

Appendix 67

► Psychologist’s answers to the following questions: “Are there any children who seem to be closer friends to this child or more often seen to be with him/her? If there is any, who are they?”

<i>Child’s name</i>	<i>Educational psychologist’s answer</i>
Ashley (ASH)	Crane (CRA), Bailey (BAI), Casey (CAS)
Bailey (BAI)	Casey (CAS), Crane (CRA), Ashley (ASH)
Cameron (CAM)	—
Casey (CAS)	Bailey (BAI), Drew (DRE)
Crane (CRA)	Ashley (ASH), Bailey (BAI)
Drew (DRE)	<i>“I couldn’t really say, because I think if Drew choosing, I think he would be happy to be on his own”.</i>
Wen (WEN)	<i>“I think she is still quiet familiar with other boys, Ashley (ASH), Crane (CRA), Bailey (BAI). They came together by C. They are together in class. WEN wants to have more relationships with mainstream children. She doesn’t want others to feel she is different. I think during her own time she would rather be with some of the other girls. I think she has friends who are girls but I have seen her more in formal settings where she is with boys”.</i>

Appendix 68

► Psychologist's answers to the following question: "Does the child have any friendships in secondary school?"

<i>Child's name</i>	<i>Educational psychologist's answer</i>
Ashley (ASH)	<i>"...with Ashley (ASH) although sometimes he will say he has no any friends, you see him with people in computer club and chill-out club sometimes. Ashley (ASH) is rather negative, when you ask him. You know how he is".</i>
Bailey (BAI)	<i>"...he seems happy, he was quiet positive"</i>
Cameron (CAM)	—
Casey (CAS)	<i>"Casey (CAS) seems to be happy being on his own and he doesn't need to interact with other people".</i>
Crane (CRA)	<i>"Crane (CRA) seems very happy with school. He seems to enjoy S.S."</i>
Drew (DRE)	<i>"He seems to prefer being on his own. He doesn't always need to be with other boys. In pupil support the psychologist saw him today and he said "I don't mind being alone".</i>
Wen (WEN)	Not any specific information- <i>"She just said she was enjoying and she was settled down"</i> .

Appendix 69

► Psychologist’s answers to the following question: “Did you have the chance to speak with the child about difficulties with his/her peers in Secondary School? If yes, are there any?”

<i>Child’s name</i>	<i>Educational psychologist’s answer</i>
Ashley (ASH)	Not such conversation.
Bailey (BAI)	Bailey (BAI) not speaking about any difficulties.
Cameron (CAM)	No
Casey (CAS)	<i>“No, and J. (the principle teacher of pupil support) doesn’t say that he has difficulties, so he seems OK”.</i>
Crane (CRA)	<i>“Yes, there was one incident....Crane (CRA) is more likely to engage with other children than Ashley. I think Crane (CRA) knows that he should step in his fixed group. But he finds all students an attraction. His teachers would say to stick with his own peers. With a child he started arguing...older from another group. He seems a much happier child and his parents say he enjoys coming to school more than before”.</i>
Drew (DRE)	Not such interview. (<i>“He seems happy”</i>)
Wen (WEN)	<i>“She did speak about difficulties. WEN is very aware of image and the need to fit in with others. She hates that she has red hair. She speaks about the fact that she feels she is not fitting in”.</i>

Appendix 70

► Psychologist’s answers to the following question: “Do you know if the child keeps contact with any other children by the Social Art Group in Secondary School? If yes, what kind of contact?”

