent Theme 25: Importance of family, following in their footsteps
 Emergent Theme 26: Time to form a response
 Emergent Theme 27: Self concept
 Emergent Theme 28: Language or experience
 Emergent Theme 29: Importance of familiarity
 Emergent Theme 30: School as a physical structure - “it’s massive”
 Emergent Theme 31: Feeling ready for secondary school
 Emergent Theme 32: Being ready for secondary school - “That you can”

Data Trail Emergent Themes:

Emergent Theme 1: Presenting herself as an animal lover	
Excerpt:	Initial notes:
2P4.	Ok Erm I like taking my dogs for a walk. I like playing basketball. Erm my best friend is Alice. I like watching TV.
4P4.	Erm tttt taking my dogs for a walk?
8P4.	Staffs.
10P4.	Well my old one is 18 she’s called Mollie.
12P4.	And then my other one is one and she’s called Dandy.
22P4.	Yeah cats!
24P4.	She explains that she has four cats. Four.
26P4.	When asked which her favourite animal is, she does not show a preference for her dogs or cats. Her cats are not on her visual.

	Both.
Emergent Theme 2: Wanting to be known/how she presents herself	
Excerpt:	Initial notes:
2P4.	Ok Erm I like taking my dogs for a walk. I like playing basketball. Erm my best friend is Alice. I like watching TV.
4P4.	Erm tttt taking my dogs for a walk?
10P4.	Well my old one is 18 she's called Mollie.
22P4.	Yeah cats!
50P4.	Erm tt my I got other best friends.
104P4.	Yeah. The start of year three.
240P4.	She feels that it is a good thing that the year 7's have their own playground. She makes it clear that she is referring to year sevens. Yes. For year seven's.
Emergent Theme 3: Being special	
Excerpt:	Initial notes:
172P4.	She explains that her "buddy" will be showing her around the school. Yeah she'll be showing me round. She's called Leanne.
176P4.	Being helpless. Need someone to look after her. Feeling special. Yeah and she'll be helping me.
178P4.	When asked how having a buddy makes her feel, she say that she is "happy". Happy.
222P4.	Because then they can show me around.
236P4.	Err (long pause) the year seven playground is kind of small (pause) and year sevens have assembly that's different to other years. That we have our own assembly year sevens.
240P4.	She feels that it is a good thing that the year 7's have their own playground. She makes it clear that she is referring to year sevens. Yes. For year seven's.
Emergent Theme 4: Concept of best friend - "I got other best friends"	
Excerpt:	Initial notes:
2P4.	Ok Erm I like taking my dogs for a walk. I like playing basketball. Erm my best friend is Alice. I like watching TV.
30P4.	Confirms who her best friend is. Yeah.
32P4.	Yeah well we go in the same taxi together. Erm we play together. Erm. We are not in the same class.
34P4.	She explains how they were in the same class when they were in year 3. This seems important to her. Yeah in year 3 we were.
36P4.	She confirms that she liked being in the same class as her best friend. Yeah.
50P4.	Erm tt my I got other best friends.
52P4.	Yeah and I've got three best friends which is Alice, Nadia who is in my class and Lilith who's got, who's at my old school and we're going to the same secondary school.
90P4.	I get to sit with my best friends.
120P4.	(Laughs) Yeah I thought everyone was starting in year 3 and Alice was tt she didn't have any friends either there so then we started to be best friends and we were we were in the same class together.
134P4.	It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia.
136P4.	She describes being with her friend Ophelia, as "good". Good.
142P4.	Yeah and at lunch and on then Friday lunch I sat next to my other best friend called Lilith. With her and her friends.
Emergent Theme 5: Concept of friendship	
Excerpt:	Initial notes:
40P4.	She confirms that she has other friends in addition to her best friend. Yeah.

58P4.	Err playing with my friends.
60P4.	Err normally I play with Alice and Nadia, but sometimes at lunchtimes Nadia goes and plays football so I play with Alice, Stacey and Nina.
62P4.	When asked about what she and her friends play, she refers to this as “sisters”. We play sisters.
64P4.	Me and Alice normally play it together so we’re like twin sisters.
66P4.	Err tt we go out and get some food err (pause) and sometimes we play mums and dads which is with Nina and Stacey and one of them plays as a dog and a pussy cat and me and Alice like to play as twin sisters.
92P4.	She confirms the importance of friendship and being with her friends at lunchtime. Yeah.
96P4.	Yes when I first came here erm Alice came up to me gave me a hug in the office cos I was crying.
98P4.	And we and she looked after me.
100P4	She agrees that her friend looking after her was a lovely start to school. Yeah.
102P4.	Yeah as we didn’t really have other friends then and then we met Nadia in year four.
120P4.	Yeah I thought everyone was starting in year 3 and Alice was tt she didn’t have any friends either there so then we started to be best friends and we were we were in the same class together.
134P4.	It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia.
136P4,	She describes being with her friend Ophelia, as “good”. Good.
138P4.	She confirms she was pleased to be with her old friend during the induction days. Yeah.
144P4.	Being with my old mates.
146P4.	Err it felt weird because I haven’t seen them for a very long time, for four years.
170P4.	Erm I have friends that are going to Gilroy school. Err I know people that are from Gilroy school (pause) which are big because I’m having a buddy there.
Emergent Theme 6: Friendship based on need	
Excerpt:	Initial notes:
32P4.	Yeah well we go in the same taxi together. Erm we play together. Erm. We are not in the same class.
34P4.	Yeah in year 3 we were.
36P4.	She confirms that she liked being in the same class as her best friend. Yeah.
52P4.	Yeah and I’ve got three best friends which is Alice, Nadia who is in my class and Lilith who’s got, who’s at my old school and we’re going to the same secondary school.
60P4.	Err normally I play with Alice and Nadia, but sometimes at lunchtimes Nadia goes and plays football so I play with Alice, Stacey and Nina.
134P4.	It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia.
140P4.	She sat next to her “old friend” in the same way she sat with Alice when she started at her current school. History repeating. Friendship based on need? Erm (pause) err we sat next to each other.
142P4.	Yeah and at lunch and on then Friday lunch I sat next to my other best friend called Lilith. With her and her friends.
170P4.	Erm I have friends that are going to Gilroy school. Err I know people that are from Gilroy school (pause) which are big because I’m having a buddy there.
180P4.	Yeah and I’ve got friends who can show me around. Tell me where the classes are because I’ll get confused because it’s big and there a stair with loads of classes.
182P4	Err Leanne and my other friends can help me as well.
186P4.	My best friend Ophelia cos we’re going to be in the same class cos her brother’s gone to Gilroy as well so she’ll probably know and two of my brothers have been there. And tt there’s an English lesson class and a maths class and science class, art class.
Emergent Theme 7: Friendship reflecting family life – “And she looked after me”	

Excerpt:	Initial notes:
62P4.	When asked about the kind of things that they play, she describes how they play “sisters”. We play sisters.
64P4.	Me and Alice normally play it together so we’re like twin sisters.
66P4.	Err tt we go out and get some food err (pause) and sometimes we play mums and dads which is with Nina and Stacey and one of them plays as a dog and a pussy cat and me and Alice like to play as twin sisters.
96P4.	Yes when I first came here erm Alice came up to me gave me a hug in the office cos I was crying.
98P4.	Uses “looked after me” to describe relationship with her friend. And we and she looked after me.
Emergent Theme 8: The importance of visuals	
Excerpt:	Initial notes:
2P4.	Ok Erm I like taking my dogs for a walk. I like playing basketball. Erm my best friend is Alice. I like watching TV.
20P4.	Reliance on others or visuals. Struggles to think of things for herself. Yeah (pause).
50P4.	The concept of friendship is important to her. She has a number of “best” friends. These are not on her visual and so were forgotten at first. She wants to say more about herself. The importance of being known. Erm tt my I got other best friends.
56P4.	When asked about her current school, she refers to her visual and says that she likes English and playing with her friends on the playground, science, PE and writing. Err tt I like English. I like playing... with my friends on the playground, I like science, I like PE, I like writing.
170P4.	She describes on her visual that she has friends that will be going to the same secondary school as her. She also describes how there are older pupils already there that she knows and that she will have a buddy. Erm I have friends that are going to Gilroy school. Err I know people that are from Gilroy school (pause) which are big because I’m having a buddy there.
Emergent Theme 9: Being vulnerable – “and she looked after me”	
Excerpt:	Initial notes:
96P4.	Yes when I first came here erm Alice came up to me gave me a hug in the office cos I was crying.
98P4.	And we and she looked after me.
128P4.	Her first response to talking about her new school is a sharp intake of breath and she says it is “massive”. (deep breath) It’s massive.
132P4.	And two of my brothers went there, well one of them now kind of still going there but he’s home schooled because they stopped their help in year 10.
170P4.	Erm I have friends that are going to Gilroy school. Err I know people that are from Gilroy school (pause) which are big because I’m having a buddy there.
172P4.	Yeah she’ll be showing me round. She’s called Leanne.
174P4.	Yeah she’s in year 10 and she’s going up to year 11 when I start.
176P4.	Yeah and she’ll be helping me.
180P4.	Yeah and I’ve got friends who can show me around. Tell me where the classes are because I’ll get confused because it’s big and there a stair with loads of classes.
182P4.	Err Leanne and my other friends can help me as well.
198P4.	Ooh because Gilroy secondary is massive and you could get lost from the classes.
200P4.	Yes as Bowden School you can’t get lost as there’s no stairs and it’s not massive.
222P4.	Because then they can show me around.
224P4.	Yeah because you have to swap classes, like English class, maths class, because that’s what we did induction day and it was kind of difficult going to different classes as here you just stay in the same class for English and maths and science.
252P4.	When asked how she will manage the difference in her new school, she replies that she will ask to see what lessons she has to go to. Err ask; see what lessons I have to go to.
Emergent Theme 10: Sense of belonging	

Excerpt:	Initial notes:
72P4.	Writing as a group activity. Reliance of others? Part of the group. Need to base narrative on real experience. Erm tt right now we're going to write err this old man playing a piano.
74P4.	Yes and we are going to write about that.
76P4.	Err I like PE like erm tt (pause) PE I like playing PE. Sometimes we play (pause) tennis.
78P4.	Yes and erm (long pause) tt sometimes we play catch.
80P4.	Football and basketball as team sports, shared experience. Sense of belonging. Play football err (long pause) basketball.
102P4.	Yeah as we didn't really have other friends then and then we met Nadia in year four.
120P4.	(Laughs) Yeah I thought everyone was starting in year 3 and Alice was tt she didn't have any friends either there so then we started to be best friends and we were we were in the same class together.
126P4.	When asked where she is going, she is able to name her secondary school with enthusiasms and sense of pride. Gilroy Secondary.
132P4.	Use of "they" she does not yet belong to that school. And two of my brothers went there, well one of them now kind of still going there but he's home schooled because they stopped their help in year 10.
152P4.	Use of "we did", she is beginning to feel part of her new school. We did on Friday afternoon, we did science.
Emergent Theme 11: Literal interpretation	
Excerpt:	Initial notes:
46P4.	Hesitant start. Literal interpretation of what channel she watches. Ttt (long pause) ttt ITV?
246P4.	Express feeling "excited, happy" to feeling ready for her new school. Literal interpretation of feeling ready. Excited, happy erm (pause).
Emergent Theme 12: Understanding is based on real experiences – "in big school science is something that you can do"	
Excerpt:	Initial notes:
72P4.	When asked what kind of stories she likes to write, she does not answer this, but describes a piece of writing they are going to do in class about an old man playing a piano. Erm tt right now we're going to write err this old man playing a piano.
114P4.	When she is asked what is nice about the school, she struggles to answer. Err well erm tt (pause) err.
190P4.	Able to talk about new experiences when this is something she has actually experienced firsthand. Yes we did English, maths um music, art.
204P4.	When asked if she will be doing anything different to now, she needs time to think about this. She describes how in art they were drawing with a crayon. Um tt art as drawing it and we had a crayon.
206P4.	Yeah and science because normally in this school about science we talk about about erm ttt about smoking and drinking and normally we write that down. But in big school science is something that you can do like what I did.
208P4.	She confirms science is more investigations and experiments at secondary school. Yeah.
210P4.	Confirming more investigations and experiments in science would be good. Yes (laughs).
212P4.	Not sure how the schools may be different? Need for more experience? Is this based on the two visits? Erm ttt mm (pause) no.
224P4.	Moving classes is on her mind and she believes this will be difficult. Being vulnerable. Understanding is based on the lived experience. Yeah because you have to swap classes, like English class, maths class, because that's what we did induction day and it was kind of difficult going to different classes as here you just stay in the same class for English and maths and science.

