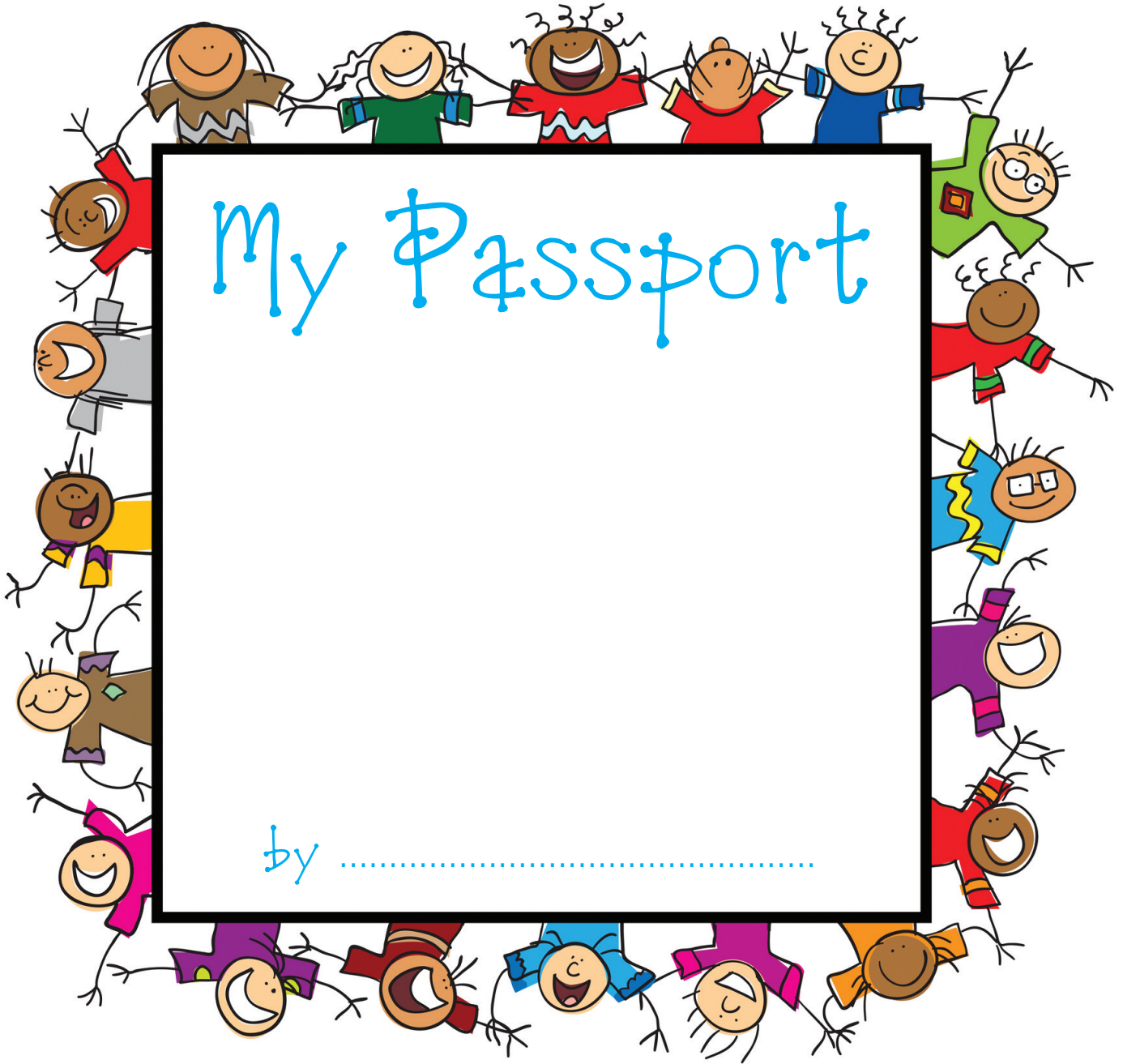


Services for



Children and Young People  
in Buckinghamshire



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with special thanks to

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Pauline Cross *Sendco*

For their teamwork and advice in helping to produce this resource  
and participation trialling with new pupils.

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# Passport to New School Rationale

Over the last 30 years, there has been considerable research that has aimed to determine the effects of changing schools upon individual pupils. School transition has often been associated in research studies with a lowering in self-esteem and self efficacy, with psychological distress and decreases in academic achievement (Eccles & Buchanan, 1996). The majority of this work has concentrated upon the transfer between primary and secondary schools, and has led to various initiatives locally and nationwide to support children through this process.

Comparatively little research exists on the social and emotional impact of multiple school transfers that are often experienced by children and young people from military families. There is considerable evidence (Drummet et al, 2003; Johnson et al, 2007; Swan et al, 2002) particularly from the United States, to suggest that children of the Armed Forces and their families are vulnerable to many additional stresses when compared to civilian children. Military families move on average every two to three years (Kelley, Finkel & Ashby, 2003) yet much of the literature focuses on the psychological impact of war, deployment and separation. As a result, research into the impact of these frequent relocations, particularly on children's school adjustment remains an understudied area.

The research that exists is mixed. Cornille (1993) found that a stressful adjustment period starting before a move and continuing for a time after the move is common. A determining factor in whether the transition is positive or negative seems to be the amount and quality of support provided to the child (Pollari and Bullock, 1989). However, it is also important to consider individual stages of development. For example, Hendershott (1989) found that recent moves coupled with five or more lifetime moves were associated with lower self-esteem in adolescents. Feelings of powerlessness over their own lives were also found to be especially relevant to the adolescents in this study. Nonetheless, Drummet et al (2003) noted that regardless of age, children from military families will have no choice in whether the family moves. Research suggests that if they lack a sense of control over their environment, it may cause feelings of anxiety. Military children often face the prospect of leaving all that has become familiar to them and must learn to adjust to new surroundings, new faces, different expectations and standards of behaviour often with little notice.

The existing knowledge base on school transfer also highlights the importance of supporting pupils' personal and social adaptation in these areas. For example, evidence suggests that children who are involved in the movement process and have a sense of control over outcomes, adjust more quickly to then change and develop greater self confidence (Working with Military Children, 2003; Stroh, 1990).

Schools are in an ideal position to provide the transferring child with a programme to assist their adaptation to the new environment. Adaptation to a new school environment can be considered by reference to social, organisational and academic factors. These were explored by Hotton et al. (2004) as part of a joint project with The Australian Department of Education, Science and Training (DEST) and Department of Defence. This study includes evidence drawn from fifty five Australian schools and four supporting organisations and a literature review of other evidence in this area. The findings were evaluated by reference to focus groups, stakeholders and experts consultants. The resulting guidance (Students Move: Supporting Students Who Change Schools, 2004 executive summary) offers specific areas where pupils are likely to require support. These include aspects of the formal/informal setting, social and individual factors. In particular, the project hoped to minimise the negative impact of pupils changing schools by offering guidance to address anticipated difficulties associated with the move.





# Contents

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# Teachers Notes

## Learning Objective

- For a new pupil to quickly feel settled in school, important and valued.
- For members of staff of the new school to quickly know and understand the child, their fears and experiences.

'My Passport' has been designed to provide a teaching assistant with a suitable resource to help primary school children settle quickly into their new school environment.

The passport comprises of six units. The first is designed to be completed by the child at home before they arrive and the following four units during the first week of school. The sixth unit is a review to be completed with the child at the end of week 2.

Each unit addresses a different aspect of adaptation. It is not intended that pupils complete all activities. We recommend that a teaching assistant spends at least half an hour per day with the pupil in a one to one or in a small group session during their first week to work through this valuable resource.

## Aim

For the new pupil to put the completed worksheets into their passport ringbinder. At the end of the first week the child can be proud of what he/she has learnt about the new school whilst the teacher and teaching assistant receive instant helpful information about the pupil's interests or hobbies.

Achievement certificates and relevant information can continue to be added to the passport over the duration of their primary education.

'My Passport' can also be used for children who will be moving on to a new primary school. By working with a teaching assistant, completing the Exit Unit resources, most pupils will find the move far less daunting and proudly take a passport to show their new teacher on their first day.

## Unit Structure

### Unit 1 - Pre-arrival

This unit includes activities and information to be sent to the pupil prior to arrival at their new school.

- Parent letter
- My personal record
- Pupil letter
- My family

Please also send the new family photographs of the school and a school leaflet.

### Unit 2 - Welcome to our school

This unit includes activities and administration of pre-measure.

Chosen activities to be completed in the **First Session, Day One** with a teaching assistant. Completed works to be filed in new passport.

- Pre-measure
- Map of new school
- My website task
- My school day
- School rules
- Contact with parents

Also please discuss 'My personal record' and 'My family'.

### Unit 3 - People

This unit includes information and activities about the adults in the school, classmates and friends.

Chosen activities to be completed in the **Second Session, Day Two** with a teaching assistant. Completed works to be filed in new passport.

- Name the teacher
- Friends

## Unit 4 - All about me

Activities include reference to personal experiences, preferences and important information about the individual pupil.

Chosen activities to be completed in the **Third Session, Day Three** with a teaching assistant. Completed works to be filed in new passport.

- My pets
- All about me
- My feelings
- My homes
- My favourites
- Favourites game

## Unit 5 - My new class

Includes reference to classroom rules, practices and routines and learning activities; reference to informal social environment including play activities.

Chosen activities to be completed in the **Fourth Session, Day Four** with a teaching assistant. Completed works to be filed in new passport.

- My new class
- How well do you know your new school?
- Classroom treasure hunt
- My Buddy
- Welcome wordsearch

## Extra points to discuss during the above sessions

Surrounding areas / local attractions

Community clubs

Feelings about previous home and school

Differences between this school and last

## Unit 6 - Review

An opportunity for the pupil to reflect upon their experience to date; completion of post measure; provide/obtain feedback to/from parents

Chosen activities to be completed in the **Fifth Session at the end of Week 2** with a teaching assistant. Completed works to be filed in new passport.

- Post measure
- Contact with parents

## Exit

Upon exit from the school, the pages can be reviewed and updated if the child already has a passport.

If the child does not have a passport, the following pages should be completed and activities prepared to support the pupil's induction to their next educational environment.

- Contact with new school
- Memories page
- Keep in touch
- My personal record
- My family
- My website task
- My pets
- All about me
- My feelings
- My homes
- My favourites





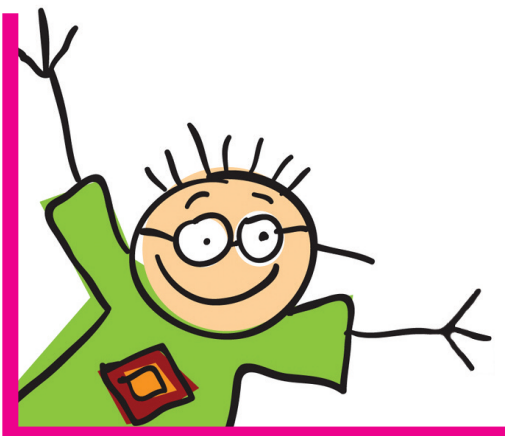
# Unit 1

## Pre-Arrival

This unit includes activities and information to be sent to the pupil prior to arrival at their new school if possible.

- Parent letter
- Pupil letter
- My personal record
- My family

*Please also send photographs of the school and a school leaflet to the new family.*





Dear Parents

We are delighted that your family is joining our school and we are looking forward to welcoming you.

We have pleasure in enclosing some relevant school information and hope that the content helps you all settle quickly and happily into a life at ..... You might also like to look on our school website for further details [www .....](http://www.....)

During the first week we run a structured and fun induction programme for new pupils. We will be in contact with you during this time.

Please do not hesitate to contact us if you have any queries.

Kind regards

Headteacher

*(Enclose photographs of the school and any relevant literature/flyers/leaflets)*





Dear

We are very excited that you will soon be joining our school and we are really looking forward to welcoming you to our class.

We have enclosed some photographs of our school and suggest you look on our fun school website so that you feel you know a little bit more about us.

www .....

So that we will know a little bit more about you, could you please fill in the 'personal record' and 'my family' pages. We can then discuss these with you on your first day.

We will enjoy working with you to help you settle quickly and happily into school life at .....