<i>Child’s name</i>	<i>Educational psychologist’s answer</i>
Ashley (ASH)	<i>“In school, yes he does. They see a lot of each other with Crane (CRA), same classes and pupil support class. And the other children with C.D. in pupil support class. (He also keeps contact with mainstream students) ..., because in their classes there is a mixture of children and Ashley (ASH) is very good in sports and P.E. In classes he is mixing with mainstream children”.</i>
Bailey (BAI)	<i>“I think Drew (DRE) as well. But then Drew (DRE) likes to be on his own sometimes.- (Kind of contact) ...just talking in corridors, working together in class/group work, having lunch together”.</i>
Cameron (CAM)	<i>“I think he does because he is in some of their classes, but other than that I am not sure”.</i>
Casey (CAS)	<i>“He probably keeps in touch with most of them, because they are often with children with C.D. - (Kind of contact) Mostly in class, having lunch with them and going at clubs that they are set up at lunch time, when they are finished eating”.</i>
Crane (CRA)	Casey (CAS), Drew (DRE), Wen (WES) and Alexis (ALE) - Kind of contact: <i>“In classes they stay together during the intervals, they tend to hang around together in general and also in some lunch-time clubs. These are the children he feels comfortable with”.</i>
Drew (DRE)	<i>“I think he is familiar with them but he doesn’t seek them out. He knows who they are and they are in his classes, but he doesn’t seem to need them”.</i>
Wen (WEN)	<i>“WEN is in contact with them constantly. I don’t know whether she would see them out of school. During the intervals, lunch times, corridors I have seen her with other girls from her Primary School”.</i>

Appendix 71

► Parents' answers to the following questions: "Which are the things that are helpful? And why?"

<i>Parents of :</i>	<i>Answer</i>
Ashley (ASH)	Opportunity for discussion about changes
Bailey (BAI)	Opportunity for social interaction- <i>"Needs social skills developed- so ideal situation for him "</i>
Cameron (CAM)	—
Casey (CAS)	Opportunity for social interaction
Crane (CRA)	Opportunity for discussion and social interaction- <i>"Helped focus Crane on changes ahead. I liked the fact that Crane was in a small group finding out about the new school".</i>
Drew (DRE)	Opportunity for discussion about changes and feelings
Wen (WEN)	Opportunity for discussion- reflection and social interaction

Appendix 72

► Parents' answers to the following question: "Do you think that this programme is helpful during his/her transition from primary to secondary school?"

<i>Parents of :</i>	<i>Answer</i>
Alexis (ALE)	Yes
Blair (BLA)	Yes, but not necessary
Brett (BRE)	Yes
Coby (COB)	Not necessary- <i>"I think he would have settled in quiet well without this course"</i>
Jamie (JAM)	Yes
Jerry (JER)	
Teagan (TEA)	

Appendix 73

Table 7.19 Students’ answers to the following question: “Who are the children you like more to be with in your secondary school?”

Student’s Name		Answer
Students with C.D.	Ashley (ASH)	Not knowing
	Bailey (BAI)	
	Cameron (CAM)	ALE and 1 not in SAG student (Michael)
	Casey (CAS)	Drew (DRE) and Crane (CRA)
	Crane (CRA)	Casey (CAS) and Drew (DRE)
	Drew (DRE)	Casey (CAS)
	Wen (WEN)	1 not in SAG student (Rachel)
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Coby (COB)
	Brett (BRE)	3 not in SAG students
	Coby (COB)	Blair (BLA)
	Jamie (JAM)	3 not in SAG students
	Jerry (JER)	2 not in SAG students
	Teagan (TEA)	

Appendix 74

► Students' answers to the following question: "Who is your favourite friend in your secondary school?"

Student's Name		Answer
Students with C.D.	Ashley (ASH)	Crane (CRA)
	Bailey (BAI)	<i>"John, because he understands what I'm saying."</i>
	Cameron (CAM)	ALE and 1 not in SAG student (Michael)
	Casey (CAS)	Drew (DRE) and Crane (CRA)
	Crane (CRA)	Casey (CAS) and Drew (DRE)
	Drew (DRE)	Casey (CAS)
	Wen (WEN)	2 not in SAG students
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Coby (COB)
	Brett (BRE)	3 not in SAG students
	Coby (COB)	Blair (BLA)
	Jamie (JAM)	2 not in SAG students
	Jerry (JER)	
	Teagan (TEA)	

Appendix 75

► Students' answers to the following question: "What activities do you share with these children in the new school?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	<i>"Ict, Art and Maths"</i>
	Bailey (BAI)	Not knowing
	Cameron (CAM)	Lunchtime.
	Casey (CAS)	Computer games and lunchtime.
	Crane (CRA)	
	Drew (DRE)	<i>"I play stickball on the computer with Casey"</i>
	Wen (WEN)	<i>"I meet her at lunchtimes"</i> .
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Break-time and lunch-time.
	Brett (BRE)	Lunch-time.
	Coby (COB)	Break-time and lunch-time.
	Jamie (JAM)	Computer games and lunchtime.
	Jerry (JER)	Lunch-time.
	Teagan (TEA)	