Emergent Theme 13: School as a place of learning	
Excerpt:	Initial notes:
56P4.	Err tt I like English. I like playing... with my friends on the playground, I like science, I like PE, I like writing.
70P4.	Err I like English because (pause) I like writing stories.
72P4.	Erm tt right now we're going to write err this old man playing a piano.
74P4.	She confirms confidently the class are going to write about an old man playing a piano. Yes and we are going to write about that.
82P4.	We would do English and maths. That's what we normally do and then in the afternoons we normally do (pause) sometimes we do creative links erm science.
152P4.	We did on Friday afternoon, we did science.
186P4.	My best friend Ophelia cos we're going to be in the same class cos her brother's gone to Gilroy as well so she'll probably know and two of my brothers have been there. And tt there's an English lesson class and a maths class and science class, art class.
188P4.	She confirms there are lots of classes and adds a music class to the list of lessons. Yes and a music class.
190P4.	She confirms that as well as science on the induction, she did English, maths, music and art. These are all the lessons she had just named. Yes we did English, maths um music, art.
204P4.	Um tt art as drawing it and we had a crayon.
224P4.	Yeah because you have to swap classes, like English class, maths class, because that's what we did induction day and it was kind of difficult going to different classes as here you just stay in the same class for English and maths and science.
258P4.	When asked how her current school has helped, she responds her maths, English, writing stories and PE lessons and having friends. Err with maths and English, writing stories, PE and friends.
Emergent Theme 14: School as a social place	
Excerpt:	Initial notes:
56P4.	Err tt I like English. I like playing... with my friends on the playground, I like science, I like PE, I like writing.
58P4.	Err playing with my friends.
84P4.	She confirms that playtimes are the best bit of her school day. Yeah.
86P4.	When asked how she finds lunchtimes at school, she responds "good" with confidence but does not expand on this. Good.
90P4.	When asked what is good about lunchtimes, she responds that she gets to "sit with my best friends". I get to sit with my best friends.
116P4.	When the question is rephrased to the good things about the school, she says that the teachers are "nice". Nice teachers.
118P4.	When asked if there is anything else about her current school, she responds "nice pupils". Err (pause) nice pupils.
144P4.	She describes how the best bit of the induction was "being with my old mates", her friends from her old school. Being with my old mates.
242P4.	Explains that the small playground is a good idea for year sevens so that they can meet people. Erm so you can meet people.
258P4.	When asked how her current school has helped, she responds her maths, English, writing stories and PE lessons and having friends. Err with maths and English, writing stories, PE and friends.
Emergent Theme 15: School as a place of structure and routines	
Excerpt:	Initial notes:
82P4.	We would do English and maths. That's what we normally do and then in the

	afternoons we normally do (pause) sometimes we do creative links erm science.
152P4.	We did on Friday afternoon, we did science.
162P4.	When the concept of safety is brought up, she explains how they had to wear “those glasses”. Yeah you have to wear those glasses.
232P4.	Because it’s massive and you change classes.
Emergent Theme 16: Expressing emotions	
Excerpt:	Initial notes:
94P4.	When asked to describe her first day here, her first response is one of feeling “scared”. Err a bit scared.
96P4.	Yes when I first came here erm Alice came up to me gave me a hug in the office cos I was crying.
120P4.	(Laughs) Yeah I thought everyone was starting in year 3 and Alice was tt she didn’t have any friends either there so then we started to be best friends and we were we were in the same class together.
160P4.	She can express her feelings. “Kind of scared”. Yeah I was kind of scared of the fire (nervous laugh).
178P4.	When asked how having a buddy makes her feel, she say that she is “happy”. Happy.
192P4.	When asked how she felt on the two induction days, she says She felt “alight” with confidence. Alright.
226P4.	She feels excited about the difference of moving classes although adds a nervous laugh when she says this. Excited (nervous laugh).
234P4.	(pause) Feel excited.
246P4.	Excited, happy erm (pause).
248P4.	It’s fun feeling excited.
250P4.	She contradicts that it is good to change classes but earlier spoke of needing help and getting lost. Has she moved her thinking on during the discussion? Err it’s kind of good changing classes.
Emergent Theme 17: New experiences as exciting “it’s kind of good changing classes”	
Excerpt:	Initial notes:
154P4.	When asked how the science lesson was, she describes it as good initially before adding “proper science”. She seems excited about this. Good (pause) proper science.
156P4.	Electricity that we had. It’s a science class and we holded a (pause) a erm match, matches and put it on the thing, on the gas and it looked really cool.
162P4.	When the concept of safety is brought up, she explains how they had to wear “those glasses”. Yeah you have to wear those glasses.
166P4.	I never done that before.
214P4.	Yeah it’s fun.
216P4.	She confirms she thinks the difference between the two schools will be fun. Yeah.
226P4.	She feels excited about the difference of moving classes although adds a nervous laugh when she says this. Excited (nervous laugh).
234P4.	When asked what feelings these difference bring, she needs time to think about this before reiterating that she is excited. (pause) Feel excited.
248P4.	It’s fun feeling excited.
250P4.	Err it’s kind of good changing classes.
Emergent Theme 18: Importance of names	
Excerpt:	Initial notes:
2P4.	Ok Erm I like taking my dogs for a walk. I like playing basketball. Erm my best friend is Alice. I like watching TV.
10P4.	Well my old one is 18 she’s called Mollie.

12P4.	And then my other one is one and she's called Dandy.
52P4.	Yeah and I've got three best friends which is Alice, Nadia who is in my class and Lilith who's got, who's at my old school and we're going to the same secondary school.
60P4.	Err normally I play with Alice and Nadia, but sometimes at lunchtimes Nadia goes and plays football so I play with Alice, Stacey and Nina.
64P4.	Me and Alice normally play it together so we're like twin sisters.
66P4.	Err tt we go out and get some food err (pause) and sometimes we play mums and dads which is with Nina and Stacey and one of them plays as a dog and a pussy cat and me and Alice like to play as twin sisters.
102P4.	Yeah as we didn't really have other friends then and then we met Nadia in year four.
120P4.	Err tt we go out and get some food err (pause) and sometimes we play mums and dads which is with Nina and Stacey and one of them plays as a dog and a pussy cat and me and Alice like to play as twin sisters.
126P4.	When asked where she is going, she is able to name her secondary school with enthusiasms and sense of pride. Gilroy Secondary.
172P4.	Yeah she'll be showing me round. She's called Leanne.
182P4.	Er Leanne and my other friends can help me as well.
Emergent Theme 19: School as a journey/moving on - "I never done that before"	
Excerpt:	Initial notes:
52P4.	Yeah and I've got three best friends which is Alice, Nadia who is in my class and Lilith who's got, who's at my old school and we're going to the same secondary school.
104P4.	She confirms that she started at this school in year three, making it clear that it was at the start of year three. Yeah. The start of year three.
120P4.	(Laughs) Yeah I thought everyone was starting in year 3 and Alice was tt she didn't have any friends either there so then we started to be best friends and we were we were in the same class together.
130P4.	Yeah I've had an induction there for two days on Thursday and Friday I did.
134P4.	It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia.
140P4.	Erm (pause) err we sat next to each other.
144P4.	Being with my old mates.
146P4.	When asked how it felt to see her old friends, she describes that it felt "weird" as she has not seen them "for a very long time, for four years". Err it felt weird because I haven't seen them for a very long time, for four years.
152P4.	Moving on. She has experienced a science lesson. We did on Friday afternoon, we did science.
154P4.	"Proper science at secondary. Is science "not proper" in primary? Moving on. Good (pause) proper science.
156P4.	Electricity that we had. It's a science class and we holded a (pause) a erm match, matches and put it on the thing, on the gas and it looked really cool.
162P4.	Science in secondary as something dangerous. Growing up. Yeah you have to wear those glasses.
166P4.	Secondary as something exciting where she has new experiences. Growing up. I never done that before.
170P4.	Moving on from current friends. Has friends that are going there. Having a "buddy" who is "big" is she little and helpless? Erm I have friends that are going to Gilroy school. Err I know people that are from Gilroy school (pause) which are big because I'm having a buddy there.
174P4.	Moving on. A journey for everyone. Needing to be looked after. Yeah she's in year 10 and she's going up to year 11 when I start.
192P4.	Appearing ready for the change of schools. Moving on. Is this based on her experience? Alright.
206P4.	Yeah and science because normally in this school about science we talk about about erm ttt about smoking and drinking and normally we write that down. But in big

	school science is something that you can do like what I did.
240P4.	She feels that it is a good thing that the year 7's have their own playground. She makes it clear that she is referring to year sevens. Yes. For year seven's.
254P4.	She feels that she is ready for the changes she will experience. Moving on. Yeah.
Emergent Theme 20: Belief in school as a good experience	
Excerpt:	Initial notes:
84P4.	She confirms that playtimes are the best bit of her school day. Yeah.
86P4.	When asked how she finds lunchtimes at school, she responds "good" with confidence but does not expand on this. Good.
90P4.	I get to sit with my best friends.
106P4.	When asked how she feels about school now, she replies "good" with confidence. Good.
112P4.	When asked what she would tell a visit about this school, she would describe her current school as "nice". Nice.
116P4.	Nice teachers.
118P4.	Err (pause) nice pupils.
124P4.	Confirms that she has had a nice experience of her current school. Yeah.
130P4.	She talks about her induction days with confidence. Moving on? Yeah I've had an induction there for two days on Thursday and Friday I did.
Emergent Theme 21: Secondary as better – "proper science"	
Excerpt:	Initial notes:
154P4.	When asked how the science lesson was, she describes it as good initially before adding "proper science". She seems excited about this. Good (pause) proper science.
156P4.	Science in secondary as "cool". Moving on. She is excited. Electricity that we had. It's a science class and we holded a (pause) a erm match, matches and put it on the thing, on the gas and it looked really cool.
206P4.	Yeah and science because normally in this school about science we talk about about erm tt about smoking and drinking and normally we write that down. But in big school science is something that you can do like what I did.
210P4.	Confirming more investigations and experiments in science would be good. Yes (laughs).
Emergent Theme 22: Secondary as different	
Excerpt:	Initial notes:
198P4.	Ooh because Gilroy secondary is massive and you could get lost from the classes.
200P4.	Yes as Bowden School you can't get lost as there's no stairs and it's not massive.
204P4.	When asked if she will be doing anything different to now, she needs time to think about this. She describes how in art they were drawing with a crayon. Um tt art as drawing it and we had a crayon.
220P4.	Erm. I know people who are from Gilroy.
222P4.	Because then they can show me around.
224P4.	Yeah because you have to swap classes, like English class, maths class, because that's what we did induction day and it was kind of difficult going to different classes as here you just stay in the same class for English and maths and science.
230P4.	When asked what words the new school brings to mind, she said "different". Erm it's different.
252P4.	When asked how she will manage the difference in her new school, she replies that she will ask to see what lessons she has to go to. Err ask, see what lessons I have to go to.
Emergent Theme 23: Concept of same and different old and new	
Excerpt:	Initial notes:
10P4.	Well my old one is 18 she's called Mollie.
12P4.	And then my other one is one and she's called Dandy.

18P4.	She distinguishes the different behaviour of the young dog to the old dog.
26P4.	Not prepared to choose one over another. Sense of fairness. Both.
32P4.	Concept of friendship. The importance of being together. Sense of same and different. Yeah well we go in the same taxi together. Erm we play together. Erm. We are not in the same class.
134P4.	Old friends, she is returning to the fold. Moving on from her current friends? Concept of friendship. It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia.
144P4.	Old friends. Moving on from her current friends? They are her history, as with her "old" dog. Being with my old mates.
Emergent Theme 24: Importance of having a history with others	
Excerpt:	Initial notes:
134P4.	It was nice (pause) err all of my old friends were there and I got to be in the same tutor group as my best friend called Ophelia.
140P4	Sat next to her "old friend" in the same way she sat with Alice when she started at her current school. History repeating. Friendship based on need? Erm (pause) err we sat next to each other.
144P4.	Being with my old mates.
146P4.	History repeating seeing friends after a long time and feeling weird. Sense of who she is. Err it felt weird because I haven't seen them for a very long time, for four years.
148P4.	When asked if she felt she or her friends have changed over the past 4 years, she responds that she does not know. Err (pause) tt err I don't know.
186P4.	Talks of her "best" friend as she will be in her class. Same experience as starting at current school. Reliance on friends close by? Her family and her friends have shared this experience following in their footsteps. My best friend Ophelia cos we're going to be in the same class cos her brother's gone to Gilroy as well so she'll probably know and two of my brothers have been there. And tt there's an English lesson class and a maths class and science class, art class.
Emergent Theme 25: Importance of family, following in their footsteps	
Excerpt:	Initial notes:
132P4.	And two of my brothers went there, well one of them now kind of still going there but he's home schooled because they stopped their help in year 10.
186P4.	My best friend Opheliacos we're going to be in the same class cos her brother's gone to Gilroy as well so she'll probably know and two of my brothers have been there. And tt there's an English lesson class and a maths class and science class, art class.
Emergent Theme 26: Time to form a response	
Excerpt:	Initial notes:
4P4.	Erm tttt taking my dogs for a walk?
42P4.	Err tt tt Victorious.
46P4.	Ttt (long pause) ttt ITV?
50P4.	Erm tt my I got other best friends.
70P4.	Err I like English because (pause) I like writing stories.
72P4.	Erm tt right now we're going to write err this old man playing a piano.
76P4.	Err I like PE like erm tt (pause) PE I like playing PE. Sometimes we play (pause) tennis.
78P4.	Yes and erm (long pause) tt sometimes we play catch.
80P4.	Play football err (long pause) basketball.
140P4.	Erm (pause) err we sat next to each other.
212P4.	When asked if she thinks anything else is different between her current and new school, she responds "no" after giving this some thought. Erm ttt mm (pause) no.
234P4.	When asked what feelings these difference bring, she needs time to think about this