-----

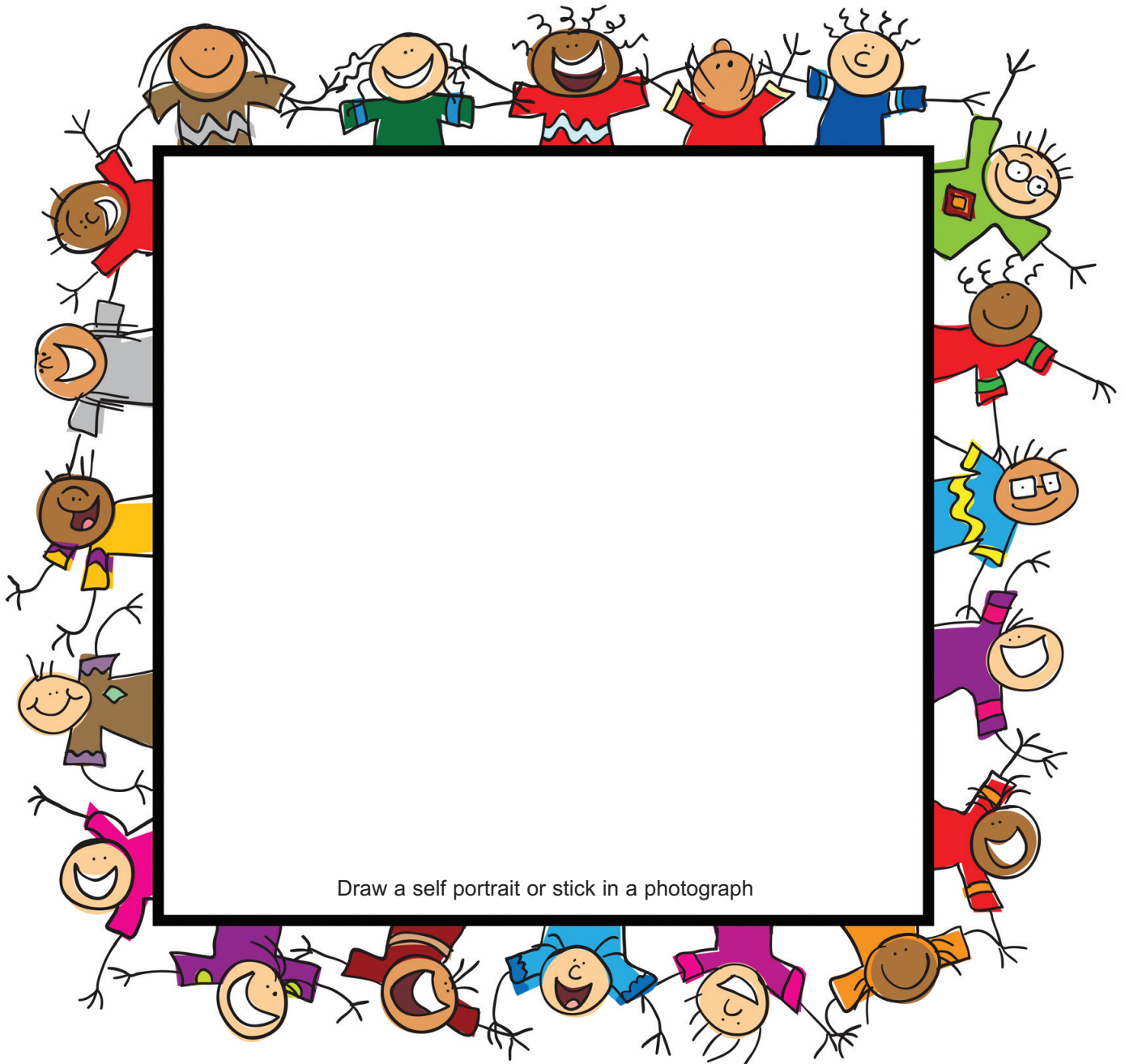
*(Enclose photographs of school)*



# My personal record

My name is \_\_\_\_\_

I am \_\_\_\_\_ years old



Draw a self portrait or stick in a photograph

Date \_\_\_\_\_



# My family

I live with \_\_\_\_\_

\_\_\_\_\_

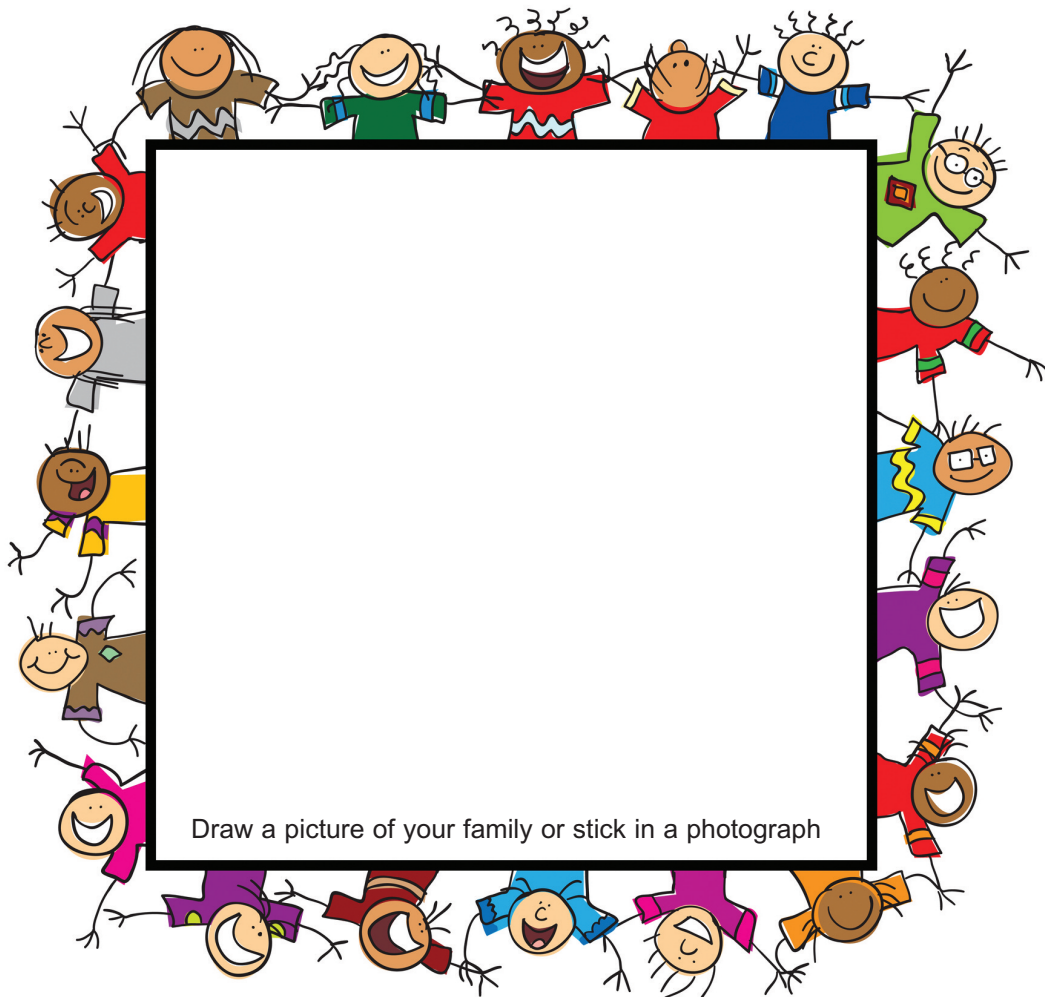
I have \_\_\_\_\_ brother/s named \_\_\_\_\_

I have \_\_\_\_\_ sister/s named \_\_\_\_\_

What people in my family do \_\_\_\_\_

\_\_\_\_\_

Other special family members \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_





# Unit 2

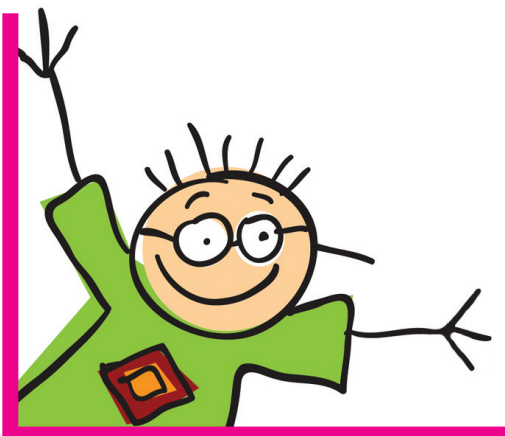
## Welcome to our school

*First Session, Day One*

This unit includes activities and administration of pre-measure.

- Pre-measure
- My website task
- School rules
- Map of new school
- My school day
- Contact with parents

Also please discuss 'My personal record' and 'My family'.







# How do you feel about ...



1 2 3 4 5 6 7 8 9 10



Not at all worried

I get very worried about it

Please rate each of the following concerns using the scale above

Lunchtime

Being bullied

Starting new lessons

Finding my way around

Break times

Being given harder work than I am used to

Different rules

Fitting in

Not having help with my work when I need it

Knowing where equipment is kept

Making new friends

Tests/exams

Assembly

Losing old friends

Different ways of learning

What to do if I am feeling ill

Teachers

What the teacher might expect me to do

Getting to school

Being the new person

I worry about ...

I worry about ...

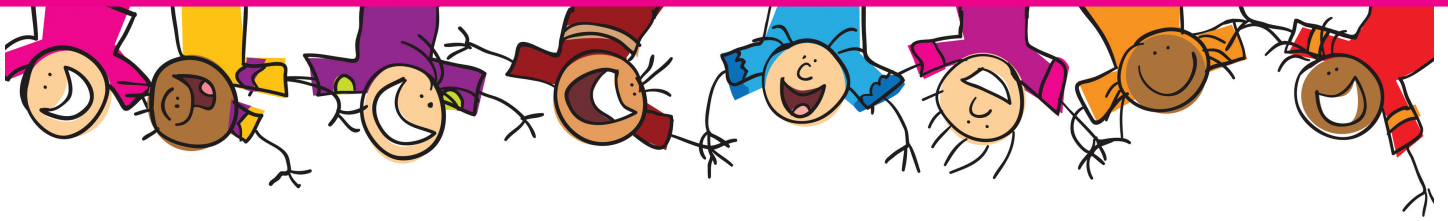
I worry about ...

I worry about ...

If there are any other concerns you have you can write them in the empty boxes and rate them

Name \_\_\_\_\_ Date (Day 1) \_\_\_\_\_





# My website task

Look on the school website to answer the following questions:

I have PE on \_\_\_\_\_

For PE I have to wear \_\_\_\_\_

We are given homework on \_\_\_\_\_

It has to be handed in on \_\_\_\_\_

If I do my best I will be rewarded with \_\_\_\_\_

The school clubs available to me \_\_\_\_\_

\_\_\_\_\_

The current class topics are \_\_\_\_\_

\_\_\_\_\_

My school uniform is \_\_\_\_\_

Each day I need to bring in    book bag  
   water bottle  
   pencil case  
   lunch box

.....

.....

.....

Name \_\_\_\_\_ Date \_\_\_\_\_



# School Rules

Discuss and colour in the school rules

Do be polite  
and helpful

Do be gentle

Do listen to others

Do be honest

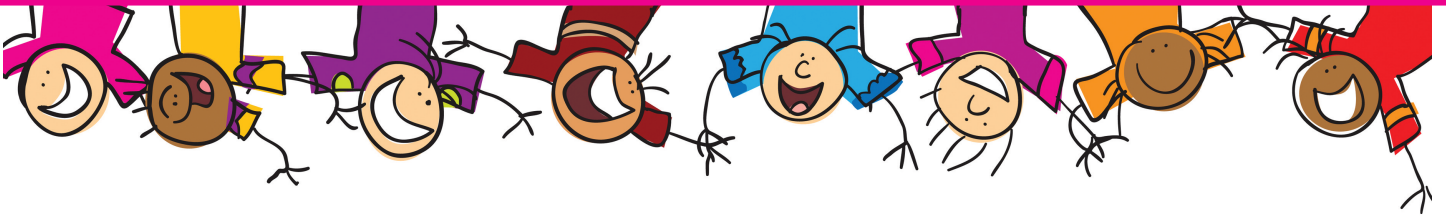
Do work hard

Do look after  
property

Name \_\_\_\_\_ Date \_\_\_\_\_







# Map of my new school

As you walk around the school, label and colour in:

Your classroom in **red**

The head teachers room in **blue**

The hall in **pink**

The playground in **green**

The ICT room in **brown**

The toilets in **yellow**

The kitchen in **grey**

The office in **orange**

The medical room in **purple**

Paste a copy of school map

Name \_\_\_\_\_ Date \_\_\_\_\_





# My school day

School starts at



\_\_\_\_\_ am

We go to assembly at



\_\_\_\_\_ am/pm

every \_\_\_\_\_

We have break time at



\_\_\_\_\_ am/pm

We go to lunch at



\_\_\_\_\_ pm

School finishes at



\_\_\_\_\_ pm

Name \_\_\_\_\_ Date \_\_\_\_\_





# Contact with parents

## Unit 2

Contact with parent ... / ... / ...