Appendix 76

► Students' answers to the following question: "Who are the children you like more to be with in your secondary school?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	Crane (CRA) and Drew (DRE).
	Bailey (BAI)	<i>"John (not in SAG), Casey (CAS) and Nicholas (not in SAG) because I think they're good friends and like to talk with me".</i>
	Cameron (CAM)	<i>"Alexis (ALE) and Adrian (not in SAG)"</i>
	Casey (CAS)	Drew (Dre) and (CRA) Crane.
	Crane (CRA)	Casey (CAS) and Drew (DRE).
	Drew (DRE)	<i>"Fraser (not in SAG), Bailey (BAI), Casey (CAS)"</i>
	Wen (WEN)	2 not in SAG students
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Coby (COB)
	Brett (BRE)	3 not in SAG students
	Coby (COB)	Blair (BLA)
	Jamie (JAM)	3 not in SAG students
	Jerry (JER)	2 not in SAG students
	Teagan (TEA)	

Appendix 77

► Students' answers to the following question: "Who is your favourite friend in your secondary school?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	Crane (CRA) and Drew (DRE).
	Bailey (BAI)	<i>"John, because he's blind and when he says something which makes me laugh just laugh with him".</i>
	Cameron (CAM)	<i>"Alexis (ALE) and Michael"</i>
	Casey (CAS)	Drew (DRE) and Crane (CRA)
	Crane (CRA)	Casey (CAS), Drew (DRE) and Bailey (BAI)
	Drew (DRE)	1 not in SAG student (Fraser)
	Wen (WEN)	2 not in SAG students
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Coby
	Brett (BRE)	3 not in SAG students
	Coby (COB)	Blair
	Jamie (JAM)	2 not in SAG students
	Jerry (JER)	3 not in SAG students
	Teagan (TEA)	2 not in SAG students

Appendix 78

► Students' answers to the following questions: "Do you have classmates from the Social Art Group? If yes, who are they?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	WEN and Crane (CRA).
	Bailey (BAI)	Cameron (CAM), Casey (CAS) and Drew (DRE).
	Cameron (CAM)	Bailey, Crane, Drew and Casey.
	Casey (CAS)	Bailey (BAI), Drew (DRE), Ashley (ASH), WEN, Crane (CRA) and Cameron (CAM).
	Crane (CRA)	Ashley (ASH) and WEN.
	Drew (DRE)	Bailey (BAI), Casey (CAS), Crane (CRA) and Ashley (ASH).
	Wen (WEN)	Cameron (CAM)
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Coby (COB)
	Brett (BRE)	Jerry (JER)
	Coby (COB)	Blair (BLA)
	Jamie (JAM)	No
	Jerry (JER)	Brett (BRE)
	Teagan (TEA)	No

Appendix 79

► Students' answers to the following question: "What activities do you share with your favourite friends from the Social Art Group in the new school?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	<i>"Ict"</i>
	Bailey (BAI)	Not being certain.
	Cameron (CAM)	Not understanding question.
	Casey (CAS)	Computer games and lunchtime.
	Crane (CRA)	
	Drew (DRE)	<i>"We all go to the SI base"</i>
	Wen (WEN)	Lunch-time
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Break-time and lunch-times.
	Brett (BRE)	Break-times.
	Coby (COB)	Break-time and lunch-times.
	Jamie (JAM)	Break-time
	Jerry (JER)	Computer games and lunchtime.
	Teagan (TEA)	Lunch-time.