	before reiterating that she is excited. (pause) Feel excited.
Emergent Theme 27: Self Concept	
Excerpt:	Initial notes:
8P4.	Dogs are an important part of her life. She knows facts about them. Staffs.
16P4.	Self as fun. Enjoying a joke. Laughs.
28P4.	Self as a sport lover.
76P4.	She enjoys PE. Tennis is a shared experience. Sense of belonging. Concept of self as sports lover. Err I like PE like erm tt (pause) PE I like playing PE. Sometimes we play (pause) tennis.
80P4.	Football and basketball team sports, shared experience. Sense of belonging. Concept of self as sports lover. Play football err (long pause) basketball.
Emergent Theme 28: Language or experience	
Excerpt:	Initial notes:
38P4.	Is the lack of information result of her language skills or lack of experience talking about herself. Yeah.
42P4.	Lack of confidence in talking about herself. Does she usually talk about herself? Err tt tt Victorious.
44P4.	She responds with “yeah” rather than saying more to end this topic of conversation. Yeah.
46P4.	When asked if she watches anything else on television, she is hesitant and unsure and needs time to think. She names a channel rather than something that she likes to watch in order to say something in response. She answers as if this is a question. Ttt (long pause) ttt ITV?
108P4.	Struggles to verbalise her thoughts. Is this her language skills or experience in doing so? Mmm.
110P4.	She appears to be struggling for others things to say about school. Err ttt (pause).
114P4.	Struggles to verbalise her thoughts. Needs to base her answers on real experiences as with her writing. Err well erm tt (pause) err.
Emergent Theme 29: Importance of Familiarity/not knowing	
Excerpt:	Initial notes:
94P4.	When asked to describe her first day here, her first response is one of feeling “scared”. Err a bit scared.
96P4.	She confirms that she felt a bit scared on her first day and explains how she was crying in the office and her now best friend gave her a hug. Yes when I first came here erm Alice came up to me gave me a hug in the office cos I was crying.
106P4.	School as a positive experience. This has moved on from her first day in tears. Importance of familiarity. Good.
120P4.	Yeah I thought everyone was starting in year 3 and Alice was tt she didn’t have any friends either there so then we started to be best friends and we were we were in the same class together.
160P4.	When asked if she enjoyed the science lesson, she agrees but admits to feeling “kind of scared” of the fire in the lesson. She follows this up with a nervous laugh. Yeah I was kind of scared of the fire (nervous laugh).
220P4.	Importance of knowing people. Familiarity. Relying on others? Erm. I know people who are from Gilroy.
Emergent Theme 30: School as a physical structure – “it’s massive”	
Excerpt:	Initial notes:

128P4.	Her first response to talking about her new school is a sharp intake of breath and she says it is “massive”. (deep breath) It’s massive.
180P4.	Yeah and I’ve got friends who can show me around. Tell me where the classes are because I’ll get confused because it’s big and there a stair with loads of classes.
186P4.	My best friend Ophelia cos we’re going to be in the same class cos her brother’s gone to Gilroy as well so she’ll probably know and two of my brothers have been there. And tt there’s an English lesson class and a maths class and science class, art class.
198P4.	Ooh because Gilroy secondary is massive and you could get lost from the classes.
222P4.	Because then they can show me around.
224P4.	Yeah because you have to swap classes, like English class, maths class, because that’s what we did induction day and it was kind of difficult going to different classes as here you just stay in the same class for English and maths and science.
232P4.	Because it’s massive and you change classes.
Emergent Theme 31: Feeling ready for secondary school	
Excerpt:	Initial notes:
192P4.	When asked how she felt on the two induction days, she says she felt “alight” with confidence. Alright.
194P4.	When asked if she felt the two days had been helpful, she responds “yeah”. Yeah.
196P4.	When asked if she felt the two days were a good idea, she responds “yeah”. Yeah.
214P4.	When asked if she feels ready for the differences she has described between the two schools, she responds “yeah it’s fun”. Yeah it’s fun.
218P4.	She confirms that she is looking forward to the change. Yeah.
228P4.	When asked if she thinks moving around for classes is a good change, she responds “yes”. Yeah.
234P4.	When asked what feelings these difference bring, she needs time to think about this before reiterating that she is excited. Feel excited.
238P4.	When asked how she feels about the year sevens having their own assembly, she responds “fine”. She does not seem bothered. Fine
244P4.	She confirms that she feels ready for secondary school.
246P4.	When asked in what ways she feels ready, she describes her emotions of excited and happy. Excited, happy erm (pause).
248P4.	Feeling ready as she is excited and it’s fun feeling that way. A positive experience. It’s fun feeling excited.
Emergent Theme 32: Being ready for secondary school – “That you can”	
Excerpt:	Initial notes:
204P4.	When asked if she will be doing anything different to now, she needs time to think about this. She describes how in art they were drawing with a crayon. Um tt art as drawing it and we had a crayon.
254P4.	She confirms that she is ready for the changes she will experience. Yeah.
256P4.	She agrees that her current school has helped her with feeling ready. Yeah.
258P4.	When asked how her current school has helped, she responds her maths, English, writing stories and PE lessons and having friends. Err with maths and English, writing stories, PE and friends.
260P4.	When asked what being ready for secondary school means for her, she responds that you feel that you can and feel ready for going. That you can. That you feel ready for going into secondary school.

Appendix V: Subordinate and Emergent Themes Participant 5

Subordinate Themes: Participant 5 (Cassie)

Subordinate Theme 1: Identity	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 1:	Concept of self
Emergent Theme 8:	Being special
Subordinate Theme 2: Relationships (attachment)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 3:	Importance of names
Emergent Theme 4:	Sense of belonging
Emergent Theme 5:	Importance of parents
Emergent Theme 34:	Being part of a family
Emergent Theme 35:	Concept of friendship
Subordinate Theme 3: Emotional Literacy	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 6:	Expressing emotions
Emergent Theme 12:	Empathy for others
Subordinate Theme 4: Vulnerability	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 10:	Isolation
Emergent Theme 17:	Change is unsettling the need for stability
Subordinate Theme 5: Coping tools	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 18:	Importance of knowing
Emergent Theme 33:	Coping tools
Subordinate Theme 6: Communication Tools	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 26:	Time to collect thoughts
Emergent Theme 30:	Reliance on visual support
Emergent Theme 31:	Actions are easier than words
Subordinate Theme 7: The lived experience (Personal Constructs)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 28:	Understanding based on the lived experience
Subordinate Theme 8: Personal Narratives/Constructs	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 2:	Sense of Pride
Emergent Theme 7:	Importance of being understood/known
Emergent Theme 9:	Importance of play
Emergent Theme 11:	Being excluded – sense of fairness?
Emergent Theme 15:	Sense of freedom
Emergent Theme 29:	Assumption her world is understood
Subordinate Theme 9: Sense of Power and Control (Defence mechanism)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 13:	Being in control of what she will share
Emergent Theme 27:	Response based on interest
Subordinate Theme 10: School as a positive experience	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 14:	School as a positive experience
Subordinate Theme 11: Perceptions of secondary school	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 22:	Secondary as different
Emergent Theme 23:	Secondary as better
Subordinate Theme 12: The Building blocks of School	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 16:	School as a place for rules and need to conform
Emergent Theme 19:	School as a physical entity

Emergent Theme 24:	School as a place for learning
Emergent Theme 36:	School as a social place
Subordinate Theme 13: Impact of language on ability to express views	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 25:	Literal interpretation
Emergent Theme 32:	Language impacted by feelings
Subordinate Theme 14: School as a journey	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 37:	Embracing new experiences
Emergent Theme 38:	School as a journey. Moving on
Subordinate Theme 15: Secondary school Readiness	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 20:	Feeling ready for secondary
Emergent Theme 21:	Being ready for secondary

List of Emergent Themes:

- Emergent Theme 1: Concept of Self
Emergent Theme 2: Sense of Pride - "I can wear any shoes today"
Emergent Theme 3: Importance of names
Emergent Theme 4: Sense of belonging- "They can't fit me in"
Emergent Theme 5: Importance of parents - "My mum got a letter"
Emergent Theme 6: Expressing emotions
Emergent Theme 7: Importance of being understood/known
Emergent Theme 8: Being special - "Just year 6"
Emergent Theme 9: Importance of play
Emergent Theme 10: Isolation
Emergent Theme 11: Being excluded – sense of fairness?
Emergent Theme 12: Empathy for others
Emergent Theme 13: Being in control of what she will share – "And that it"
Emergent Theme 14: School as a positive experience - "it's fun"
Emergent Theme 15: Sense of freedom - "we go anywhere"
Emergent Theme 16: School as a place for rules and need to conform - "We need to..."
Emergent Theme 17: Change is unsettling the need for stability – "I don't know I didn't been in my new class yet"
Emergent Theme 18: Importance of knowing
Emergent Theme 19: School as a physical entity – "it's big"
Emergent Theme 20: Feeling ready for secondary
Emergent Theme 21: Being ready for secondary
Emergent Theme 22: Secondary as different
Emergent Theme 23: Secondary as better
Emergent Theme 24: School as a place for learning
Emergent Theme 25: Literal interpretation
Emergent Theme 26: Time to collect thoughts
Emergent Theme 27: Response based on interest
Emergent Theme 28: Understanding based on lived experience
Emergent Theme 29: Assumption her world is understood
Emergent Theme 30: Reliance on visual support
Emergent Theme 31: Actions are easier than words – "You want to see?"
Emergent Theme 32: Language impacted by feelings
Emergent Theme 33: Coping tools
Emergent Theme 34: Being part of a family
Emergent Theme 35: Concept of friendship – "Playing with my....making new friends"
Emergent Theme 36: School as a social place
Emergent Theme 37: Embracing new experiences - "We go anywhere"
Emergent Theme 38: School as a journey. Moving on

Data Trail for Emergent Themes:

Emergent Theme 1: Concept of self	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P5.	I done a show.
16P5.	Erm we didn't done no work last week.
42P5.	YouTube.
44P5.	Watching different videos.
142P5.	She enjoys the joke that she is not able to wear pink shoes to school. (Shakes head) laughs.
180P5.	(Laughs).
182P5.	She laughs saying that they have been to Kidzania twice. She appears to enjoy sharing a joke about this. Two (laughs).
282P5.	When asked what clubs she would like to have at her new school, she expresses an interest in attending a swimming club. Swimming.
286P5	She says that she likes swimming. Yeah.
296P5.	She reiterates that she likes swimming. Yeah.
298P5.	When asked what she enjoyed during her visit to her new school, she responds "Walking, writing and ICT". Walking, writing and ICT.
Emergent Theme 2: Sense of Pride "I can wear any shoes today"	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P5.	I done a show.
72P5.	When asked whose party it is today, she proudly points to herself. (Points to self).
74P5.	She seems proud of what year 6 can have and others can't. Does this make her feel special? Just year 6.
112P5.	She is proud of her school and what it has to offer. A jungle gym.
144P5.	I can wear any shoes today.
176P5.	We don't stay here. We go on a coach to Kidzania.
178P5.	We already been 2 times.
212P5.	You want to see?
214P5.	It's big.
216P5.	That that big (arms outstretched)
Emergent Theme 3: Importance of names	
<i>Excerpt No:</i>	<i>Initial Notes</i>
56P5.	There's Max then me then Annie.
80P5.	Mmm and Jason and Jack are not at the class party and they not allowed
158P5.	Happy. And not Tommy or Kenny. Kenny didn't came yesterday for the show.
164P5.	Now Miss Allright explained said come back here 5 everybody and he only one person in at home.
170P5.	Yeah and we have so much fun yesterday and we need to cut out Kenny part in assembly.
172P5.	Yeah in scene one Kenny was in scene one and scene four.
202P5.	Erm we need to have a couple more things that Miss Hardy and Miss Goodman need to all of us to get us (voice raised emotion) all of us the last time the second time we need to come we need to be in groups.
204P5.	But Miss Apple was in our group said "all of us keep together".
206P5.	Yeah and Miss Hardy and Miss Andrews come with us.
222P5.	Fieldes School.

270P5.	Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say I'm not in Row class I'm in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs.
Emergent Theme 4: Sense of Belonging - "They can't fit me in"	
<i>Excerpt No:</i>	<i>Initial Notes</i>
8P5.	When asked if she did the dance on her own or with others, she responds "others". Erm others.
16P5.	Erm we didn't done no work last week.
28P5.	We doing on the Thursday something (swallows) to the parents.
74P5.	Just year 6.
78P5.	Not the year 5.
80P5.	Mmm and Jason and Jack are not at the class party and they not allowed.
102P5.	We go anywhere.
110P5.	We have a jungle gym.
116P5.	We go on there, run on.
148P5.	No like just two people from my class can't come.
152P5.	They been naughty. And on Wednesday, and on Wednesday, it our class party (voice raising with emotion).
156P5.	Just year 6.
158P5.	Happy. And not Tommy or Kenny. Kenny didn't came yesterday for the show.
166P5.	This is so silly (heightened emotion) leaving one person out of our class assembly.
170P5.	Yeah and we have so much fun yesterday and we need to cut out Kenny part in assembly.
176P5.	We don't stay here. We go on a coach to Kidzania.
178P5.	We already been 2 times.
196P5.	No we need to all come back.
210P5.	Allder school and our playground.
222P5.	When asked where she is going when she leaves her current school, she is able to name her new school. She picks up her visual as she does so. Fieldes School.
232P5.	No I'm in a different class now and they can't (swallow) fit me in (raised voice with emotion) in Row class in erm and then I'm the only year 7 in there.
234P5.	They no can move me up the next like class.
236P5.	She had identified herself as a member of Row class. Yes.
242P5.	No there were other. But in a different class in there. You need to move class. We stay in one class, go out have our break, then come line up, then come out in, then have lunch.
252P5.	It's like there be nine or seven. There is nine in Row class and now they can't fit me in (upset).
254P5.	Then I need a class there be eleven people in my new class.
258P5.	Yeah there twenty six.
262P5.	Yeah like so many we can't. It's going be full in our class. It downstairs we can't run and the infants downstairs.
266P5.	When asked where her classroom is, she points to her classroom. Yeah, there (pointing).
268P5.	I don't know I didn't been in my new class yet.
270P5.	Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say I'm not in Row class I'm in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs.
272P5.	She confirms that she needs to know her class. Yeah.
274P5.	Sense of belonging. She wants to go to clubs at her new school. Yes.
276P5.	I don't know I didn't been yet the clubs.
288P5.	She has a desire to belong. She will join "any" club to do so. Being social is her world. She wants a range of experiences.