General summary of discussion





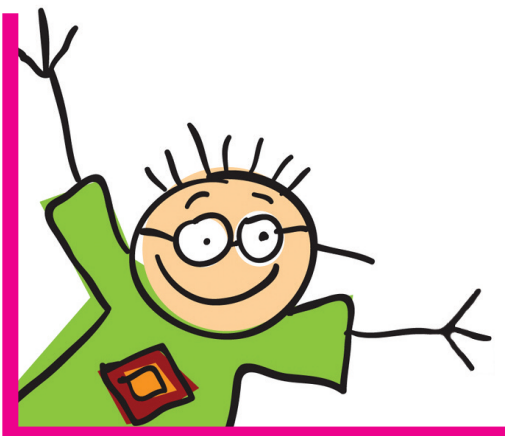
# Unit 3

## People

*Second Session, Day Two*

This unit includes information and activities about the adults in the school, classmates and friends.

- Name the teacher
- Friends





# Name the teacher

Say hello to the following adults and then write their names.

Who is the head teacher?

---

Who teaches me?

---

---

---

Who works in the office?

---

Who are the midday supervisors?

---

---

Who do I go to if I am upset?

---

Who do I go to if I am feeling unwell?

---

Name \_\_\_\_\_ Date \_\_\_\_\_



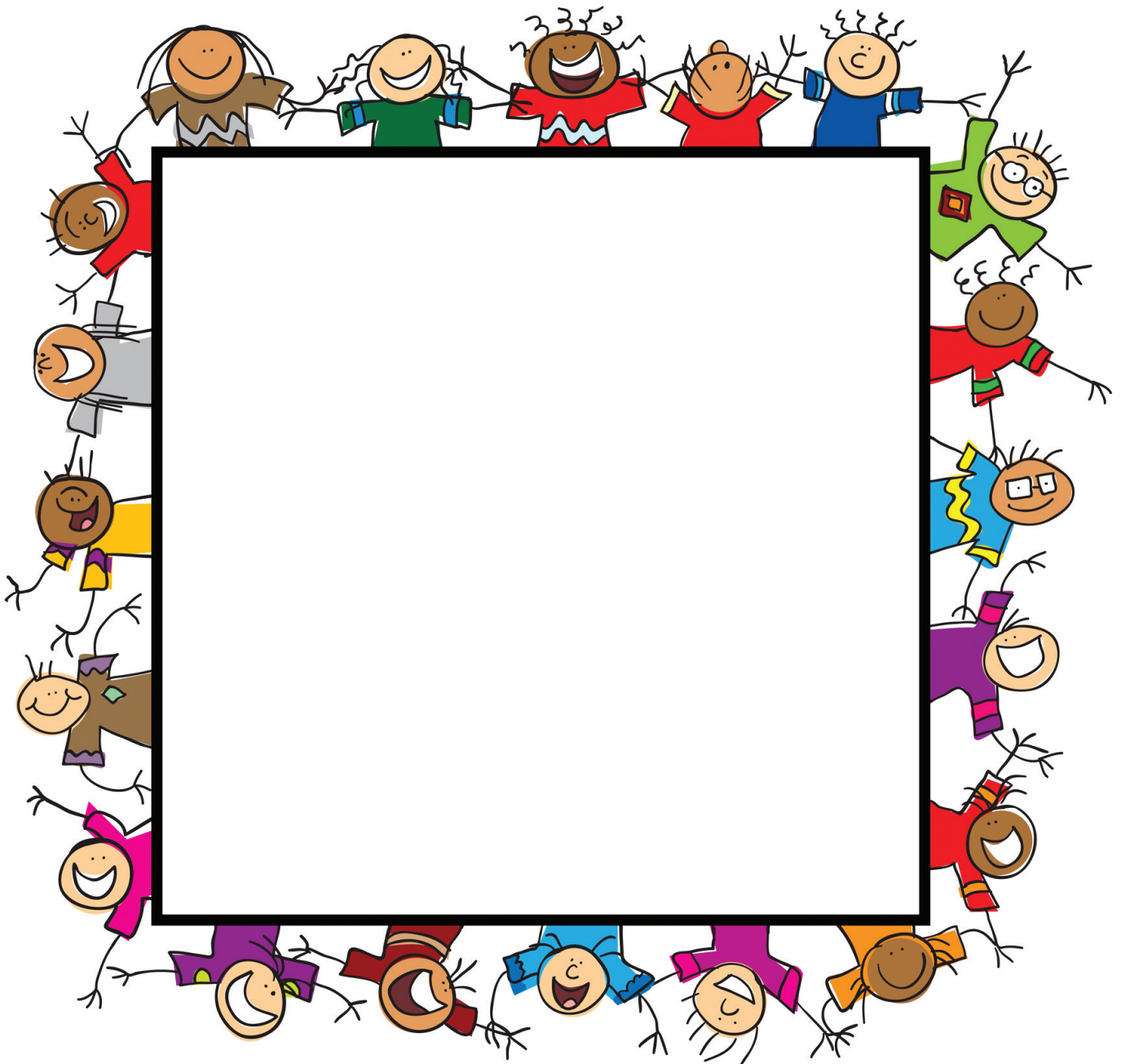




# Friends

Draw a picture of a friend from your old school.  
Discuss how you feel about moving away from this friend.  
How are you going to keep in contact.

Describe what you like best about your friend  
so you know what to look for in finding a new friend.



Name \_\_\_\_\_ Date \_\_\_\_\_





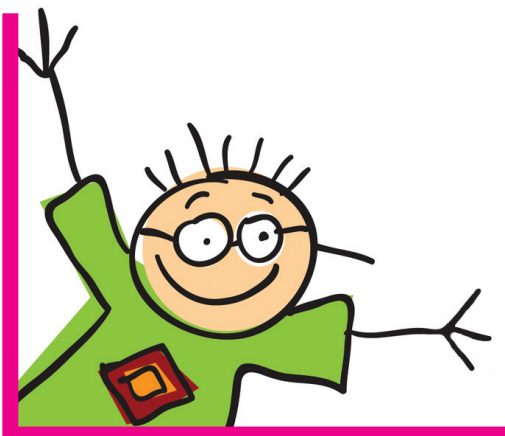
# Unit 4

## All about me

*Third Session, Day Three*

Activities include reference to personal experiences, preferences and important information about the individual pupil.

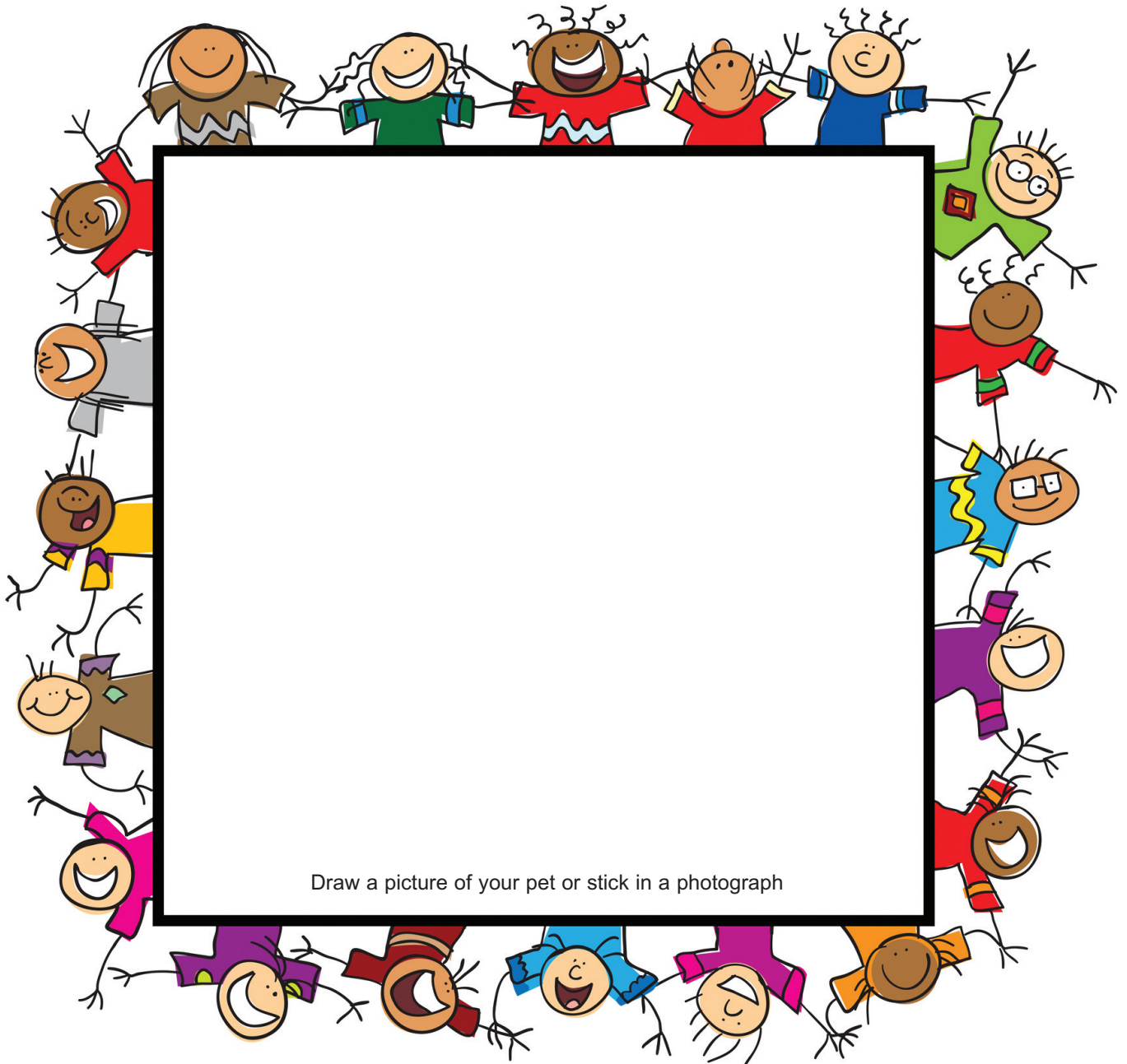
- My pets
- All about me
- My feelings
- My homes
- My favourites
- Favourites game





# My pets

Tell us about any pets you have had



Name \_\_\_\_\_ Date \_\_\_\_\_



# ALL about me

My hobbies are \_\_\_\_\_

\_\_\_\_\_

I am good at \_\_\_\_\_

\_\_\_\_\_

My friends are called \_\_\_\_\_

\_\_\_\_\_

Something funny \_\_\_\_\_

\_\_\_\_\_

Something that is special to me is \_\_\_\_\_

\_\_\_\_\_

The way I learn best is \_\_\_\_\_

\_\_\_\_\_

I am proud of \_\_\_\_\_

\_\_\_\_\_

My best memories from my previous school are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In this new school I would like to \_\_\_\_\_

\_\_\_\_\_

In the future I would like to become \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_