Appendix 80

► Students' answers to the following question: "How often are you with your favourite friends from the Social Art Group in the new school?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	Sometimes
	Bailey (BAI)	<i>"A couple of times"</i>
	Cameron (CAM)	Not understanding question.
	Casey (CAS)	Very often
	Crane (CRA)	
	Drew (DRE)	<i>"a few classes"</i>
	Wen (WEN)	<i>"every second day"</i>
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Very often
	Brett (BRE)	Often
	Coby (COB)	Very often
	Jamie (JAM)	Sometimes
	Jerry (JER)	Very often
	Teagan (TEA)	Sometimes

Appendix 81

► Students' answers to the following questions: "If you think that SAG will help you during your transfer to secondary school, in which things will SAG help you? And why?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	—
	Bailey (BAI)	<i>"Learning about the new school and looking at the photographs."</i>
	Cameron (CAM)	<i>"What classes in the school because I did not you much" (?)</i>
	Casey (CAS)	<i>"Learning about the new people because I know the people who are going to senior school."</i>
	Crane (CRA)	<i>"Able to relate more now to secondary school."</i>
	Drew (DRE)	<i>"because it helped me to learn more about the new school and to meet some boys and girls"</i>
	Wen (WEN)	<i>"pictures of the school", "the prices for lunches", "socialising about school"</i>
Mainstream peers	Alexis (ALE)	<i>"In knowledge so that you know about it" and "meeting other students"</i>
	Blair (BLA)	<i>"might help with art"</i>
	Brett (BRE)	—
	Coby (COB)	<i>"might help with art"</i>
	Jamie (JAM)	<i>"other children"</i>
	Jerry (JER)	<i>"learned about the building, because you will now more people"</i>
	Teagan (TEA)	<i>"It will tell me a little of the NEW BUILDING"</i>

Appendix 82

► Students' answers to the following questions: "Do you think that the Social Art Group has helped you during your transfer from primary to secondary school?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	<i>"I don't know."</i>
	Bailey (BAI)	Yes
	Cameron (CAM)	<i>"They made me excited."</i>
	Casey (CAS)	Yes
	Crane (CRA)	
	Drew (DRE)	
	Wen (WEN)	<i>"Yes, definitely"</i>
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Being absent.
	Brett (BRE)	Yes
	Coby (COB)	Being absent.
	Jamie (JAM)	Yes
	Jerry (JER)	
	Teagan (TEA)	

Appendix 83

► Students' answers to the following questions: "What are the things in the programme that have helped you? And why?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	<i>"Some of the teachers help, because some of the questions are hard."</i>
	Bailey (BAI)	<i>"The programme helped me with some art skills", making new friends in this group.</i>
	Cameron (CAM)	<i>"Swip cards and how school looks."</i>
	Casey (CAS)	<i>"Making masks"</i>
	Crane (CRA)	<i>"reading, art", making new friends in this group.</i>
	Drew (DRE)	<i>"It helped me learn things", making new friends in this group.</i>
	Wen (WEN)	<i>"learning about teachers and school, and me.", making new friends in this group.</i>
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Being absent.
	Brett (BRE)	<i>"I have a lot more courage."</i>
	Coby (COB)	Being absent.
	Jamie (JAM)	Having fun.
	Jerry (JER)	Learning information about new school, knowing more people.
	Teagan (TEA)	<i>"Doing art, because it's fun."</i>

Appendix 84

► Students' answers to the following question: "Do you believe that you could help children of this group, if they had a problem, such as homework or finding a room?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	<i>"Maybe. Wen would need help, because she is always late."</i>
	Bailey (BAI)	<i>"Well, I will probably sort out if they don't know what to do"</i>
	Cameron (CAM)	<i>"Yes, well I try. If I couldn't, ask the teacher."</i>
	Casey (CAS)	Not knowing.
	Crane (CRA)	Being absent.
	Drew (DRE)	Not knowing.
	Wen (WEN)	<i>"I would feel willing to help everyone in the group. I would be nice to them and help them...even though some people don't like me and I don't like them. Do you like me?"</i>
Mainstream peers	Alexis (ALE)	<i>"Yes, I would. If they had a problem, I would read out to them. If they had a problem understanding homework, I would explain to them."</i>
	Blair (BLA)	Yes.
	Brett (BRE)	Being absent.
	Coby (COB)	Yes.
	Jamie (JAM)	
	Jerry (JER)	<i>"Yes, I would tell them to ask their teacher."</i>
	Teagan (TEA)	<i>"Yes, I would tell them what to do. I wouldn't do it for them."</i>