	Any one.
290P5.	She confirms that she goes to clubs at her current school. Yeah.
292P5.	Football Monday Tuesday is (pause) Friday hip hop it not on anymore. Next time other people saying they can go there.
326P5.	We need to try to chuck all the balls off.
330P5.	Erm I don't know.
332P5.	Yeah green top, white top with a logo on. I don't know uniform yet.
334P5.	Playing with my....making new friends.
Emergent Theme 5: Importance of parents - "My mum got a letter"	
<i>Excerpt No:</i>	<i>Initial Notes</i>
28P5.	We doing on the Thursday something (swallows) to the parents.
30P5.	No different.
34P5.	To like on Thursday mum said we finish on Friday now we finish on Thursday.
160P5.	Because he want his mum (becoming upset) to see and walked all way there and back.
270P5.	Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say I'm not in Row class I'm in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs.
Emergent Theme 6: Expressing emotions	
<i>Excerpt No:</i>	<i>Initial Notes</i>
10P5.	She does not verbally express emotion about the experience of the show. (Nods).
18P5.	When "none" is misunderstood as "new", she repeats to make herself understood. She raises her voice and speaks firmly and appearing frustrated. We didn't done none.
34P5.	To like on Thursday mum said we finish on Friday now we finish on Thursday.
124P5.	She responds crossly, correcting the language that has been misunderstood. No. Said a place being here.
146P5.	Any clothes. Bring in from home dress all up. Some year sixes going home at the end of day (swallows) and some of them is staying in here.
158P5.	Happy. And not Tommy or Kenny. Kenny didn't came yesterday for the show.
160P5.	I don't know. Because he want his mum (becoming upset) to see and walked all way there and back.
168P5.	Sad.
170P5.	Yeah and we have so much fun yesterday and we need to cut out Kenny part in assembly.
202P5.	Erm we need to have a couple more things that Miss Hardy and Miss Goodman need to all of us to get us (voice raised emotion) all of us the last time the second time we need to come we need to be in groups.
226P5.	Erm year 7 and I'm in a different classroom now. I'm not in Row class (deep breath) I'm in another classroom.
232P5.	No I'm in a different class now and they can't (swallow) fit me in (raised voice with emotion) in Row class in erm and then I'm the only year 7 in there.
234P5.	Expressing that she can't move into the next class, getting muddled with her words. They they can move me up the next like class.
242P5.	Voice shows how emotional she is. She attempts to make sense of it in her mind by running through the day. No there were other. But in a different class in there. You need to move class. We stay in one class, go out have our break, then come line up, then come out in, then have lunch.
252P5.	It's like there be nine or seven. There is nine in Row class and now they can't fit me in (upset).
254P5.	Then I need a class there be eleven people in my new class.
268P5.	She expresses concern that she does not know where her new class is as she has not been in it yet. I don't know I didn't been in my new class yet.
270P5.	Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say

	I'm not in Row class I'm in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs.
340P5.	Because I'm excited.
344P5.	She is looking forward to being in year 7 even though this is causing her distress. Conflicting emotions. To be going into year seven.
360P5.	Going up in my new class.
Emergent Theme 7: Importance of being understood/known	
<i>Excerpt No:</i>	<i>Initial Notes</i>
18P5.	When "none" is misunderstood as "new", she repeats to make herself understood. She raises her voice and speaks firmly and appearing frustrated. We didn't done none.
22P5.	Can elaborate on her words perhaps she wants to prove she can communicate. Wants to be known. Rehearsing for show.
24P5.	She wants to be understood. Checking what is being asked of her. What this show?
30P5.	When asked if the parents will see the same show, she is able to communicate that this will be something different to the hip hop show saying "no different". No different.
124P5.	She responds crossly, correcting the language that has been misunderstood. No. Said a place being here.
148P5.	She is able to assert herself to clarify a misunderstanding that just two pupils from her class will be going home as they are not going to the party. No like just two people from my class can't come.
150P5.	She clarifies that the party is a barbeque. For the barbeque.
294P5.	She corrects "lots" to say that she went to two clubs here. She is able to express herself confidently. Two.
300P5.	Yeah not in the ICT room, went in the library room.
Emergent Theme 8: Being special - "Just year 6"	
<i>Excerpt No:</i>	<i>Initial Notes</i>
32P5.	I Know. It's just when year 6 are leaving.
36P5.	No. Year 5 finish on Friday.
70P5.	No. I'm having my party today.
72P5.	(Points to self).
74P5.	Just year 6.
76P5.	Confirms that the party is just for year 6 and seems proud of this. Yep.
78P5.	Not the year 5.
144P5.	I can wear any shoes today.
146P5.	Any clothes. Bring them from home dress all up.
Emergent Theme 9: Importance of play	
<i>Excerpt No:</i>	<i>Initial Notes</i>
38P5.	When asked what she will do if she is not in school on Friday, she smiles and says she will play. Play (smiles).
40P5.	My phone, all night, all day.
62P5.	When asked if she plays with her neighbours at home, she explains that they play "in the square and the Wii". No, in the square and the Wii.
64P5.	When asked what she plays in the square, she responds "games" confidently. Games.
66P5.	Playing games.
108P5.	Playing (pause) outside.

110P5.	On (pause) We have a jungle gym.
116P5.	When asked what she does on the jungle gym, she explains that they go on by running on. We go on there, run on.
130P5.	Playing, playing with my friends and that it.
Emergent Theme 10: Isolation	
<i>Excerpt No:</i>	<i>Initial Notes</i>
40P5.	The importance of her phone to her in that she will use it constantly if not at school. Her play at home is solitary. My phone, all night, all day.
42P5.	She is interested in technology and the world but as an observer. YouTube.
44P5.	She is someone who likes to watch YouTube videos. Watching rather than participating? Are responses based on interest. Watching different videos.
92P5.	Feelings of loneliness? Nobody.
94P5.	Yeah I sit on the sofa when I get to until I go on my phone (pause) and that it.
Emergent Theme 11: Being excluded – sense of fairness?	
<i>Excerpt No:</i>	<i>Initial Notes</i>
54P5.	No (shakes head) Laura always go out with Fred.
68P5.	No. It was warm today so hats on and then Max and Annie go to their paddling pool.
74P5.	Just year 6.
76P5.	Confirms that the party is just for year 6 and seems proud of this. Yep.
78P5.	Not the year 5.
80P5.	Mmm and Jason and Jack are not at the class party and they not allowed.
148P5.	No like just two people from my class can't come.
152P5.	They been naughty. And on Wednesday, and on Wednesday, it our class party (voice raising with emotion).
156P5.	Just year 6.
158P5.	Happy. And not Tommy or Kenny. Kenny didn't came yesterday for the show.
160P5.	I don't know. Because he want his mum (becoming upset) to see and walked all way there and back.
162P5.	Yeah he came in at 1.30 (voice raised with emotion) and he came up for dinner.
164P5.	Now Miss Allright explained said come back here 5 everybody and he only one person in at home.
166P5.	This is so silly (heightened emotion) leaving one person out of class assembly.
168P5.	The injustice makes her sad Sad.
170P5.	Yeah and we have so much fun yesterday and we need to cut out Kenny part in assembly.
172P5.	She explains how his part was cut in scenes one and four showing a clear understanding of his involvement in the show. Yeah in scene one Kenny was in scene one and scene four.
232P5.	No I'm in a different class now and they can't (swallow) fit me in (raised voice with emotion) in Row class in erm and then I'm the only year 7 in there.
234P5.	They no can move me up the next like class.
254P5.	Then I need a class there be eleven people in my new class.
Emergent Theme 12: Empathy for others	
<i>Excerpt No:</i>	<i>Initial Notes</i>
160P5.	I don't know. Because he want his mum (becoming upset) to see and walked all way there and back.
162P5.	Yeah he came in at 1.30 (voice raised with emotion) and he came up for dinner.
164P5.	Now Miss Allright explained said come back here 5 everybody and he only one person in at home.

166P5.	This is so silly (heightened emotion) leaving one person out of class assembly.
168P5.	The injustice makes her sad. She has concern for others. Sad.
170P5.	Yeah and we have so much fun yesterday and we need to cut out Kenny part in assembly.
172P5.	Yeah in scene one Kenny was in scene one and scene four.
Emergent Theme 13: Being in control of what she will share – “And that it”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
68P5.	No. It was warm today so hats on and then Max and Annie go to their paddling pool.
70P5.	She moves the conversation on, she is in control. No. I’m having my party today.
94P5.	Yeah I sit on the sofa when I get to until I go on my phone and that it.
96P5.	Feeling of control as to what she will talk about. Yeah.
126P5.	And that it.
130P5.	Playing, playing with my friends and that it.
134P5.	Yeah and that is all.
174P5.	And that it!
208P5.	Yeah. And that’s it.
248P5.	Uses “that it” to say she has finished talking about this. And that it.
310P5.	Confirms that the visit to her new school was last Thursday and Friday. She ends this conversation with “that’s it”. She has no more to offer. Yeah and that it.
312P5.	We walked there and that it.
336P5.	Uses “that it” to communicate the topic is finished. And that it.
342P5.	Uses “that it” to communicate the topic is finished. She expresses this confidently. And that it.
370P5.	She does not feel that there is anything else to say about herself, responding “no” to end the conversation. No.
Emergent Theme 14: School as a positive experience – “it’s fun”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
98P5.	When asked to talk about her school, her first response is to say “It’s fun”. It’s fun.
112P5.	She repeats with pleasure that there is a jungle gym at school. A jungle gym.
120P5.	She confirms confidently that the jungle gym is good fun. Yep.
128P5.	It is fun.
192P5.	Like no were crazy things.
218P5.	She confirms that she likes school. Yeah.
220P5.	When asked if it is a good school she adds “and really fun”. And really fun.
320P5.	She says confidently that the parachute was fun. Yep.
326P5.	When asked what she had to do with the parachute, she was able to explain how they had to try to “chuck all the balls off”. We need to try to chuck all the balls off.
360P5.	When asked what the best thing will be about her new school, she replied “going up in my new class”. Going up in my new class.
Emergent Theme 15: Sense of freedom – “we go anywhere”	
<i>Excerpt</i>	<i>Initial Notes</i>

No:	
98P5.	Time talking about home seems sad but time talking about school is fun. Is this her escape? It's fun.
102P5.	We go anywhere.
108P5.	Likes to be outside. At home in the square and at school. Playing (pause) outside.
110P5.	On (pause) We have a jungle gym.
114P5.	It's outside.
116P5.	We go on there, run on.
144P5.	I can wear any shoes today.
146P5.	Any clothes. Bring them from home dress all up.
176P5.	We don't stay here. We go on a coach to Kidzania.
178P5.	School as place to try new things/freedom. We already been 2 times.
192P5.	When asked if they were shops that she went on at Kidzania, she responds "no" and describes them as "crazy things". Why were they crazy to her? Sense of freedom?
298P5.	Values walking to school – does this reflect freedom? Walking, writing and ICT.
346P5.	You can go you can do anything like do work, go and do work in loads of work.
Emergent Theme 16: School as a place for rules and need to conform – “We need to...”	
<i>Excerpt</i>	<i>Initial Notes</i>
No:	
68P5.	No. It was warm today so hats on and then Max and Annie go to their paddling pool.
80P5.	Mmm and Jason and Jack are not at the class party and they not allowed.
140P5.	She is confident in her response and able to say that she has to wear black shoes to school. Black.
142P5.	She enjoys the joke and laughs appearing relaxed that she is not allowed to wear pink shoes to school. (Shakes head) laughs.
146P5.	Any clothes. Bring in from home dress all up. Some year sixes going home at the end of day (swallows) and some of them is staying in here.
152P5.	They been naughty. And on Wednesday, and on Wednesday, it our class party (voice raising with emotion).
154P5.	She confirms that today is the year 6 barbeque and Wednesday will be the class party. Yeah.
164P5.	Now Miss Allright explained said come back here 5 everybody and he only one person in at home.
184P5.	You need to line up to get your band and one of these things this pass, and you can get money and a hat you need to wear.
186P5.	Go in, and then you put., we can't keep our lunch with us.
188P5.	We need to we leave it in a box.
196P5.	No we need to all come back.
198P5.	Then go to come back to school and had our lunch at Kidzania.
202P5.	Erm we need to have a couple more things that Miss Hardy and Miss Goodman need to all of us to get us (voice raised emotion) all of us the last time the second time we need to come we need to be in groups.
204P5.	But Miss Apple was in our group said "all of us keep together".
246P5.	Yeah and also then after you wait for the sign go up then we go eat.
262P5.	Yeah like so many we can't. It's going be full in our class. It downstairs we can't run and the infants downstairs.
292P5.	Football Monday Tuesday is (pause) Friday hip hop it not on anymore. Next time other people saying they can go there.
306P5.	Yeah and different ones that you need to sit like that (motions) and watch your chair moving.
326P5.	We need to try to chuck all the balls off.
Emergent Theme 17: Change is unsettling the need for stability – “I don't know I didn't	