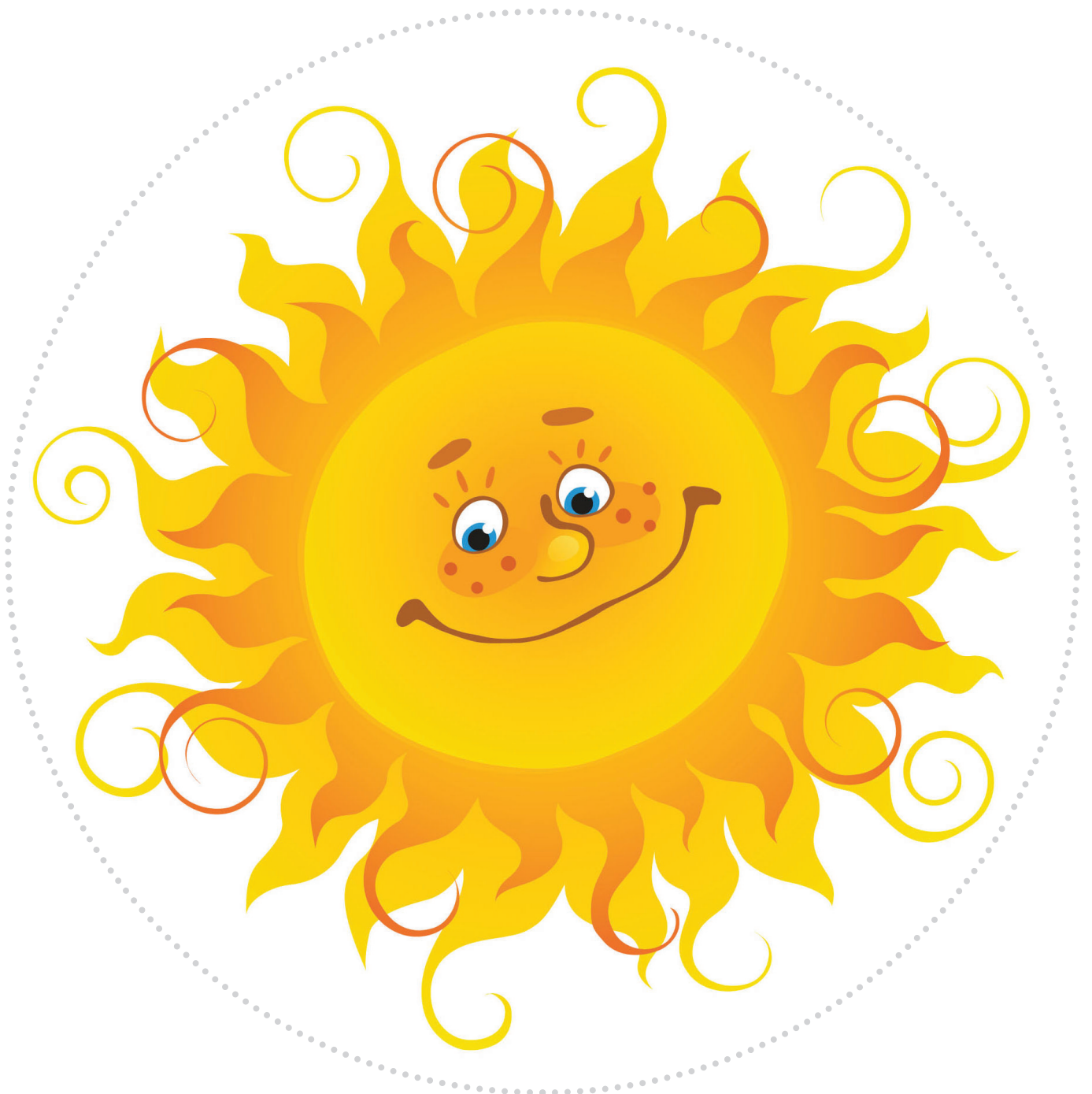




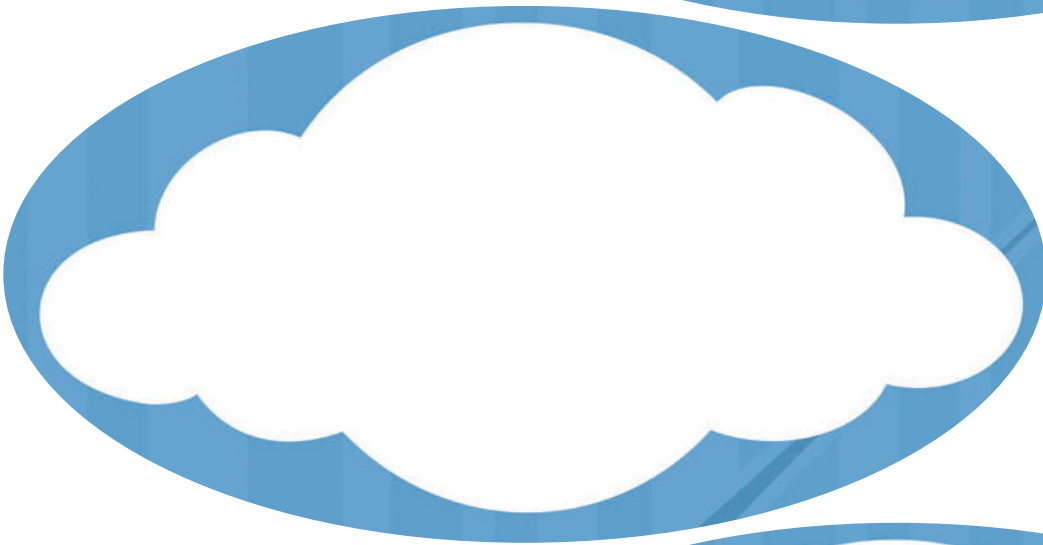
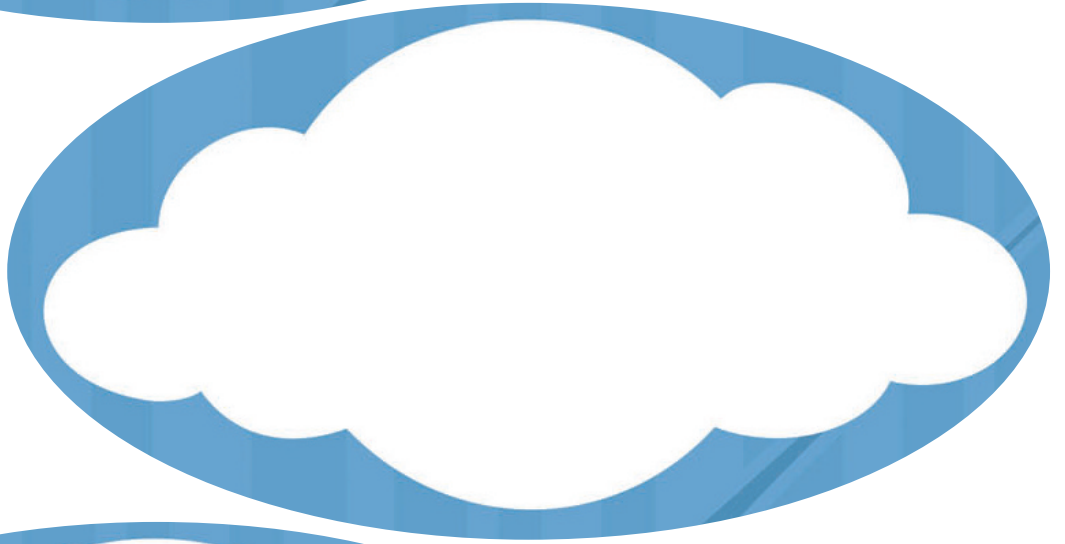
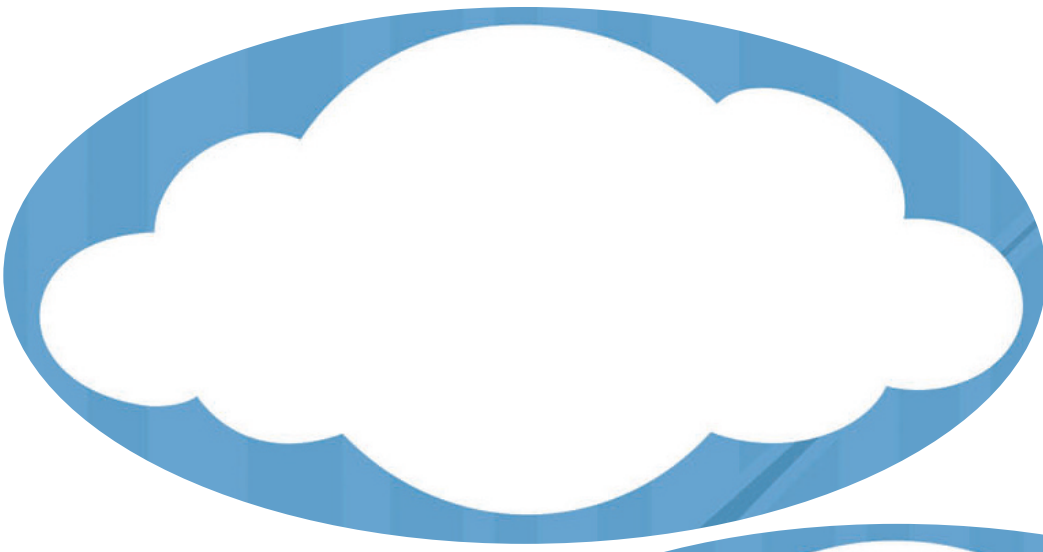
# My feelings

Cut out this sun and a supply of clouds from the following page. Write any worries or concerns you may have on each cloud. Over the next few days discuss your clouds with the teacher. As you become less worried, move your clouds under your sun.

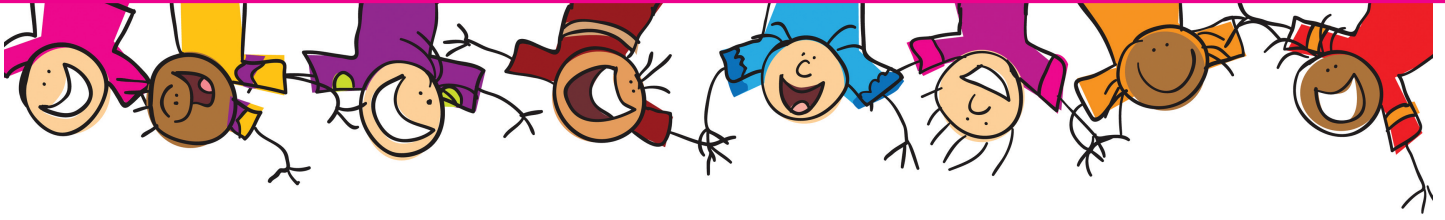
It is OK to have some clouds left.











# My homes

Go to the world map and show us where you have come from.