Appendix 85

► Students' answers to the following question: "Do you believe that you could help children of this group, if they were bullied?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	<i>"No. If I stopped them from bullying, these boys, they would bully me."</i>
	Bailey (BAI)	<i>"Mm...I think so. Or maybe."</i>
	Cameron (CAM)	<i>"I will try. If they were getting bullied, I would try but then I would tell my pupil support teacher."</i>
	Casey (CAS)	<i>"I don't know. I would just ignore them."</i>
	Crane (CRA)	Being absent.
	Drew (DRE)	<i>"I would just say 'Break up', 'Break up'."</i> He also mentioned 2 examples of bullying: one about Bailey and one about himself.
	Wen (WEN)	<i>"Yes, if they were younger, I would try to talk to them, to put sense to them. If they were older, I would grasp them".</i>
Mainstream peers	Alexis (ALE)	<i>"Yes, if they were younger, I would tell them to stop bullying them. If they were older, I would tell an adult."</i>
	Blair (BLA)	<i>"I'm not sure."</i>
	Brett (BRE)	Being absent.
	Coby (COB)	<i>"Yes, I would help them find a teacher to help them."</i>
	Jamie (JAM)	Not knowing.
	Jerry (JER)	<i>"Yes, probably...I would tell to tell them to their mum..."</i>
	Teagan (TEA)	<i>"Yes, probably tell them to go to the pupil support and tell them."</i>

Appendix 86

► Students' answers to the following question: "Would it be easier to help a child from the Social Art Group than any child in your school?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	<i>"What if we were not allowed to help them?...That would be up to the teacher, because I have to do what the teacher says, because, if I wouldn't do this, I would get in trouble."</i>
	Bailey (BAI)	Not knowing.
	Cameron (CAM)	<i>"If I felt that he was my friend, yes. Because if he wasn't my friend, I went up. (?) No, it wouldn't make any difference."</i>
	Casey (CAS)	<i>"I will have to do what the teacher says."</i>
	Crane (CRA)	Being absent.
	Drew (DRE)	Not any answer given.
	Wen (WEN)	<i>"I would help, as well."</i>
Mainstream peers	Alexis (ALE)	<i>"Yes, I would help them. If they were being bullied, I would stand up for them."</i>
	Blair (BLA)	<i>"Yes, I would know them a bit better."</i>
	Brett (BRE)	Being absent.
	Coby (COB)	<i>"It depends. Sometimes children are easier and sometimes they aren't in the SAG."</i>
	Jamie (JAM)	Yes.
	Jerry (JER)	<i>"Yes, because you know the people in the SAG. That helps you to come together."</i>
	Teagan (TEA)	<i>"Yes, probably, because you know the other person and the other person also knows you."</i>

Appendix 87

► Students' answers to the following question: "Was being part of this group made it easier for you to feel that you can seek help from other children?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	Not knowing.
	Bailey (BAI)	<i>"Yes, probably yes."</i>
	Cameron (CAM)	<i>"I may feel that I could ask for help easier now. You ask the pupil support, when you need help."</i>
	Casey (CAS)	Not knowing.
	Crane (CRA)	Being absent.
	Drew (DRE)	<i>"Maybe...I don't know if I want it or not."</i>
	Wen (WEN)	Yes.
Mainstream peers	Alexis (ALE)	
	Blair (BLA)	Not knowing.
	Brett (BRE)	Being absent.
	Coby (COB)	Yes.
	Jamie (JAM)	<i>"I think yes."</i>
	Jerry (JER)	Yes.
	Teagan (TEA)	

Appendix 88

► Students' answers to the following question: "In what ways has the SAG encouraged you to feel that you can seek help from other children?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	Not knowing.
	Bailey (BAI)	<i>"Helped me to learn some art, a few art skills and learn about models and drawings."</i>
	Cameron (CAM)	<i>"Understand more people. People in a different school. How to understand them."</i>
	Casey (CAS)	<i>"About new people, about new friends."</i>
	Crane (CRA)	Being absent.
	Drew (DRE)	<i>"I came to help me, but I don't know how it helped me."</i>
	Wen (WEN)	<i>"I met different people that I could talk about different things."</i>
Mainstream peers	Alexis (ALE)	<i>"I have some friends in the group."</i>
	Blair (BLA)	Not applicable.
	Brett (BRE)	Being absent.
	Coby (COB)	<i>"I've got used to people from different schools, when I was in primary school."</i>
	Jamie (JAM)	Not any answer given.
	Jerry (JER)	<i>"It helped me make new friends."</i>
	Teagan (TEA)	<i>"because I know the other people."</i>

Appendix 89

► Students' answers to the following question: "Would it make any difference for your transition to secondary school if you haven't been part of the Social Art Group?"