been in my new class yet?	
<i>Excerpt No:</i>	<i>Initial Notes</i>
34P5.	To like on Thursday mum said we finish on Friday now we finish on Thursday.
226P5.	Erm year 7 and I'm in a different classroom now. I'm not in Row class (deep breath) I'm in another classroom.
228P5.	Erm yes only been in Row class two times.
232P5.	No I'm in a different class now and they can't (swallow) fit me in (raised voice with emotion) in Row class in erm and then I'm the only year 7 in there.
234P5.	They no can move me up the next like class.
240P5.	Not knowing where she belongs. No.
242P5.	No there were other. But in a different class in there. You need to move class. We stay in one class, go out have our break, then come line up, then come out in, then have lunch.
252P5.	It's like there be nine or seven. There is nine in Row class and now they can't fit me in (upset).
254P5.	Then I need a class there be eleven people in my new class.
262P5.	Yeah like so many we can't. It's going be full in our class. It downstairs we can't run and the infants downstairs.
268P5.	I don't know I didn't been in my new class yet.
270P5.	Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say I'm not in Row class I'm in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs.
276P5.	I don't know I didn't been yet the clubs.
Emergent Theme 18: Importance of knowing	
<i>Excerpt No:</i>	<i>Initial Notes</i>
28P5.	She wants to talk, but struggles to get out her words. The importance of including the parents. She knows the events that are happening. We doing on the Thursday something (swallows) to the parents.
154P5.	She is clear on the events that are happening. Yeah.
160P5.	I don't know. Because he want his mum (becoming upset) to see and walked all way there and back.
184P5.	You need to line up to get your band and one of these things this pass, and you can get money and a hat you need to wear.
268P5.	I don't know I didn't been in my new class yet.
276P5.	I don't know I didn't been yet the clubs.
308P5.	Yeah last Fri, Mon, Friday we have a look in both classes. Not in ICT. Last Thursday we looked at a newspaper then went home.
330P5.	She is not able to say what the new uniform looks like saying "don't know." Erm I don't know.
332P5.	Yeah green top, white top with a logo on. I don't know uniform yet.
Emergent Theme 19: School as a physical entity – "it's big"	
<i>Excerpt No:</i>	<i>Initial Notes</i>
104P5.	Is the world a small place to her? Going anywhere means another room in school? In the ICT.
214P5.	It's big.
216P5.	That that big (arms outstretched).
304P5.	Like there was different chairs. There were spinning chairs.
314P5.	Yeah. This is the thing you run and this is the ICT (drawing) This is the table and this is the computer.
316P5.	She describes her drawings of the inside and outside of her new school. This is the outside and this is the inside.
Emergent Theme 20: Feeling ready for secondary - "Going up in my new class"	
<i>Excerpt No:</i>	<i>Initial Notes</i>

334P5.	Playing with my....making new friends.
338P5.	When asked if she thinks she is ready to go to her new school, she responds "yes" confidently. Yes.
340P5.	She expresses that she feels ready because she is excited about secondary school. Because I'm excited.
344P5.	To be going into year seven.
348P5.	She confirms with confidence that she is feeling ready to do lots of work in year 7. Yes.
350P5.	She feels confident about making new friends in year 7. Yes.
352P5.	When asked if there was anything she did not feel ready for, she replied "no". No.
360P5.	Going up in my new class.
Emergent Theme 21: Being ready for secondary	
<i>Excerpt No:</i>	<i>Initial Notes</i>
362P5.	She feels her current school prepared her for this move by learning new work. She sees school as a place for learning. To learning new work, helping me to do writing, my work.
364P5.	She feels that people at her current school have helped her with writing and work. Yeah.
366P5.	The importance of being prepared for her new school. Her perception that being a learner will help her. Yeah.
368P5.	She does not feel that there is anything else for her to learn before she goes to her new school. No.
Emergent Theme 22: Secondary as different	
<i>Excerpt No:</i>	<i>Initial Notes</i>
242P5.	No there were other, let me check. But in a different class in there. You need to move class. We stay in one class, go out have our break, then come line up, then come out in, then have lunch.
244P5.	It's different at Fieldes. You eat first then you can go outside.
246P5.	Yeah and also then after you wait for the sign go up then we go eat.
304P5.	Like there was different chairs. There were spinning chairs.
Emergent Theme 23: Secondary as better	
<i>Excerpt No:</i>	<i>Initial Notes</i>
322P5.	She says that they do not have a parachute at her current school. No.
324P5.	She would like a parachute at her current school. Yeah.
Emergent Theme 24: School as a place for learning	
<i>Excerpt No:</i>	<i>Initial Notes</i>
16P5.	Erm (pause) we didn't done no work last week.
298P5.	Walking, writing and ICT.
300P5.	Yeah not in the ICT room, went in the library room.
346P5.	You can go you can do anything like do work, go and do work in loads of work.
362P5.	To learning new work, helping me to do writing, my work.
366P6.	She answers the question with confidence and quickly. She feels that the skills of writing and work will help her at her new school. Yes.
Emergent Theme 25: Literal interpretation	
<i>Excerpt No:</i>	<i>Initial Notes</i>
4P5.	A literal interpretation as to what the show was about.

	Hip (pause), hip hop.
6P5.	When asked what she had to do in the show, she responds “a dance”. Err a dance.
12P5.	When asked the best thing about the show, she responds the dancing and the music. The dancing and the music.
44P5.	Literal interpretation of the question what she likes to watch with “watching different videos”. Watching different videos.
62P5.	Literal interpretation to playing at “home” she says where and what they play. No, in the square and the Wii.
90P5.	Literal use of language when answering what TV she likes, “one downstairs”. One downstairs.
114P5.	Interprets question literally as to favourite places saying “it’s outside”. It’s outside.
116P5.	Interprets question literally as to how she gets on the jungle gym rather than what she does on there. We go on there, run on.
Emergent Theme 26: Time to collect thoughts	
<i>Excerpt No:</i>	<i>Initial Notes</i>
4P5.	She needs time to collect her thoughts about the show and says that the show was about hip hop. Hip (pause), hip hop.
6P5.	When asked what she had to do in the show; she thinks about this, and responds “a dance”. Err a dance.
110P5.	When asked where she likes to play outside, She pauses to think about this and explains that they have a jungle gym. On (pause) We have a jungle gym.
Emergent Theme 27: Response based on interest	
<i>Excerpt No:</i>	<i>Initial Notes</i>
14P5.	Limited responses. Is this lack of language or experience talking about herself. (Nod) Yeah.
40P5.	The importance of her phone to her in that she will use it constantly if not at school. Her play at home is solitary. Are responses based on interest. My phone, all night, all day.
44P5.	She is someone who likes to watch YouTube videos. Watching rather than participating? Are responses based on interest she adds no detail to this. Watching different videos.
86P5.	When asked if there is anything else to say about herself, she responds “nah”, indicating that she has nothing else to say on this topic. Nah.
88P5.	Is the topic not important to her or does she lack confidence to talk about it. Does she usually talk about herself? Only got watch TV.
118P5.	Able to talk in more detail when experienced or interested in this? I go on the pole I down the slide.
132P5.	With the use of her visual. She is able to describe the colours of her uniform. She has less enthusiasm for this than when talking about the jungle gym. When you wear Red top, white top, grey skirt and red jumper.
134P5.	She is reluctant to continue the conversation about the school uniform by cutting in and saying “that is all” to end the conversation. Yeah and that is all.
178P5.	She can answer in detail if it is of interest. We already been 2 times.
Emergent Theme 28: Understanding based on lived experience	
<i>Excerpt No:</i>	<i>Initial Notes</i>

62P5.	Her responses appear to be based upon her direct experience. No, in the square and the Wii.
82P5.	Is her response based on past experiences of parties or what she has been told? I don't know, but having food and playing games.
90P5.	When asked what TV she likes, she gives a literal response saying she likes the TV that is downstairs in her house. One downstairs.
118P5.	Able to talk in more detail when experienced or interested in this? I go on the pole I down the slide.
184P5.	You need to line up to get your band and one of these things this pass, and you can get money and a hat you need to wear.
186P5.	Go in, and then you put..., we can't keep our lunch with us.
188P5.	We need to we leave it in a box.
194P5.	There was like chocolate on the upstairs, downstairs there was some like a aeroplane.
202P5.	Erm we need to have a couple more things that Miss Hardy and Miss Goodman need to all of us to get us (voice raised emotion) all of us the last time the second time we need to come we need to be in groups.
204P5.	But Miss Apple was in our group said "all of us keep together".
268P5.	She has not experienced her new class. I don't know I didn't been in my new class yet.
276P5.	Has a need to know what things are going to look like. What are the rules here? Understanding is based on experience. I don't know I didn't been yet the clubs.
278P5.	She confirms that she does not yet know what clubs there are. No.
304P5.	Focus on physical difference – chairs . Her understanding is based on real experiences. Like there was different chairs. There were spinning chairs.
330P5.	She is not able to say what the new uniform looks like saying "don't know even though she has a drawing in front of her. Erm I don't know.
332P5.	She does not feel she knows the uniform yet in spite of a photograph of it. Is this her mind-set of not feeling that she knows? Does she need to wear it to make it real? Yeah green top, white top with a logo on. I don't know uniform yet.
Emergent Theme 29: Assumption her world is understood	
<i>Excerpt No:</i>	<i>Initial Notes</i>
62P5.	Her responses appear to be based upon her direct experience. She expects others to be able to follow this. No, in the square and the Wii.
64P5.	When asked what she plays in the square, she responds "games". Games.
66P5.	She is vague in her responses. Is this her lack of language, or assumption she is understood and more isn't needed? Playing games.
68P5.	Lack of cohesion of narrative. Is there an assumption her narrative is being followed. No. It was warm today so hats on and then Max and Annie go to their paddling pool.
190P5.	She explains that once all of the procedure are followed, then you go on some things. She does not say what these are. Then we go on some things.
Emergent Theme 30: Reliance on visual support	
<i>Excerpt No:</i>	<i>Initial Notes</i>
48P5.	She says that the people in her drawing are her mum and Laura. Mum and Laura.
128P5.	Although she had said "that's it" when looking at the visuals that she brought with her, she becomes enthused again and repeats her earlier comment that school is "fun". It is fun.
132P5.	With the use of her visual. She is able to describe the colours of her uniform. She has less enthusiasm for this than when talking about the jungle gym.

	When you wear Red top, white top, grey skirt and red jumper.
314P5.	Yeah. This is the thing you run and this is the ICT (drawing) This is the table and this is the computer.
316P5.	She describes her drawings of the inside and outside of her new school. This is the outside and this is the inside.
332P5.	With the use of her visuals, she is able to describe the new uniform but feels that she does not know the uniform yet. Yeah green top, white top with a logo on. I don't know uniform yet.
358P5.	She agrees that having photos of her new school would have been helpful. Yeah.
370P5.	She feels that there is nothing else to say about herself. Does she get the chance to talk about herself? Is this because we have no more visuals to talk about? No.
Emergent Theme 31: Actions easier than words – “You want to see?”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
212P5.	Proud of her school, wanting to show. Actions are easier than words. You want to see?
216P5.	She emphasises the size of the playground by using her arms. That that big (arms outstretched).
266P5.	When asked where her classroom is, she points to her classroom. Yeah, there (pointing).
306P5.	Yeah and different ones that you need to sit like that (motions) and watch your chair moving.
Emergent Theme 32: Language impacted by feelings	
<i>Excerpt No:</i>	<i>Initial Notes</i>
234P5.	Expressing that she can't move into the next class, getting muddled with her words. They they can move me up the next like class.
258P5.	She has a good understanding of what the world around her. She knows exactly how many children in her class. She calms at this less emotive conversation. Yeah there twenty six.
262P5.	Words are becoming muddled highlight confusion she feels. Yeah like so many we can't. It's going be full in our class. It downstairs we can't run and the infants downstairs.
Emergent Theme 33: Coping tools	
<i>Excerpt No:</i>	<i>Initial Notes</i>
34P5.	She does not answer the question about whether the show is to say goodbye. She seems preoccupied with the days. She communicates that it will take place on Thursday. She adds her mum had told her that they finish on Friday but now they finish on Thursday. To like on Thursday mum said we finish on Friday now we finish on Thursday.
184P5.	She shows a need to know and follow the rules. Does this help her to cope? You need to line up to get your band and one of these things this pass, and you can get money and a hat you need to wear.
188P5.	She shows a need to know and follow the rules. She relives the experience. We need to we leave it in a box.
202P5.	She shows a need to know and follow the rules. She shows distress as if these were not followed. Names of people are important to her. Erm we need to have a couple more things that Miss Hardy and Miss Goodman need to all of us to get us (voice raised emotion) all of us the last time the second time we need to come we need to be in groups.
242P5.	No there were other, let me check. But in a different class in there. You need to move class. We stay in one class, go out have our break, then come line up, then come out in, then have lunch.
246P5.	Talking through the structure of the lunch routine appears to calm her. Coping mechanism? Yeah and also then after you wait for the sign go up then we go eat.
308P5.	She has a need to have things clear in her mind. Things seem confused for her is her