I have been to \_\_\_\_ primary school(s)

I have lived in \_\_\_\_ homes

dates from/to	home address	school address

This is a useful log for children to carry into later life

Name \_\_\_\_\_ Date \_\_\_\_\_



# My favourites

Music \_\_\_\_\_

Film \_\_\_\_\_

Book \_\_\_\_\_

Place \_\_\_\_\_

Day \_\_\_\_\_

Animal \_\_\_\_\_

TV programme \_\_\_\_\_

Lessons \_\_\_\_\_

Colour \_\_\_\_\_

Sport \_\_\_\_\_

Football team \_\_\_\_\_

Food \_\_\_\_\_

Famous person \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

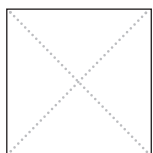
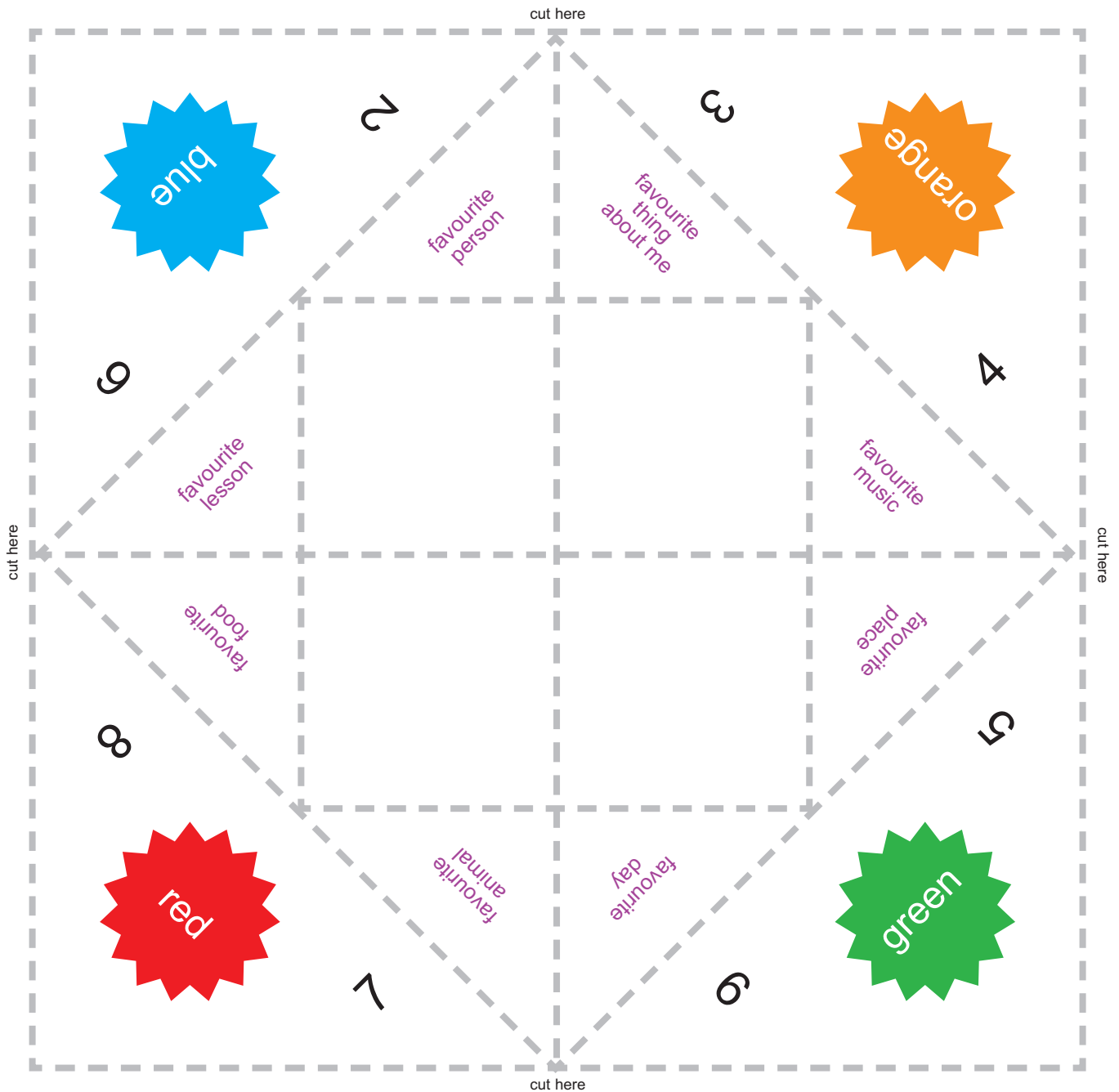




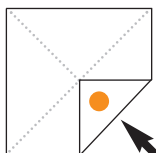


# Favourites game

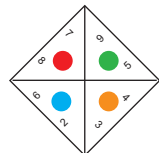
Cut out 'flick flack' game and enjoy finding out more about one another



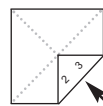
Place paper printed side down on a flat surface



Fold up all four corners so that the points meet in the middle



It should now look like this. Flip it over



Fold up all four corners so that the points meet in the middle



Flip it over. It should now look like this.



Now fold the top back



Work your fingers into the four corners from the fold side - work the creases to form the four points.





# Unit 5

## My new class

*Fourth Session, Day Four*

This unit includes reference to classroom rules, practices and routines and learning activities; reference to informal social environment including play activities.

- My new class
- How well do you know your new school?
- Classroom treasure hunt
- My buddy
- Welcome wordsearch

*Reminder:*

During your sessions have you discussed

- Surrounding areas and local attractions
- Community clubs
- How child feels about what has been left behind
- Differences between this school and last





# My new class

My teachers are called \_\_\_\_\_

\_\_\_\_\_

These are the names of children in my class

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What do I want people to know about me?

\_\_\_\_\_

\_\_\_\_\_

Who likes doing what I like doing?

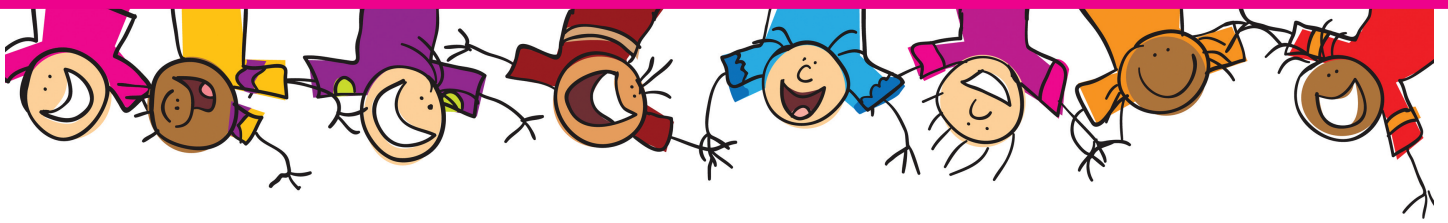
\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_







# How well do you know your school?

Place the happy and sad cubes at opposite sides of room.  
Stand next to the cube that answers the teacher's questions.



## I know how to:

Find my way around without difficulty

Direct someone to the toilets

Direct someone to the office

## I know:

The school rules

All the teachers names

## I know what to do if:

I cannot do my homework

I get bullied or something frightens me

I am confused or worried about something at school

I am late to school

I feel ill

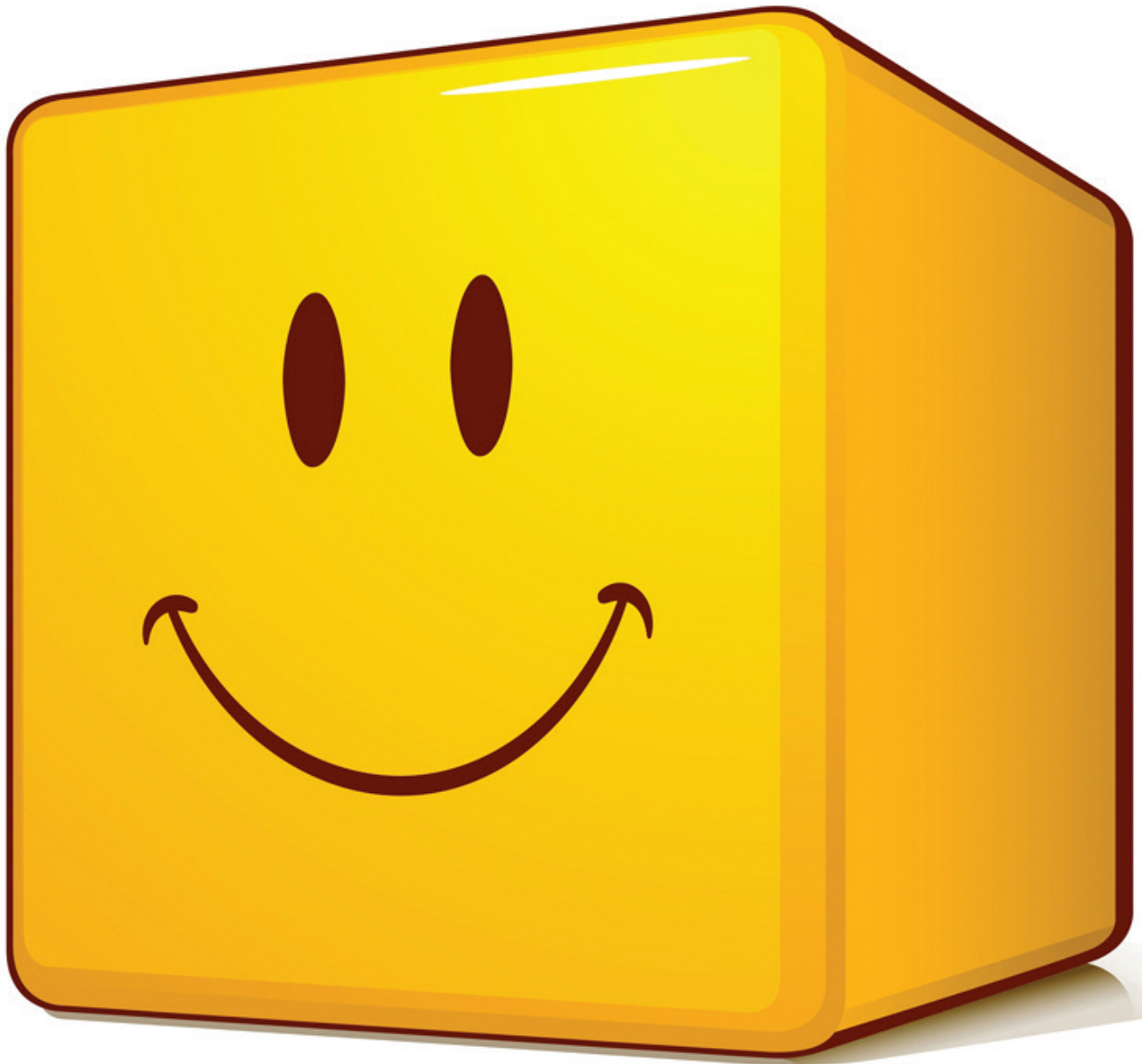
I need help

Name \_\_\_\_\_ Date \_\_\_\_\_



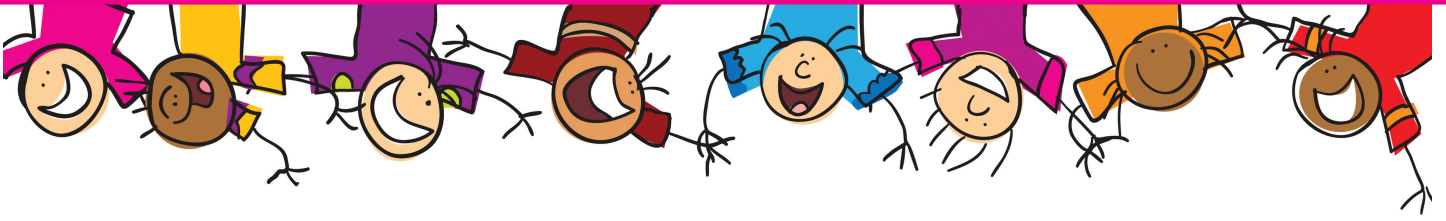












# Classroom treasure hunt

Ask two children from your class to join you to help find the answers to these questions.

- Where are the wet play games?
- Where are the scissors kept?
- Where are the dictionaries kept?
- Where would you find A4 and squared paper?
- Where are the lunchboxes kept?
- Where are the water bottles kept and when can you drink from them?
- Do I have a drawer or box to put my own work in?
- Where do I put completed homework?
- Where do I keep my coat?
- Where do I keep my PE kit?

Name \_\_\_\_\_ Date \_\_\_\_\_



# My buddy

Ask a buddy from your class to join you to help find the answers to these questions.

My buddy for the first day will be \_\_\_\_\_

My buddy for the second day will be \_\_\_\_\_

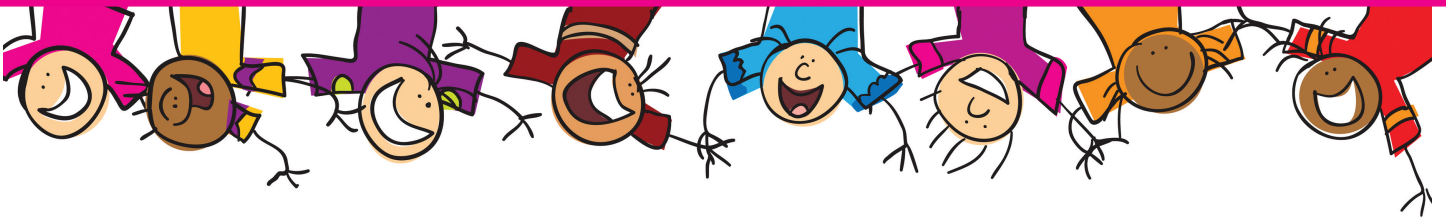
- What are the playground rules?
- What are the rules for wet playtimes?
- Where am I allowed to go at lunchtime?
- When is the best time to go to the toilet?
- When am I allowed in the classroom?
- How will I know when lunch or break times are over?
- Are there any special classroom routines?
- What do I do if I am are being bullied?
- What should I do if I am late to school?
- Which are the best school clubs to attend?