Student's Name	Answer	
Students with C.D.	Ashley (ASH)	<i>"No, I would have wanted the school to shut down".</i>
	Bailey (BAI)	<i>"I wouldn't have any answers for this because I am glad I have taken part in the SAG."</i>
	Cameron (CAM)	<i>"Well yes. You get a harder work. It helps you because without the work, you wouldn't know about the senior school. You discussed about this each week."</i>
	Casey (CAS)	Not knowing.
	Crane (CRA)	Being absent.
	Drew (DRE)	<i>"I think so."</i>
	Wen (WEN)	<i>"Yes, I think that the SAG helped a lot, because you get introduced to the staff and we learnt about the school. I think it helped a lot".</i>
Mainstream peers	Alexis (ALE)	<i>"No, not really. Because I haven't heard many things by the teachers when I was in primary school."</i>
	Blair (BLA)	<i>"I think it really helped, because the staff and lunch and all these things I already knew how it was going to look."</i>
	Brett (BRE)	Being absent.
	Coby (COB)	<i>"I am not sure, because I have been part of it."</i>
	Jamie (JAM)	<i>"Yes and no. Kind of yes, but no really. Yes, because I made more friends. No, because I already had, I would be OK, if I just came up."</i>
	Jerry (JER)	<i>"Yes, because I made new friends and it helped me a lot to feel a bit better."</i>
	Teagan (TEA)	<i>"Yes and no. We said more things about the school. And no, because in class they still tell you about it."</i>

Appendix 90

► Students' answers to the following question: "What best piece of advice you could give to another child, if they were preparing to make that transition from primary to secondary school?"

	Student's Name	Answer
Students with C.D.	Ashley (ASH)	<i>"I don't know yet....Just go, because my mum makes me, because she knows my weakness."</i>
	Bailey (BAI)	Not any answer given.
	Cameron (CAM)	<i>"Tell them what you discussed to us."</i>
	Casey (CAS)	Not knowing.
	Crane (CRA)	Being absent.
	Drew (DRE)	<i>"Work hard and you will get a better job."</i>
	Wen (WEN)	<i>"It's really, really good and the teachers are very, very nice and if they had a problem, they would go to the pupil support teachers."</i>
Mainstream peers	Alexis (ALE)	<i>"Tell them about it really."</i>
	Blair (BLA)	<i>"If you are not sure, ask."</i>
	Brett (BRE)	Being absent.
	Coby (COB)	<i>"Don't worry, if you get lost, because teachers will understand."</i>
	Jamie (JAM)	<i>"To ask about staff."</i>
	Jerry (JER)	<i>"Ask questions to you or M. Can I add? I forgot about it. Ask a lot of questions and don't be shy about it."</i>
	Teagan (TEA)	<i>"Just ask an adult about it."</i>

Appendix 91

- Students' answers to the following questions: "What did you like more? Why?"

Student's Name		Answers	
Students with C.D.	Ashley (ASH)	Art activities	Having fun
	Bailey (BAI)		
	Cameron (CAM)	Circle of friends	Enjoying discussion
	Casey (CAS)	Activity with masks	Having fun
	Crane (CRA)	Art activities	Having fun
	Drew (DRE)		
	Wen (WEN)		
Mainstream peers	Alexis (ALE)	Having stopped taking part.	
	Blair (BLA)	Art activities	Having fun
	Brett (BRE)		
	Coby (COB)		
	Jamie (JAM)		
	Jerry (JER)		
	Teagan (TEA)		

Appendix 92

► Students' answers to the following questions: "What did you like less or you didn't like at all? Why?"