	<p>world always like this? Does she seek order in school? Yeah last Fri, Mon, Friday we have a look in both classes. Not in ICT. Last Thursday we looked at a newspaper then went home.</p>
Emergent Theme 34: Being part of a family	
<i>Excerpt No:</i>	<i>Initial Notes</i>
48P5.	She says that the people in her drawing are her mum and Laura. Mum and Laura.
50P5.	When asked, she is able to say that Laura is her sister. She seems proud of this. My sister.
52P5.	She explains that Laura is her older sister Big sister.
54P5.	When asked if she does things with her sister, this generates a reaction from her. She expresses that her sister has a friend she plays with instead of her. No (shakes head) Laura always go out with Fred.
Emergent Theme 35: Concept of friendship – “Playing with my....making new friends”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
54P5.	When asked if she does things with her sister, this generates a reaction from her. She expresses that her sister has a friend she plays with instead of her. No (shakes head) Laura always go out with Fred.
56P5.	She points out a drawing of three people, naming them as herself and two others. There’s Max then me then Annie.
58P5.	She clearly distinguishes these as “neighbours” rather than friends. Neighbours.
334P5.	She expresses a desire for “making new friends”. Playing with my....making new friends.
350P5.	She feels confident about making new friends in year 7. Yes.
Emergent Theme 36: School as a social place	
<i>Excerpt No:</i>	<i>Initial Notes</i>
130P5.	She describes the fun part of school as playing with her friends. Playing, playing with my friends and that it.
270P5.	Sharing the moment her mum got the letter telling her she was not in the class she thought. This has led to turmoil for her. Who has she spoken to about this? The importance of attending clubs as part of school life. Like Miss Howard in our um changing class. My mum got a letter (raised voice) to say I’m not in Row class I’m in like a different class (upset) and I need to walk, then I can stay there for a bit longer for clubs.
288P5.	She has a desire to belong. She will join “any club” to do so. Being social is her world. She wants a range of experiences. Any one.
292P5.	Football Monday Tuesday is (pause) Friday hip hop it not on anymore. Next time other people saying they can go there.
334P5.	When asked what she is most looking forward to at her new school, she responds “playing with my” and then hesitates. She follows this up with “making new friends”. Playing with my....making new friends.
Emergent Theme 37: Embracing new experiences – “We go anywhere”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
102P5.	When asked what is fun about school, she says “we go anywhere” suggesting that school to her is much more than learning in the classroom. We go anywhere.
176P5.	We don’t stay here. We go on a coach to Kidzania.
178P5.	School as place to try new things/freedom. We already been 2 times.
192P5.	Why were they crazy to her? Sense of freedom? Like no were crazy things.

Emergent Theme 38: School as a journey. Moving on	
<i>Excerpt No:</i>	<i>Initial Notes</i>
334P5.	When asked what she is most looking forward to at her new school, she responds “playing with my” and then hesitates. She follows this up with “making new friends”. Playing with my....making new friends.
350P5.	She feels confident about making new friends in year 7. Yes.
360P5.	She says the best thing about secondary will be “going up”. Going up in my new class.

Appendix W: Subordinate and Emergent Themes Participant 6

Subordinate Themes: Participant 6 (Harry)

Subordinate Theme 1: Internal aspects of self (self concepts)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 4:	Being good and bad at things
Emergent Theme 10:	Self as a learner
Emergent Theme 26:	Sense of achievement
Subordinate Theme 2: External aspects of self (self concepts)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 1:	Self as sportsman
Emergent Theme 2:	Other aspects of self
Emergent Theme 5:	Self as active person
Subordinate Theme 3: Relationships (attachment)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 3:	Concept of friendship
Emergent Theme 6:	Sense of belonging
Emergent Theme 25:	Importance of names
Subordinate Theme 4: Personal Narratives (wanting to be known)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 13:	Wanting to be known
Emergent Theme 16:	Importance of detail
Emergent Theme 19:	Importance of being understood
Subordinate Theme 5: Vulnerability (resilience)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 11:	Self as vulnerable
Emergent Theme 22:	Not knowing (vulnerable)
Subordinate Theme 6: Expressing emotions	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 18:	Expressing emotions
Subordinate Theme 7: Feelings of Power/control (defence mechanisms)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 14:	In control of conversation - Power
Emergent Theme 15:	Response based on interest
Subordinate Theme 8: School as a positive experience (personal narratives)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 8:	School as a positive experience - Primary
Emergent Theme 9:	School as a positive experience - Secondary
Subordinate Theme 9: The building blocks of school	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 7:	School as a place of structure
Emergent Theme 21:	Following rules/need to conform
Emergent Theme 24:	School as a physical structure
Subordinate Theme 10: Impact of language	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 12:	Language and resilience
Subordinate Theme 11: Communication tools	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 20:	Time to respond
Subordinate Theme 12: Communication tools / Bringing lived Experience to life	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 17:	Using actions to tell narrative
Subordinate Theme 13: School as a journey (Personal construct?)	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 23:	Moving on
Subordinate Theme 14: Perception of secondary School	

Emergent Theme No:	Emergent Theme Title:
Emergent Theme 27:	Secondary as different
Subordinate Theme 15: Concept of readiness	
Emergent Theme No:	Emergent Theme Title:
Emergent Theme 28:	Feeling ready for secondary school

List of Emergent Themes:

Emergent Theme 1: Self as sportsman
Emergent Theme 2: Other aspects of self - "sometimes nice to people"
Emergent Theme 3: Concept of friendship – "I made a lot of friends already"
Emergent Theme 4: Being good and bad at things.
Emergent Theme 5: Self as active person - "I'm an active person"
Emergent Theme 6: Sense of belonging
Emergent Theme 7: School as a place of structure
Emergent Theme 8: School as a positive experience - Primary
Emergent Theme 9: School as a positive experience - Secondary
Emergent Theme 10: Self as a learner – "I couldn't write"
Emergent Theme 11: Self as vulnerable
Emergent Theme 12: Language and resilience
Emergent Theme 13: Wanting to be known
Emergent Theme 14: In control of conversation – Power – "I'm getting bored"
Emergent Theme 15: Response based on interest – "Dunno"
Emergent Theme 16: Importance of detail
Emergent Theme 17: Using actions to tell narrative - "but then I went "woowoowo"
Emergent Theme 18: Expressing emotions – "I was very scared"
Emergent Theme 19: Importance of being understood
Emergent Theme 20: Time to respond
Emergent Theme 21: Following rules/need to conform – "you have to say Sir"
Emergent Theme 22: Not knowing (vulnerable)
Emergent Theme 23: Moving on - - "So I already met new friends"
Emergent Theme 24: School as a physical structure – "Because it's err bigger school"
Emergent Theme 25: Importance of names
Emergent Theme 26: Sense of achievement
Emergent Theme 27: Secondary as different
Emergent Theme 28: Feeling ready for secondary school – "I'm ready for everything except English and Humanities"

Data Trail for Emergent Themes

Emergent Theme 1: Self as sportsman	
<i>Excerpt No:</i>	<i>Initial Notes</i>
2P6.	Erm I like playing football.
4P6.	Goalkeeper, Striker, Midfielder.
6P6.	Err tennis I'm really good at tennis.
8P6.	Basketball I'm good, cricket I'm good, rounder's I'm good (pause) volleyball I'm OK.
10P6.	Running I'm not that fast and swimming I'm really good at swimming.
146P6.	And I like cricket so I can catch the ball in the when it's so I can catch a ball. I'm really good at catching a ball (pause). I can catch it with one hand, two handed.
148P6.	And I'm a good bowler too I got someone out before.
150P6.	So I threw it like that (action) the ball bounces and hit hit the stump ...the ball came up (motions) this is here in this school.
152P6.	As we were playing rounders in there.
154P4.	The ball went, the ball went up the ball the ball went. The ball was near me, I was, the ball, came I went like that (motions) like that and I caught it.
156P6.	Yeah I caught it as I can jump so high look and then I catch-ed the ball while the ball

	was in mid-air and just brung it down.
158P6.	Yeah cos so erm it hit my friend so he, so he, the ball came, he knocked it like that, the ball went up, it went down I just done this and catch-ed it like like ...but then he was out. I just done this.
160P6.	The ball was the ball was knocked it up, the ball went up. I could see it coming up (deep breath). I went for the jump. I caught it in my hand like, like that I just done that and caught it and thrown it down like, the ball. So I done two saves. One, the ball, the ball was the first one the ball went up and then I ran for it. I got I got my left hand I pushed it back up.
162P6.	and then the second one well the ball came flying. I was I was done that I nearly fell over like this (motions) the ball came I quickly just went yeah and I thrown it like in quick speed.
164P6.	The ball was coming up like really high the ball was up and coming up like up oh oh my friend (pause) it's a girl, someone, someone falls knocked it and she just went bang and catch-ed it like...
166P6.	She done this so the ball came at her "boom" and then she did this (motions).
168P6.	Yeah and she just grabbed it like the ball came at her like a hundred so the ball came "vooom" and she went like this, she just went like that (motions) and caught it and sir said "good catch". She just done this (motions) and caught it like this. She just went like this "vooom" catch-ed it so fast "vooom" really quick and catch-ed it in her hand (pause).
172P6.	Cricket.
174P6.	Tennis, basketball, err rounders.
176P6.	He confirms that he would be willing to try most sports. He sounds enthused. Yeah.
178P6.	I'll give erm what is it called. When your erm you have to stand there and throw it to people.
180P6.	Yeah netball.
250P6.	Maths, science, PE, art.
254P6.	That's iiiiiit (communicating frustration), football, basketball, tennis, erm rounders...err wait I want..., cricket, swimming that's a sport.
Emergent Theme 2: Other aspects of self	
<i>Excerpt No:</i>	<i>Initial Notes</i>
12P6.	Erm I like climbing (pause).
14P6.	Like the park wall.
16P6.	I like climbing on things and (pause). My I'm an active person who runs around and plays around and (pause).
18P6.	Outside.
20P6.	And, and I like going on my bike, scooter. I have roller skates, (pause) my healies.
164P6.	The ball was coming up like really high the ball was up and coming up like up oh oh my friend (pause) it's a girl, someone, someone falls knocked it and she just went bang and catch-ed it like...
196P6.	The fire changing. We had to we needed to put something on like sticks, so we put something on them and the flame turned red or something.
202P6.	Self as a boy. Are girls seen as equal? Is winning important? Erm the girls beat us.
Emergent Theme 3: Concept of friendship – "I made a lot of friends already"	
<i>Excerpt No:</i>	<i>Initial Notes</i>
24P6.	When asked what his friends would say about him, he responds "sometimes nice to people". He is able to put himself in their shoes to say how they would see him. Erm he sometimes nice to people.
26P6.	He, he sometimes he plays rough, sometimes he doesn't play rough.
158P6.	Self as a skilled sportsman. Catching friend out. His achievement. Yeah cos so erm it hit my friend so he, so he, the ball came, he knocked it like that, the ball went up, it went down I just done this and catch-ed it like like ...but then he was out. I just done this.
282P6.	He considers this pupil a friend and says his name.

	Yeah, he's name is David.
286P6.	So I already met new friends.
292P6.	I made a lot of friends already.
294P6.	That's a lot lot of friends.
298P6.	When asked if he will make more friends than he has here, because it is bigger, he responds enthusiastically repeating "yeah" multiple times. Yeah yeah yeah ye ye ye yeah yeah.
Emergent Theme 4: Concept of good and bad	
<i>Excerpt No:</i>	<i>Initial Notes</i>
6P6.	Err tennis I'm really good at tennis.
8P6.	Basketball I'm good, cricket I'm good, rounder's I'm good (pause) volleyball I'm OK.
10P6.	Running I'm not that fast and swimming I'm really good at swimming.
50P6.	I hate literacy, science, humanities, but my best subjects are maths, (pause) PE, PE.
114P6.	Then erm, but then I was good til I went to year four.
116P6	And then I was good in there, but then I went "woowoowo" and I was a tiny bit bad in year four.
118P6.	I used to get a red card.
120P6.	That that I got red cards. Red card means you have to stay in for three days, no wait , yeah soo the first day you have to stay in lunch and break, second day lunch and break third day lunch and break , break and lunch I mean.
124P6.	And then erm I was reading a book. And year five I was good and bad and then in year six I was good.
Emergent Theme 5: Self as an active person – "I'm an active person"	
<i>Excerpt No:</i>	<i>Initial Notes</i>
16P6.	I like climbing on things and (pause). My I'm an active person who runs around and plays around and (pause).
18P6.	Outside.
20P6	And, and I like going on my bike, scooter. I have roller skates, (pause) my heales.
48P6.	The importance of being active outside not in school building as best bit of school. Erm going on the playground.
54P6.	He presents self as tired following the weekend, having a busy life away from school. (pause) On Monday I'm really tired.
58P6.	So in the morning we get to play out. In the morning we get to run.
Emergent Theme 6: Sense of belonging	
<i>Excerpt No:</i>	<i>Initial Notes</i>
34P6.	My mum's got that name.
70P6.	Use of "we" to describe what the year six pupils will be doing. Erm err tomorrow we are err rehearing to the year three and the year four's.
80P6.	So (pause) so it's about a play and erm (pause) we got songs we got we got we got actors we got we got we got props for the people, yeah and then and then tomorrow we gonna show it to the year three and year four.
172P6.	Sense of belonging. Would be interested in joining a cricket club at secondary. Cricket.
174P6.	He goes on to expresses an interest in joining a range of sports clubs in his new school. Tennis, basketball, err rounders.
176P6.	He confirms that he would be willing to try most sports. He sounds enthused. Yeah.
178P6.	I'll give erm what is it called. When your erm you have to stand there and throw it to people.
222P6.	Yeah it's a longer day. Yeah so on Thursday on Thursday we go home at 2pm on Thursday.
224P6	He does not see himself as part of the secondary school yet. He distinguishes it from him.