Name \_\_\_\_\_ Date \_\_\_\_\_









# Wordsearch

h	x	h	e	r	o	j	z	e	e
a	d	r	f	y	u	y	n	t	t
p	a	b	w	e	l	c	o	m	e
p	d	s	j	o	i	n	e	d	e
y	u	y	o	u	r	a	n	u	u
h	a	v	e	q	i	z	b	o	l
z	s	c	h	o	o	l	y	b	i
w	e	o	y	w	f	y	s	f	t
q	q	e	e	u	d	w	y	l	o
y	e	n	b	k	j	u	f	r	n

Find these words in the wordsearch:

welcome  
school  
you

to  
we  
have

your  
are  
joined

new  
happy  
us

Name \_\_\_\_\_ Date \_\_\_\_\_





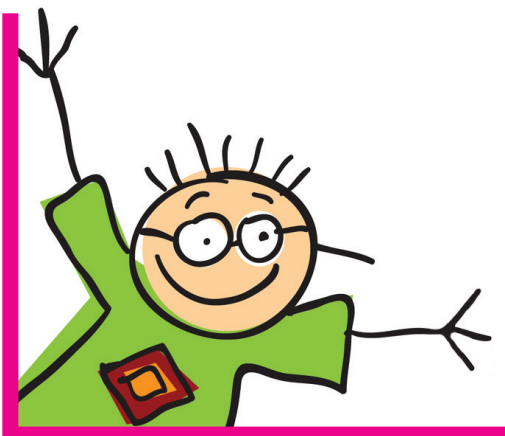
# Unit 6

## Review

*Fifth Session, End of Week 2*

An opportunity for the pupil to reflect upon their experiences to date, completion of post measure and to provide/obtain feedback to/from parents.

- Post measure
- Contact with parents





# How do you feel about ...



1 2 3 4 5 6 7 8 9 10



Not at all worried

I get very worried about it

Please rate each of the following concerns using the scale above

Lunchtime

Being bullied

Starting new lessons

Finding my way around

Break times

Being given harder work than I am used to

Different rules

Fitting in

Not having help with my work when I need it

Knowing where equipment is kept

Making new friends

Tests/exams

Assembly

Losing old friends

Different ways of learning

What to do if I am feeling ill

Teachers

What the teacher might expect me to do

Getting to school

Being the new person

I worry about ...

I worry about ...

I worry about ...

I worry about ...

If there are any other concerns you have you can write them in the empty boxes and rate them

Name \_\_\_\_\_ Date (Week 2) \_\_\_\_\_



# Contact with parents

## Unit 6

Contact with parent ... / ... / ...

General summary of discussion







# Exit Unit

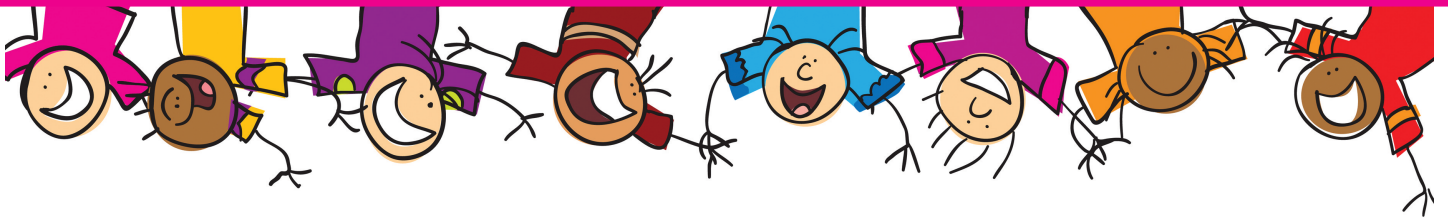
On exit from the school, the pages can be reviewed and updated if the child already has a passport.

If the child does not have a passport, the following pages should be completed and activities prepared to support the pupil's induction to their next educational environment.

- Contact with new school
- Memories page
- Keep in touch
- My personal record
- My family
- My website task
- My pets
- All about me
- My feelings
- My homes
- My favourites







# Contact with my new school

Sit with your teacher whilst she makes a telephone call to your new primary school. They should be happy to tell your teacher the following information

New head teacher \_\_\_\_\_

New class name \_\_\_\_\_

New class teacher \_\_\_\_\_

New teaching assistant \_\_\_\_\_

Who will meet me on my first day \_\_\_\_\_

General summary of discussion \_\_\_\_\_

\_\_\_\_\_

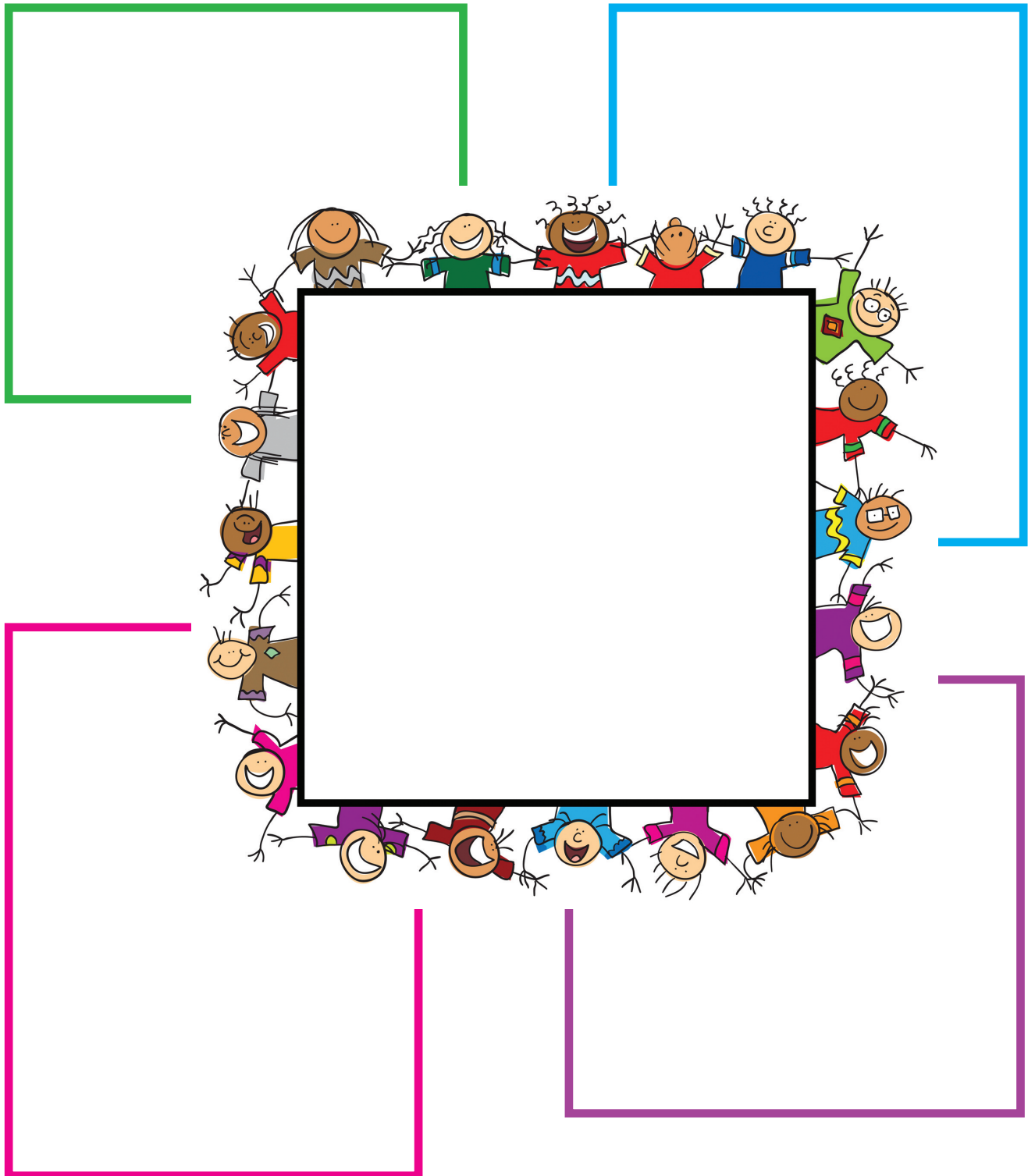
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_



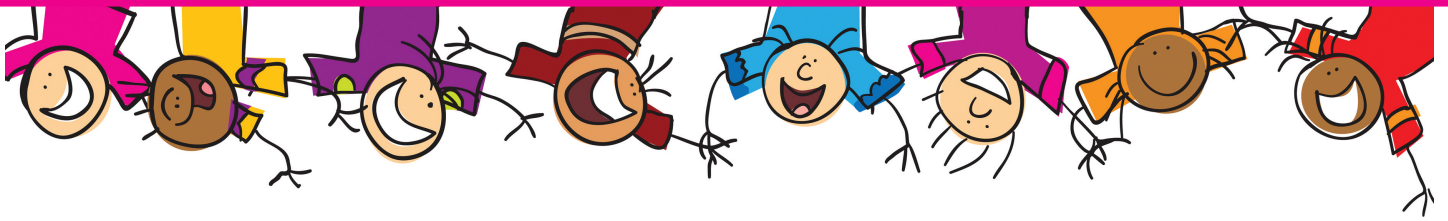
# Memories page

School memories are unique and precious. Use this page to tell us those most special to you or attach some photographs.



Name \_\_\_\_\_ Date \_\_\_\_\_





# Keep in touch

Name  
Address

Phone  
Mobile  
Email

My message to you

Autograph .....

Name  
Address

Phone  
Mobile  
Email

My message to you

Autograph .....

Name  
Address

Phone  
Mobile  
Email

My message to you

Autograph .....

Name  
Address

Phone  
Mobile  
Email

My message to you

Autograph .....