Student's Name		Answers	
Students with C.D.	Ashley (ASH)	Filling questionnaires	Not any answer given.
	Bailey (BAI)	The texture of glue	Being sticky.
	Cameron (CAM)	Not any answer given.	
	Casey (CAS)		
	Crane (CRA)		
	Drew (DRE)	Filling questionnaires	Being tiring.
	Wen (WEN)		Being boring
Mainstream peers	Alexis (ALE)	Having stopped taking part.	
	Blair (BLA)	Filling questionnaires	Not any answer given.
	Brett (BRE)	Not any answer given.	
	Coby (COB)	Filling questionnaires	Not any answer given.
	Jamie (JAM)		Being tiring.
	Jerry (JER)	Not any answer given.	
	Teagan (TEA)		

Appendix 93

► Students' answers to the following question: "If you could change something in this programme, what would this be?"

Student's Name		Answer
Students with C.D.	Ashley (ASH)	Fewer questionnaires
	Bailey (BAI)	Not any answer given.
	Cameron (CAM)	
	Casey (CAS)	
	Crane (CRA)	Maths to be added
	Drew (DRE)	Having sweets in sessions.
	Wen (WEN)	Fewer questionnaires
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Not any answer given.
	Brett (BRE)	A visit to the school.
	Coby (COB)	Not any answer given.
	Jamie (JAM)	
	Jerry (JER)	
	Teagan (TEA)	Teachers of secondary school joining some sessions.

Appendix 94

► Students' answers to the following question: "Is there anything that you would like to be included in the programme?"

Student's Name		Answer
Students with C.D.	Ashley (ASH)	No
	Bailey (BAI)	
	Cameron (CAM)	"Hope"
	Casey (CAS)	No
	Crane (CRA)	<i>"Maths, some subjects"</i>
	Drew (DRE)	No
	Wen (WEN)	<i>"More sweets."</i>
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	No
	Brett (BRE)	<i>"No, it's brilliant."</i>
	Coby (COB)	No
	Jamie (JAM)	
	Jerry (JER)	
	Teagan (TEA)	

Appendix 95

► Parents' answers to the following question: "Do you believe that your child enjoyed his/her participation in this programme?"

	Parent of	Answer
Students with C.D.	Ashley (ASH)	Yes.
	Bailey (BAI)	
	Cameron (CAM)	Data not collected.
	Casey (CAS)	Yes.
	Crane (CRA)	<i>"Yes-very much so"</i>
	Drew (DRE)	Yes.
	Wen (WEN)	
Mainstream peers	Alexis (ALE)	Having stopped taking part.
	Blair (BLA)	Yes.
	Brett (BRE)	
	Coby (COB)	
	Jamie (JAM)	
	Jerry (JER)	
	Teagan (TEA)	

Appendix 96

► Parents' answers to the following questions: "Which part of the programme do you think that he/she liked more? Why?"

	Parent of	Answer	
Students with C.D.	Ashley (ASH)	Art activities	Having fun.
	Bailey (BAI)	<i>"Drawing the new school, writing about subjects he might like- art activities"</i>	<i>"Bailey enjoys drawing"</i>
	Cameron (CAM)	Data not collected.	
	Casey (CAS)	<i>"Mask making"</i> - art activities	Having fun.
	Crane (CRA)	<i>"Mask making"</i>	Not any answer given.
	Drew (DRE)	Art activities	Having fun.
	Wen (WEN)	'Circle of friends'	WEN likes speaking.
Mainstream peers	Alexis (ALE)	Having stopped taking part.	
	Blair (BLA)	Art activities	Having fun.
	Brett (BRE)	Art activities and 'circle of friends'	Not any answer given.
	Coby (COB)	Art activities	Having fun.
	Jamie (JAM)	Art activities - <i>"He enjoyed doing the art things."</i>	Not any answer given.
	Jerry (JER)	Art activities and 'circle of friends'	Having fun and enjoying discussion.
	Teagan (TEA)	"Social activities"	Not any answer given.

Appendix 97

Parents' answers to the following questions: "Which part of the programme do you think that he/she liked less or didn't like at all? Why?"