	Drayson finish early.
238P6	Some stammering over his words and repetition of “they have”. He is not a part of that school yet. They have they have like not like our grass, not too much grass.
Emergent Theme 7: School as a place of structure	
<i>Excerpt No:</i>	<i>Initial Notes</i>
40P6.	So...My school starts at Nine O'clock. We come here at 8 O'clock. So then when bell goes we walk to our classes we do work, we have, and then we change over to maths, and then the year sixes go up and some year sixes go to Miss Smith and some year sixes go to Miss Jones and then we have dinner and then we go to the afternoon and then we have.. (pause).
42P6.	Annd then you go home at 3 o'clock.
62P6.	Yes we do have play equipment and erm on Monday erm the year sixes have football, on Tuesday year fives and threes have football, on Wednesday the year sixes and the year fours have it, and on Thursday the year fives and year threes have it and on Friday we have, there's no balls out on the playground.
70P6	Erm err tomorrow we are err rehearsing to the year three and the year four's.
80P6.	So (pause) so it's about a play and erm (pause) we got songs we got we got we got actors we got we got we got props for the people, yeah and then and then tomorrow we gonna show it to the year three and year four.
120P6.	That that I got red cards. Red card means you have to stay in for three days, no wait , yeah sooo the first day you have to stay in lunch and break, second day lunch and break third day lunch and break , break and lunch I mean.
206P6.	No last Thursday I done...Two.
220P6.	Yeah. A long long long corridor then you walk down another long long long corridor until you go home at 3.30.
222P6.	Yeah it's a longer day. Yeah so on Thursday on Thursday we go home at 2pm on Thursday.
224P6.	He clarifies that his new secondary finish early on a Thursday. Drayson finish early.
Emergent Theme 8: School as a positive experience – primary	
<i>Excerpt No:</i>	<i>Initial Notes</i>
50P6.	I hate literacy, science, humanities, but my best subjects are maths, (pause) PE, PE.
56P6.	Tuesdays I'm happy, Wednesday happy, Thursday happy, Friday happy.
Emergent Theme 9: School as a positive experience – Secondary	
<i>Excerpt No:</i>	<i>Initial Notes</i>
134P6.	When asked about his new school, he responds “good”. He sounds more positive now the topic has changed. Good.
140P6.	Well I met my new teacher, I met some new friends (tapping on table) I looked around the whole entire school, even the sixth form, even the playground even the astro turf (pause). So (yawn) so as you walk all the way down and then there's like an astro turf yeah and then yeah.
196P6.	The fire changing. We had to we needed to put something on like sticks, so we put something on them and the flame turned red or something.
200P6.	Yeah then erm on the so on the ICT trip we had a quiz and then the err and then on PE we just we just had to get to one side to another only using erm hoola hoops.
212P6.	He responds positively expresses that having the two taster days has helped “a lot” to help him feel ready. He seems surprised at this. He still does not say “how” they helped. Err by a lot actually.
268P6.	Erm my teacher's really nice.
Emergent Theme 10: Self as learner – “I couldn't write”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
50P6.	I hate literacy, science, humanities, but my best subjects are maths, (pause) PE, PE.

66P6.	(Coughs) erm harder maths.
106P6.	(deep breath) First in year year three I couldn't read a any books, I couldn't write (pause).
108P6.	I was very scared (laughs).
122P6.	(deep breath) Well I was just bored.
124P6.	And then erm I was reading a book. And year five I was good and bad and then in year six I was good.
192P6.	I done PE, Err science lab and we done ICT, so yeah.
200P6.	Yeah then erm on the so on the ICT trip we had a quiz and then the err and then on PE we just we just had to get to one side to another only using erm hoola hoops.
Emergent Theme 11: Self as vulnerable	
<i>Excerpt No:</i>	<i>Initial Notes</i>
54P6.	(pause) On Monday I'm really tired.
74P6.	When asked how he feels about performing in front of an audience, he responds "dunno". Dunno.
106P6.	(deep breath) First in year year three I couldn't read a any books, I couldn't write (pause).
108P6.	I was very scared (laughs).
260P6.	When asked how he feels about moving from class to class, he expresses that he does not feel good. Not good.
264P6.	Because, because, you be late you get told off and have to stay in after school.
266P6.	When asked how he feels about staying after school, he responds loudly "not good" to emphasise this. NOT GOOD!
278P6.	He expresses to feeling "a bit ready" to meet the new teachers. A bit ready.
280P6.	When asked about other pupils going to his new school, he says that only one other pupil from his year will be going. Yeah. There's only one going in my year.
284P6.	Yeah, but he ain't in my class. We're in a different class.
Emergent Theme 12: Language and Resilience	
<i>Excerpt No:</i>	<i>Initial Notes</i>
92P6.	He expresses frustration that he has still not been understood. He explains what it is and does the action to accompany his words. He sounds cross. You sweep up (action).
94P6.	When the word "broom" is given he exclaims "yes" to confirm this and seems annoyed that he was not understood. Yes!
96P6.	He appears cross, justifying his response saying "is the same thing" and "I just say" as if to say that his word is perfectly adequate. Is that the same thing or? A broom. I just say...
98P6.	He moves on quickly from an outburst. Is this common? Resilient? Not wanting to dwell on difficulties. As with sports and learning. Does he see it as the listeners fault to protect feelings of self? So there's four builders.
100P6.	He does not repeat the word. Has he been embarrassed? Is not being understood detrimental to sense of self? There's two what are doing painting and two what's doing the (action).
112P6.	Wanting to get things right. Is this in response to the misunderstanding earlier. Sooo when I went, when I came to this school I was in erm yellow class.
126P6.	Dunno uuurgh (communicating frustration).
128P6.	He agrees that the difference for year 6 may be as he has got older. He expresses being hungry and getting bored. He is not afraid to express these feelings. Yeah. I'm starving and getting bored.
288P6.	He questions the word "taster" even though it was used earlier. He hesitates

	attempting to use another word and then saying he does not know what it is. Taster? In.. into I don't know what it is.
290P6.	Accepting of help. He is developing resilience with his language. Yeah induction day.
Emergent Theme 13: Wanting to be known	
<i>Excerpt No:</i>	<i>Initial Notes</i>
20P6.	And, and I like going on my bike, scooter. I have roller skates, (pause) my healies.
26P6.	He goes on to say that he believes others would say that "he sometimes plays rough, sometimes doesn't play rough". This appears a balanced view. He, he sometimes he plays rough, sometimes he doesn't play rough.
54P6.	(pause) On Monday I'm really tired.
56P6.	Tuesdays I'm happy, Wednesday happy, Thursday happy, Friday happy.
92P6.	He expresses frustration that he has still not been understood. He explains what it is and does the action to accompany his words. He sounds cross. You sweep up (action).
108P6.	When asked how he felt coming into year 3 not being able to read and write, he admits to feeling scared and laughs nervously. I was very scared (laughs).
Emergent Theme 14: In control of conversation – "I'm getting bored"	
<i>Excerpt No:</i>	<i>Initial Notes</i>
22P6.	He has finished describing himself and communicates this with "yeah". (pause) Yeah.
28P6.	He ends this line of conversation with "yeah". Yeah.
52P6.	He adds art as one of his best subjects. And art yeah.
130P6.	Taking charge of the interview. He wants to carry on. This seems to be so he can finish rather than wanting to return later. No carry on.
132P6.	I'm getting bored.
254P6.	That's iiiiiiit (communicating frustration), football, basketball, tennis, erm rounders...err wait I want..., cricket, swimming that's a sport.
300P6.	Yeah is that it now?
Emergent Theme 15: Response based on interest – "Dunno"	
<i>Excerpt No:</i>	<i>Initial Notes</i>
40P6.	So...My school starts at Nine O'clock. We come here at 8 O'clock. So then when bell goes we walk to our classes we do work, we have, and then we change over to maths, and then the year sixes go up and some year sixes go to Miss Smith and some year sixes go to Miss Jones and then we have dinner and then we go to the afternoon and then we have.. (pause).
46P6.	He does not hear the question about the best bit of the day. He is distracted by looking around the room and tapping on the table. Huh?
48P6.	When asked the question a second time, he is able to respond that being on the playground is the best bit of the day. He says this slowly as if it is an effort to answer. Erm going on the playground.
58P6.	The "sigh" says a thousand words. He is tired about answering questions about school. (sigh) So in the morning we get to play out. In the morning we get to run.
68P6.	(Yawn), Don't know anything..., erm production.
74P6.	When asked how he feels about performing in front of an audience, he responds "dunno". Dunno.
128P6.	Yeah. I'm starving and getting bored.
140P6.	Well I met my new teacher, I met some new friends (tapping on table) I looked

	around the whole entire school, even the sixth form, even the playground even the astro turf (pause). So (yawn) so as you walk all the way down and then there's like an astro turf yeah and then yeah.
146P6.	And I like cricket so I can catch the ball in the when it's so I can catch a ball. I'm really good at catching a ball (pause). I can catch it with one hand, two handed.
154P6.	The ball went, the ball went up the ball the ball went. The ball was near me, I was, the ball, came I went like that (motions) like that and I caught it.
158P6.	Yeah cos so erm it hit my friend so he, so he, the ball came, he knocked it like that, the ball went up, it went down I just done this and catch-ed it like like ...but then he was out. I just done this.
160P6.	The ball was the ball was knocked it up, the ball went up. I could see it coming up (deep breath). I went for the jump. I caught it in my hand like, like that I just done that and caught it and thrown it down like, the ball. So I done two saves. One, the ball, the ball was the first one the ball went up and then I ran for it. I got I got my left hand I pushed it back up.
184P6.	Unsure what a typical school day at his new school might look like, responding "I don't even know" but sounds like he is interested to find out and this is mysterious. I don't even know.
192P6.	I done PE, Err science lab and we done ICT, so yeah.
200P6.	Yeah then erm on the so on the ICT trip we had a quiz and then the err and then on PE we just we just had to get to one side to another only using erm hoola hoops.
210P6.	He confirms that having the visits has helped him feel ready for secondary school. He again answers before the question is finished. Yeah.
228P6.	He feels that his new school finishing early on a Thursday will be a "very good thing". He answers confidently. Yeah a very good thing.
230P6.	I don't know. I don't remember everything I saw at the school. There no gates at the front.
242P6.	Although he feels ready for his new school, he is unable to say how he feels ready. I don't know suggests he is not willing to talk about this. Erm I don't know.
254P6.	That's iiiiiiit (communicating frustration), football, basketball, tennis, erm rounders...err wait I want..., cricket, swimming that's a sport.
298P6.	When asked if he will make more friends than he has here, because it is bigger, he responds enthusiastically repeating "yeah" multiple times. Yeah yeah yeah ye ye ye yeah yeah.
Emergent Theme 16: Importance of detail	
<i>Excerpt No:</i>	<i>Initial Notes</i>
40P6.	So...My school starts at Nine O'clock. We come here at 8 O'clock. So then when bell goes we walk to our classes we do work, we have, and then we change over to maths, and then the year sixes go up and some year sixes go to Miss Smith and some year sixes go to Miss Jones and then we have dinner and then we go to the afternoon and then we have.. (pause).
42P6.	Annd then you go home at 3 o'clock.
56P6.	Tuesdays I'm happy, Wednesday happy, Thursday happy, Friday happy.
112P6.	Sooo when I went, when I came to this school I was in erm yellow class.
150P6.	So I threw it like that (action) the ball bounces and hit hit the stump ...the ball came up (motions) this is here in this school.
206P6.	No last Thursday I done...Two.
Emergent Theme 17: Using actions to tell narrative – "but then I went "woowoowo"	
<i>Excerpt No:</i>	<i>Initial Notes</i>
92P6.	You sweep up (action).
116P6.	And then I was good in there, but then I went "woowoowo" and I was a tiny bit bad in year four.
150P6.	So I threw it like that (action) the ball bounces and hit hit the stump ...the ball came up (motions) this is here in this school.

166P6.	She done this so the ball came at her “boom” and then she did this (motions).
168P6.	Yeah and she just grabbed it like the ball came at her like a hundred so the ball came “vooom” and she went like this, she just went like that (motions) and caught it and sir said “good catch”. She just done this (motions) and caught it like this. She just went like this “vooom” catch-ed it so fast “vooom” really quick and caught-ed it in her hand (pause).
Emergent Theme 18: Expressing emotions – “I was very scared”	
<i>Excerpt No:</i>	<i>Initial Notes</i>
54P6.	(pause) On Monday I’m really tired.
56P6.	Tuesdays I’m happy, Wednesday happy, Thursday happy, Friday happy.
74P6.	Is a “dunno” response representing he has not thought about this, or avoiding sharing his feelings. Self-protection. Dunno.
92P6.	He expresses frustration that he has still not been understood. He explains what it is and does the action to accompany his words. He sounds cross. You sweep up (action).
94P6.	When the word “broom” is given he exclaims “yes” to confirm this and seems annoyed that he was not understood. Yes!
96P6.	He appears cross, justifying his response saying “is the same thing” and “I just say” as if to say that his word is perfectly adequate. Is that the same thing or? A broom. I just say...
98P6.	He moves on quickly from an outburst. Is this common? Resilient? Not wanting to dwell on difficulties. As with sports and learning. Does he see it as the listeners fault to protect feelings of self? So there’s four builders.
108P6.	When asked how he felt coming into year 3 not being able to read and write, he admits to feeling scared and laughs nervously. I was very scared (laughs).
122P6.	Use of “bored” to describe how he felt. Is this true of his perceptions or masking other’s feelings he does not want to explore. (deep breath) Well I was just bored.
126P6.	Not wanting to explore too deeply about how he has got to this point. Difficulty talking about emotions. Dunno uuurgh (communicating frustration).
128P6.	Yeah. I’m starving and getting bored.
132P6.	I’m getting bored.
266P6.	NOT GOOD!
Emergent Theme 19: Importance of being understood	
<i>Excerpt No:</i>	<i>Initial Notes</i>
94P6.	When the word “broom” is given he exclaims “yes” to confirm this and seems annoyed that he was not understood. Yes!
180P6.	He confirms the sport he is interested in trying is netball. He seems pleased that he has been understood. Yeah netball.
182P6.	He responds “yeah that’s the one”, when the rules of netball are described to him. He seems pleased that he has been understood. Yeah that’s the one.
224P6.	Making sure he is understood. His new school go home early not his current school when use of “you” was used. Drayson finish early.
274P6.	Yeah “Madam Deputy”. You have to say “Madam”. Your you have to say “Sir” you’re not allowed to say (pause).
276P6.	Yeah you have to say Sir.
288P6.	He questions the word “taster” even though it was used earlier. He hesitates attempting to use another word and then saying he does not know what it is.