Name \_\_\_\_\_ Date \_\_\_\_\_

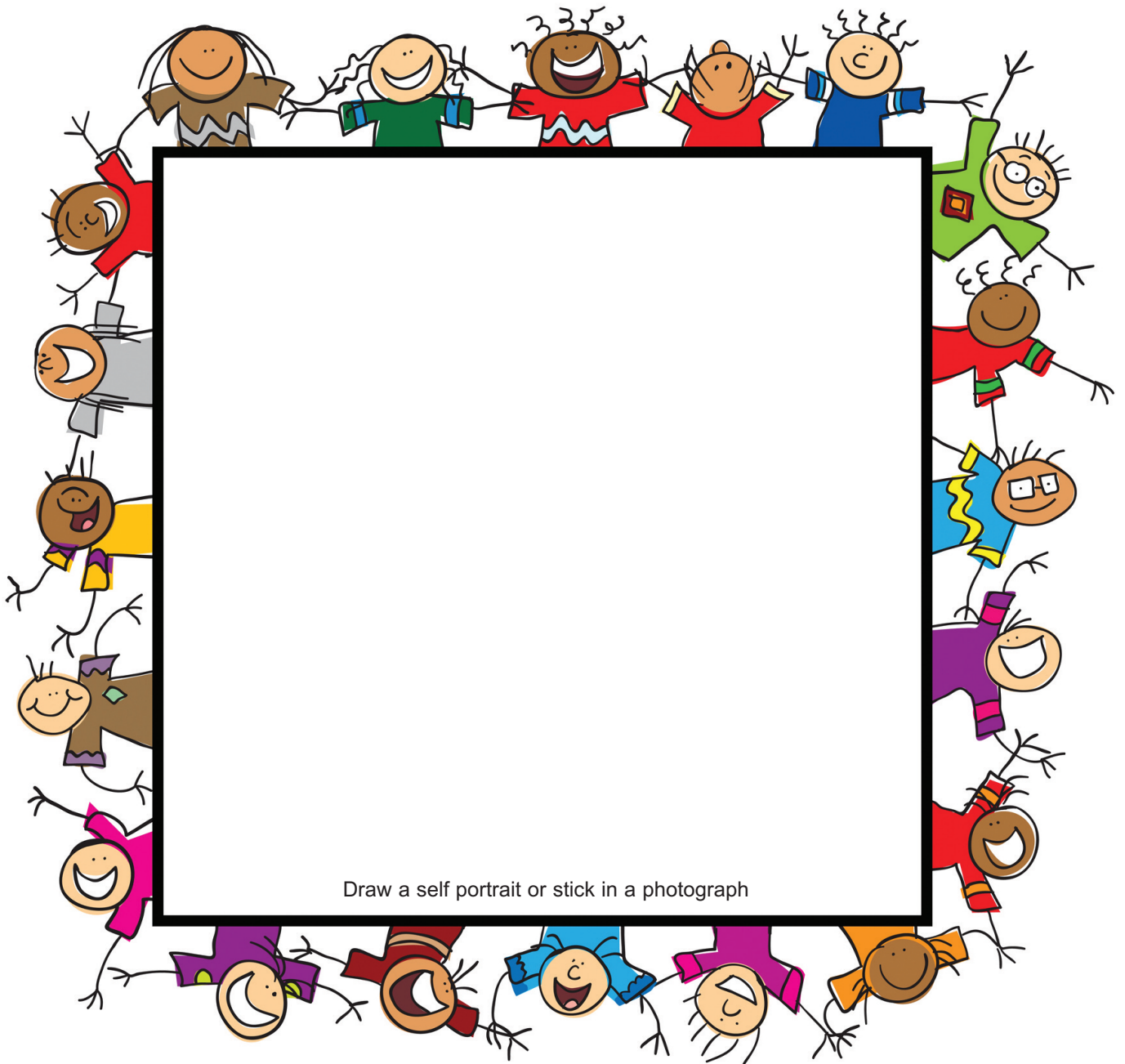




# My personal record

My name is \_\_\_\_\_

I am \_\_\_\_\_ years old



Date \_\_\_\_\_



# My family

I live with \_\_\_\_\_

\_\_\_\_\_

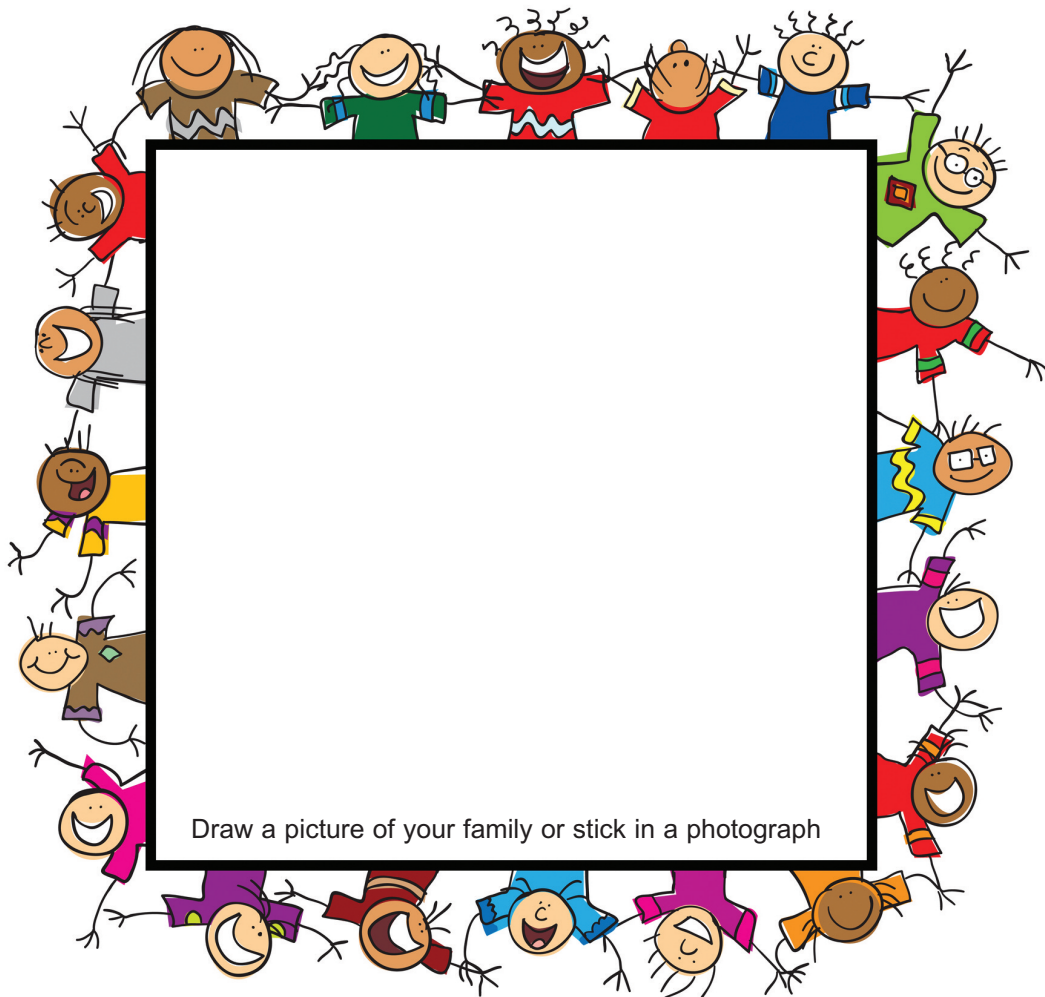
I have \_\_\_\_\_ brother/s named \_\_\_\_\_

I have \_\_\_\_\_ sister/s named \_\_\_\_\_

What people in my family do \_\_\_\_\_

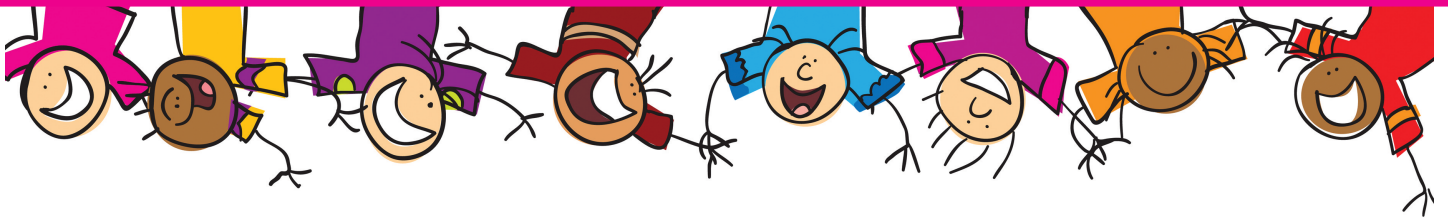
\_\_\_\_\_

Other special family members \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_





# My website task

Look on the school website to answer the following questions:

I have PE on \_\_\_\_\_

For PE I have to wear \_\_\_\_\_

We are given homework on \_\_\_\_\_

It has to be handed in on \_\_\_\_\_

If I do my best I will be rewarded with \_\_\_\_\_

The school clubs available to me \_\_\_\_\_

\_\_\_\_\_

The current class topics are \_\_\_\_\_

\_\_\_\_\_

My school uniform is \_\_\_\_\_

Each day I need to bring in

- book bag
- water bottle
- pencil case
- lunch box

.....

.....

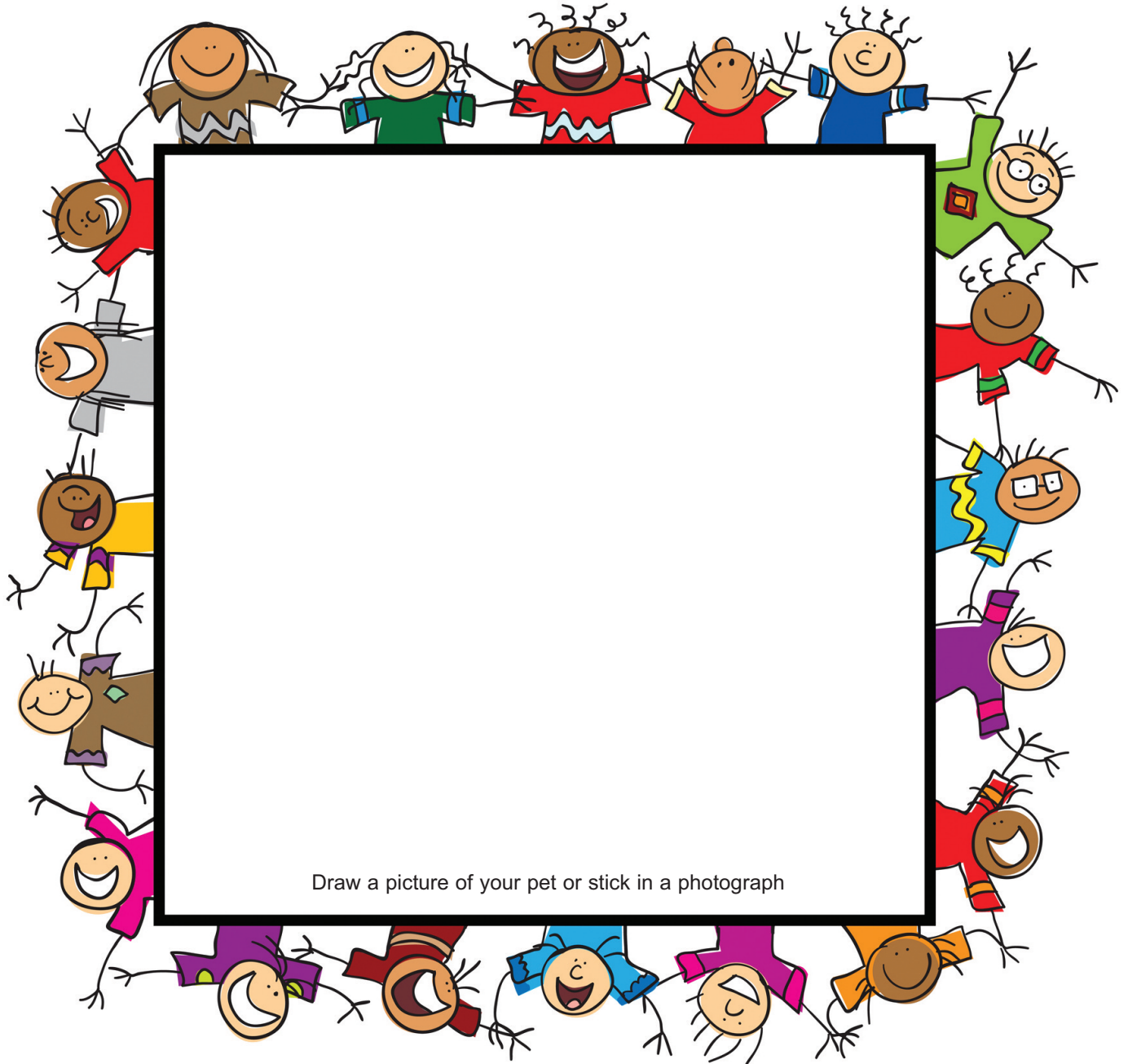
.....