	Taster? In.. into I don't know what it is.
290P6.	He confirms that the word he was searching for was "induction" and repeats it. He seems relieved that he has been understood. Yeah induction day.
Emergent Theme 20: Time to respond	
<i>Excerpt No:</i>	<i>Initial Notes</i>
12P6.	When about other things about himself, he says that he likes climbing. He seems hesitant about what else to say. Erm I like climbing (pause).
38P6:	He is unable to generate a response about school. This is in contrast to talking about himself. (pause) Can only think.. What's, what about this.
54P6.	(pause) On Monday I'm really tired.
66P6.	(Coughs) erm harder maths.
80P6.	So (pause) so it's about a play and erm (pause) we got songs we got we got we got actors we got we got we got props for the people, yeah and then and then tomorrow we gonna show it to the year three and year four.
106P6.	(deep breath) First in year year three I couldn't read a any books, I couldn't write (pause).
112P6.	Sooo when I went, when I came to this school I was in erm yellow class.
Emergent Theme 21: Following rules/need to conform – "you have to say Sir"	
<i>Excerpt No:</i>	<i>Initial Notes</i>
82P6.	No tomorrow, tomorrow I gonna bring my costume in.
84P6.	So I need black, dark black trousers and a white top.
120P6.	That that I got red cards. Red card means you have to stay in for three days, no wait , yeah sooo the first day you have to stay in lunch and break, second day lunch and break third day lunch and break , break and lunch I mean.
270P6.	Erm how do you say it, you're not allowed to say miss, you're not allowed to say miss, you're not allowed to say miss, you have to say...
274P6.	Yeah "Madam Deputy". You have to say "Madam". Your you have to say "Sir" you're not allowed to say (pause).
276P6.	Yeah you have to say Sir.
Emergent Theme 22: Not knowing (vulnerable)	
<i>Excerpt No:</i>	<i>Initial Notes</i>
68P6.	(Yawn), Don't know anything..., erm production.
96P6.	He is defensive in his response, saying what he would say. Has being misunderstood been harmful to his sense of self? Is he fragile? Is that the same thing or? A broom. I just say...
170P6.	Not knowing. Seems interested in what might be. There might be.
246P6.	When asked if there is anything he does not feel ready for, he responds "I don't think so" suggesting that he is giving this some thought. I don't think so.
mergent Theme 23: Moving on – "So I already met new friends"	
<i>Excerpt No:</i>	<i>Initial Notes</i>
134P6.	He talks positively about his new school. Moving on. Good.
184P6.	Unsure what a typical school day at his new school might look like, responding "I don't even know" but sounds like he is interested to find out and this is mysterious. I don't even know.
286P6.	Self as being able to make friends easily. He has moved on. So I already met new friends.
292P6.	He expresses with confidence that he has already made a lot of friends already. I made a lot of friends already.
Emergent Theme 24: School as a physical structure – "Because it's err bigger school"	

<i>Excerpt No:</i>	<i>Initial Notes</i>
216P6.	He describes the difference of the two schools in terms of the bigger size of his new school. Because it's err bigger school.
218P6.	Err they got bigger, more classes.
220P6	Yeah. A long long long corridor then you walk down another long long long corridor until you go home at 3.30.
236P6.	No cos that school doesn't have grass like this.
238P6.	They have they have like not like our grass, not too much grass.
Emergent Theme 25: Importance of names	
<i>Excerpt No:</i>	<i>Initial Notes</i>
34P6.	My mum's got that name.
40P6.	My school starts at Nine O'clock. We come here at 8 O'clock. So then when bell goes we walk to our classes we do work, we have, and then we change over to maths, and then the year sixes go up and some year sixes go to Miss Smith and some year sixes go to Miss Jones and then we have dinner and then we go to the afternoon and then we have..
78P6.	He is able to say the name of the production he is performing. Shakespeare Rocks.
136P6.	He is able to say which school he is going to when asked. Drayson Park.
224P6.	Drayson finish early.
270P6.	Erm how do you say it, you're not allowed to say Miss, you're not allowed to say miss, you're not allowed to say miss, you have to say...
274P6.	Yeah "Madam Deputy". You have to say "Madam". Your you have to say "Sir" you're not allowed to say (pause).
276P6.	Yeah you have to say Sir.
282P6.	He considers this pupil a friend and says his name. Yeah, he's name is David.
Emergent Theme 26: Sense of achievement	
<i>Excerpt No:</i>	<i>Initial Notes</i>
150P6.	So I threw it like that (action) the ball bounces and hit hit the stump ...the ball came up (motions) this is here in this school.
154P6.	The ball went, the ball went up the ball the ball went. The ball was near me, I was, the ball, came I went like that (motions) like that and I caught it.
156P6.	Yeah I caught it as I can jump so high look and then I catch-ed the ball while the ball was in mid-air and just brung it down.
158P6.	Yeah cos so erm it hit my friend so he, so he, the ball came, he knocked it like that, the ball went up, it went down I just done this and catch-ed it like like ...but then he was out. I just done this.
160P6.	The ball was the ball was knocked it up, the ball went up. I could see it coming up (deep breath). I went for the jump. I caught it in my hand like, like that I just done that and caught it and thrown it down like, the ball. So I done two saves. One, the ball, the ball was the first one the ball went up and then I ran for it. I got I got my left hand I pushed it back up.
Emergent Theme 27: Secondary as different	
<i>Excerpt No:</i>	<i>Initial Notes</i>
216P6.	Because it's err bigger school.
218P6.	Err they got bigger, more classes.
222P6.	Yeah it's a longer day. Yeah so on Thursday on Thursday we go home at 2pm on Thursday.
224P6.	Drayson finish early.
232P6.	Dunno. Cos at our school we normally have gates at the front.
236P6.	No cos that school doesn't have grass like this.
238P6.	They have they have like not like our grass, not too much grass.

276P6.	Yeah you have to say Sir.
Emergent Theme 28: Feeling ready for secondary school – “I’m ready for everything except English and Humanities”	
<i>Excerpt</i> <i>No:</i>	<i>Initial Notes</i>
242P6.	Although he feels ready for his new school, he is unable to say how he feels ready. I don’t know suggests he is not willing to talk about this. Erm I don’t know.
244P6.	He again confirms that he feels ready to leave his current school and move on to his new school. He says this quietly as if bored. Yeah.
246P6.	When asked if there is anything he does not feel ready for, he responds “I don’t think so” suggesting that he is giving this some thought. I don’t think so.
248P6.	When asked if anyone at his current school can help him feel more ready, he responds “no”. No.
250P6.	When asked the things he does feel ready for, he responds maths, science, PE and art. He answers confidently. Maths, science, PE, art.
254P6.	That’s iiiiiiit (communicating frustration), football, basketball, tennis, erm rounders...err wait I want..., cricket, swimming that’s a sport.
256P6.	I’m ready for everything except English and Humanities.

3. Emergent themes	1. Original Transcript	2. Exploratory comments: Initial Notes		
		Descriptive	Linguistic	Conceptual
<p>206P1. Understanding is based on his experiences and interests. 206P1. Response to images/visuals.</p> <p>208P1. Growing up.</p>	<p>206P1: There was like erm like erm science erm like dragon breath like fire.</p> <p>207I: Ok.</p> <p>208P1: Erm we used those those Bun..Bunsen boilers.</p> <p>209I: Yes because they have a flame don't they?</p> <p>210P1: Yeah.</p> <p>211I: And you got to use those?</p> <p>212P1: Yeah.</p>	<p>206P1. He appears enthusiastic to continue talking about this but struggles to find the words using "like erm" to try to say what it was like. He continues to describe the science lesson describing this as like dragon's breath and like fire.</p> <p>208P1. He continues to explain the science activity and is able to bring to mind the words for the equipment that he used "Bunsen Boilers".</p> <p>210P1. Confirms that the Bunsen boiler (burner) has a flame which is why they are like dragon's breath.</p> <p>212P1. He confirms he got to use a Bunsen boiler in the science activity.</p>	<p>206P1. He makes another reference to "dragons" like his art work. Use of metaphor brings description to life.</p> <p>208P1. Using the language "Bunsen boilers" to share this experience.</p>	<p>206P1. He likens the Bunsen burner to "dragon breath". It has caught his imagination and his interest in dragons. He responds to images.</p> <p>208P1. He wants to share his experience. He is growing up using grown up equipment.</p>

<p>216P1. Secondary as "better". 216P1. New experiences.</p>	<p>213I: They look a bit like a dragon's fire don't they?</p> <p>214P1: Yeah and erm erm erm.</p> <p>215I: What did you use those for?</p> <p>216P1: We we used those for (pause) like a stick they have like at the end of the stick they had erm some chemicals and we put it through and then they changed different colour so it was really cool.</p> <p>217I: So you did an experiment.</p> <p>218P1: Yeah.</p> <p>219I: And do you do that kind of thing here?</p> <p>220P1: Erm well erm (pause) no.</p>	<p>214P1. He struggles to think of what else to say.</p> <p>216P1. He begins his description by using the words from the question. With this prompt he is able to continue to explain what he did in the science lesson. That they put a stick with chemicals under the flame and it changed colour. He reiterates how much he enjoyed this experience saying it was "really cool".</p> <p>218P1. He confirms he did an experiment in science.</p> <p>220P1. He took time to gather his thoughts and his response is much more neutral than before. They do not do that kind of science at his current school.</p>	<p>216P1. Uses the word "like" to describe the items. He again uses the word "cool" to describe his thoughts about this.</p>	<p>216P1. He is finding the secondary experience "cool". It appeals to his need for visual and concrete experiences. He likes new experiences.</p> <p>220P1. The experience of science at his current school is not as good.</p>
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<p>224P1. Secondary as better. 224P1. Moving on.</p> <p>226P1. Secondary as better. 226P1. Moving on.</p>	<p>221I: Have you got those burners here?</p> <p>222P1: No.</p> <p>223I: So was that quite exciting?</p> <p>224P1: Yeah really exciting it was like it was like really cool (laugh).</p> <p>225I: So do you like science here?</p> <p>226P1: Mm erm well I like the science at Hay High.</p> <p>227I: Do you think you'll enjoy it more there?</p> <p>228P1: Yeah.</p>	<p>222P1. He confirms that his current school do not have Bunsen Burners.</p> <p>224P1. He becomes excited again when the focus is back on his secondary school experience. He reiterates what a good experience the science lesson saying it was "really exciting" and "really cool" emphasising the word "really". He laughs to communicate his excitement.</p> <p>226P1. Hesitant not responding to the question asked. He expresses that he likes science at his new school.</p> <p>228P1. He responds that he thinks he will enjoy science more at his new school, but</p>	<p>224P1. He uses the word he was given "exciting" but uses "really" to emphasise this. He uses the word "cool" again to describe the experience. Use of the word "like" to describe things.</p> <p>226P1. Is this a deliberate response or a misunderstanding of the term "here"?</p>	<p>224P1. He is finding the secondary experience "cool". He is enthused when speaking about it.</p> <p>226P1. Disregarding current school? Deflects question back to new school. Already moved on?</p>
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<p>232P1. Bring the lived experience to life.</p> <p>234P1. Lived experience. Understanding is based on his experiences. 234P1. Humour and actions to tell his story. Humour as relationship tool.</p>	<p>229I: Yeah.</p> <p>230P1: Yeah.</p> <p>231I: That's sounds fantastic.</p> <p>232P1: Oh yeah and when I put the those on the (pause)...</p> <p>233I: What the goggles?</p> <p>234P1: Yeah the goggles erm I erm I was like oh yeah "James Bond".</p>	<p>does not say why.</p> <p>230P1. He has nothing further to add here.</p> <p>232P1. He remembers another part of the science lesson to share. He has responded to being given time to think. He acts out putting goggles on to communicate this as he does not have the words to describe them.</p> <p>234P1. He confirms that he is talking about the safety goggles (glasses) and appears relieved that he has been understood when the word "goggles" is used. He is confident and keen to share his humour at thinking he was like James Bond.</p>		<p>230P1. He is able to say that he will enjoy science more at his new school, but not why. Has he thought about this?</p> <p>232P1. Actions speak louder than words. He can find ways to get his point across. Wants to be understood.</p> <p>234P1. He is finding the secondary experience a positive one. Comparing wearing safety goggles to a James Bond movie. Life through a lens Compares to a film he has seen linking real world experience to fiction.</p>
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