Name \_\_\_\_\_ Date \_\_\_\_\_



# My pets

Tell us about any pets you have had



Draw a picture of your pet or stick in a photograph

Name \_\_\_\_\_ Date \_\_\_\_\_





# ALL about me

My hobbies are \_\_\_\_\_

\_\_\_\_\_

I am good at \_\_\_\_\_

\_\_\_\_\_

My friends are called \_\_\_\_\_

\_\_\_\_\_

Something funny \_\_\_\_\_

\_\_\_\_\_

Something that is special to me is \_\_\_\_\_

\_\_\_\_\_

The way I learn best is \_\_\_\_\_

\_\_\_\_\_

I am proud of \_\_\_\_\_

\_\_\_\_\_

My best memories from my previous school are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In this new school I would like to \_\_\_\_\_

\_\_\_\_\_

In the future I would like to become \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

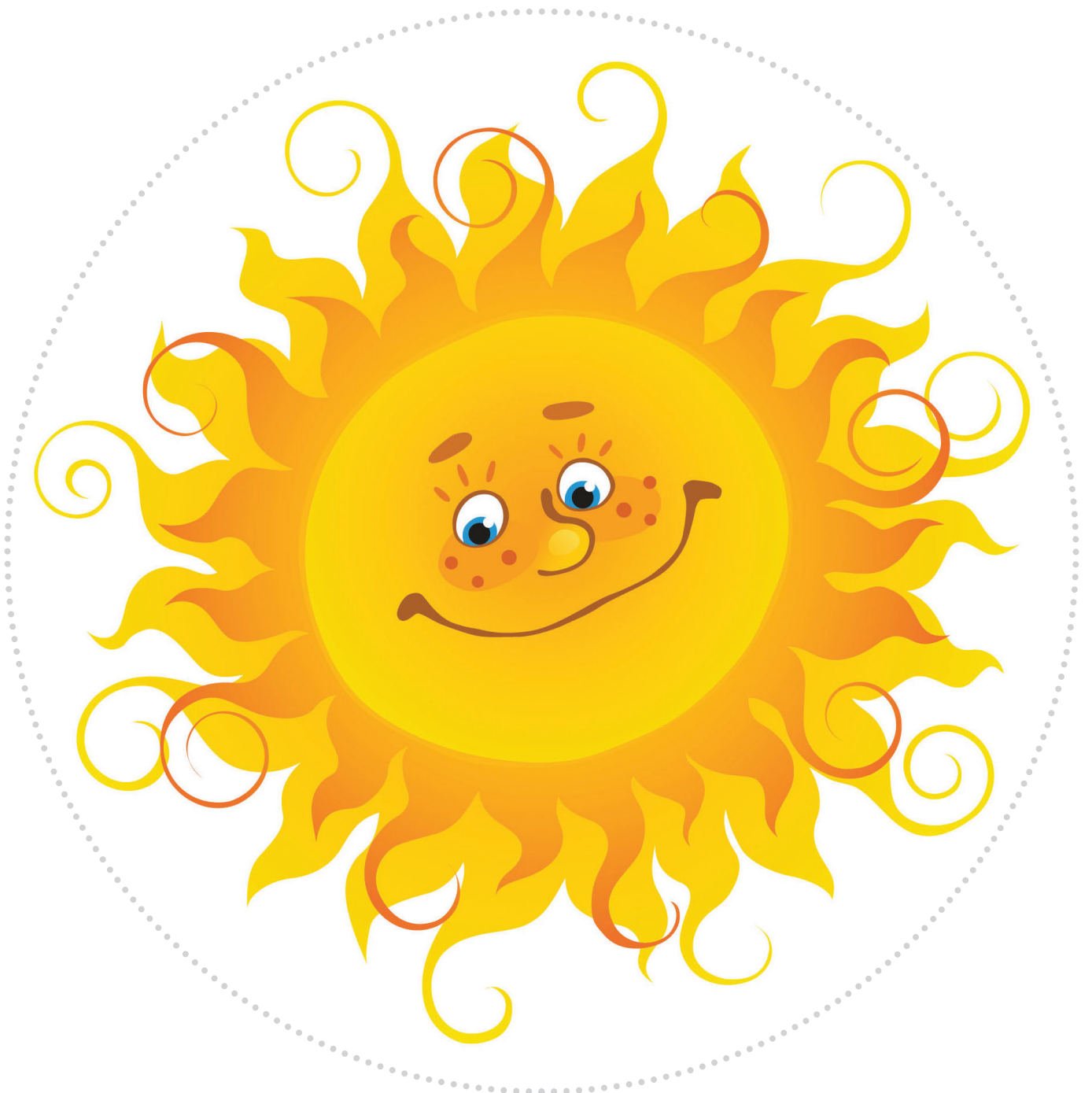




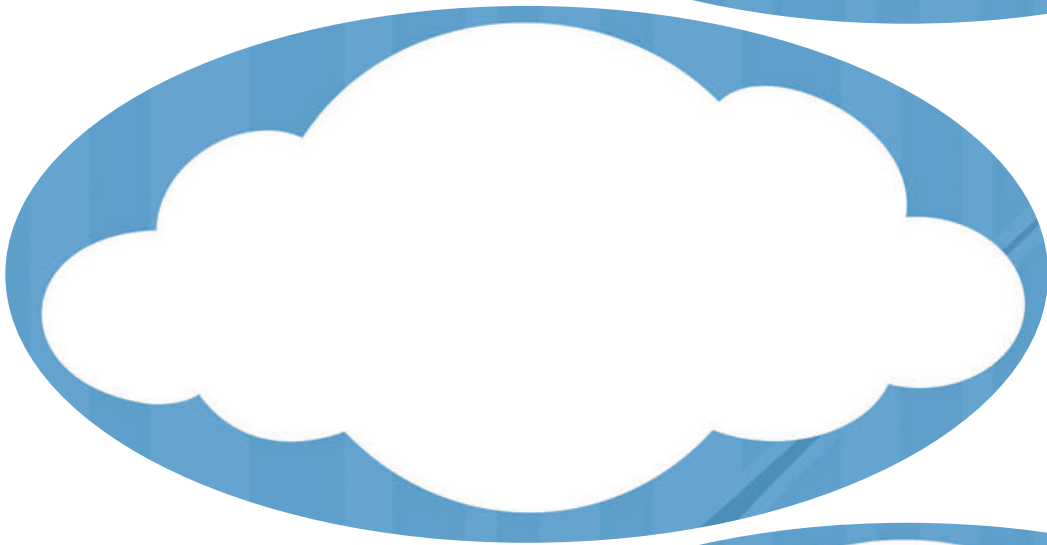
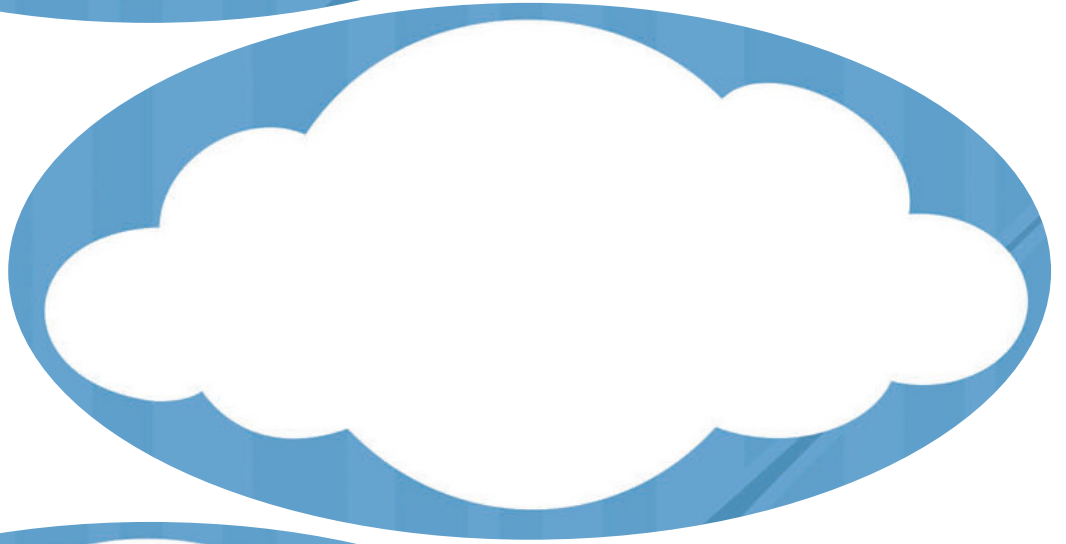
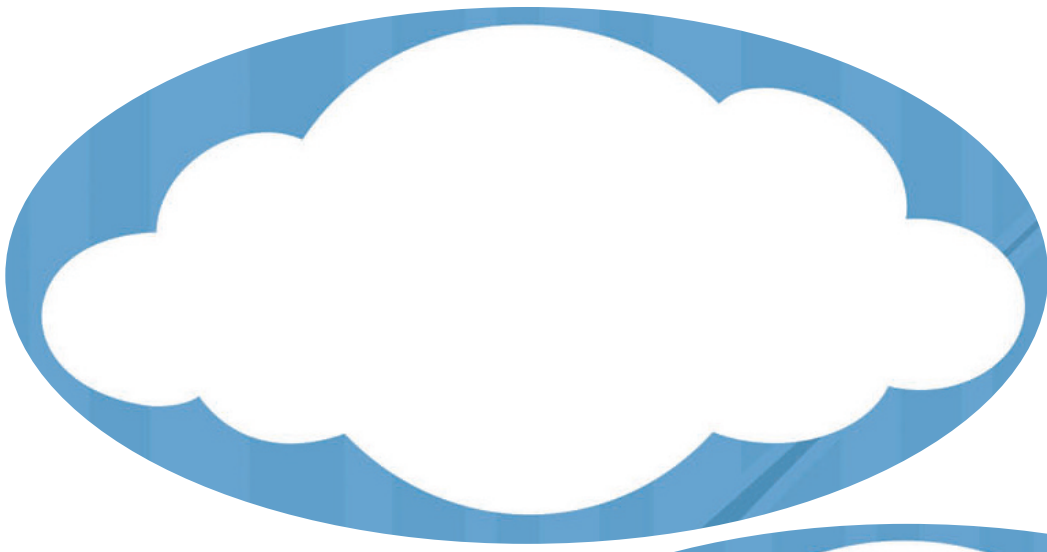
# My feelings

Cut out this sun and a supply of clouds from the following page. Write any worries or concerns you may have on each cloud. Over the next few days discuss your clouds with the teacher. As you become less worried, move your clouds under your sun.

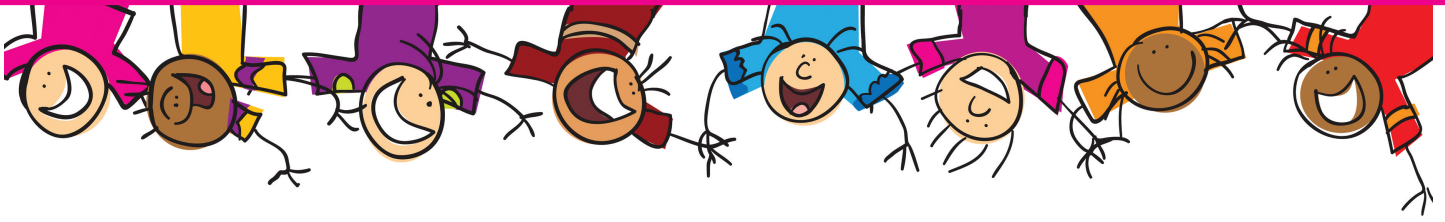
It is OK to have some clouds left.











# My homes

Go to the world map and show us where you have come from.

I have been to \_\_\_\_ primary school(s)

I have lived in \_\_\_\_ homes

dates from/to	home address	school address

This is a useful log for children to carry into later life

Name \_\_\_\_\_ Date \_\_\_\_\_





# My favourites

Music \_\_\_\_\_

Film \_\_\_\_\_

Book \_\_\_\_\_

Place \_\_\_\_\_

Day \_\_\_\_\_

Animal \_\_\_\_\_

TV programme \_\_\_\_\_

Lessons \_\_\_\_\_

Colour \_\_\_\_\_

Sport \_\_\_\_\_

Football team \_\_\_\_\_

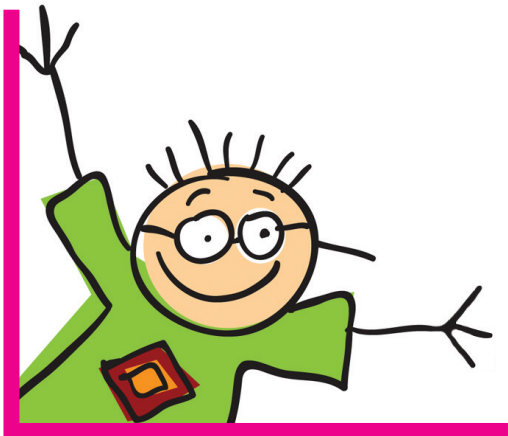
Food \_\_\_\_\_

Famous person \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_









Buckinghamshire County Council  
Transfer Support Team  
King George V Road  
Amersham  
Buckinghamshire HP6 5BY

Tel: 01494 586542  
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[www.buckscc.gov.uk/transfersupport](http://www.buckscc.gov.uk/transfersupport)