	Parent of	Answers	
Students with C.D.	Ashley (ASH)	Not any answer given.	
	Bailey (BAI)	<i>"Making masks"</i>	<i>"Didn't like the glue!!"</i>
	Cameron (CAM)	Data not collected.	
	Casey (CAS)	Not any answer given.	
	Crane (CRA)	<i>"Liked it all."</i>	Not applicable.
	Drew (DRE)	Not any answer given.	
	Wen (WEN)		
Mainstream peers	Alexis (ALE)	Having stopped taking part.	
	Blair (BLA)	<i>"Making a video was pointless"</i> , according to Blair (BLA).	
	Brett (BRE)	Not any answer given.	
	Coby (COB)		
	Jamie (JAM)	<i>"He didn't like the talk at the end"</i>	Not any answer given.
	Jerry (JER)	<i>"He liked everything."</i>	
	Teagan (TEA)	<i>"Do not know."</i>	Not applicable.

Appendix 98

→ Question 1: What were the positive things in your first months in the senior school?

Students with Communication Difficulties

It would be interesting to report some of students' answers exactly as they were given. Bailey gave the following answer: "*My first positive thing was English because I like writing and reading*". Wen's response was: "*That my friends were with me and the teachers were nice*". Ashley answered: "*Nothing*". Drew replied in this way: "*That it was a new big school and that I could use a scot card to pay for your lunch*". Cameron, Casey and Crane referred to the fact that the new school was a nice, big building.

Mainstream Students

There were a variety of topics mentioned by mainstream students. These topics were:

- New modern building- good facilities
- Seeing friends- Making new friends
- New, more interesting subjects- good Physical Education
- Nice teachers
- Moving from class to class- Changing teachers
- A lot of support, when students need it.

All students stated that they liked the new modern building. More specifically Blair added that it had good facilities. Coby answered that one of the positive things in the new school was seeing friends from primary school. Blair, Jamie and Jerry replied in this question that they had made new friends. Blair and Teagan answered that the new subjects were new and more interesting. Brett, Coby and Jamie responded that they liked a lot Physical Education in the new school. Jerry regarded as positive the fact that students had to move from class to class changing teachers. Teagan and Alexis avowed that there were nice teachers in the new school. Additionally, Alexis affirmed that there was a lot of support provided to students, when they needed it.

→ Question 2: Did you have any kind of difficulties in your first months in the senior school with new building, subjects, school programme, teachers, other students, free/play time, food/lunch time, noise? Any others: If yes, please explain.

All SAG Students

In the following table overall data are being given.

Table Students’ choices in question “Did you have any kind of difficulties in your first months in the senior school with...?”

	New Building		Subjects		School Programme		Teachers		Other Students		Free/play Time		Food/lunch Time		Noise	
	Difficulty	No Difficulty	Difficulty	No Difficulty	Difficulty	No Difficulty	Difficulty	No Difficulty	Difficulty	No Difficulty	Difficulty	No Difficulty	Difficulty	No Difficulty	Difficulty	No Difficulty
Total	6	8	8	6	4	10	1	13	5	9	2	12	7	7	3	11
Total with CD	2	5	3	4	3	4	0	7	4	3	1	6	3	4	1	6
Mainstream Total	4	3	5	2	1	6	1	6	1	6	1	6	4	3	2	5

Supplementary Comments by All SAG Students

There were not any other comments made by students with communication difficulties. The majority of mainstream students did not make any other comments apart from Teagan and Brett. Teagan added: “*The stair way was very cramped and very busy, it was hard to get down/up stairs*”. Brett gave explanations about his choices by writing: “*Not enough free play time. Busy lunch. Very noisy*”.

→ Question 3: Did you have any kind of help during your first months in the senior school? If yes, please explain. If yes, was this really helpful?

Students with Communication Difficulties

Bailey gave the following answers: “*Maths, because I get a struggle at the sums*”- “*Well, Mr. M. usually helps me at the questions that I’m stuck at*”. Drew answered that some teachers had helped him and that this was helpful. Michael did not answer at all. All the other students with C.D. (Cameron, Casey, Crane and Wen) referred to the important help provided by the pupil support teacher. More specifically Wen

answered: *“My pupil support teacher helped me find my way around the school. She was really helpful”*.

Mainstream Students

Blair, Brett, Coby, Jamie, Jerry and Teagan mentioned the help provided by ‘6th years’ who guided students to their classes for the first week. All these students believed that this was very helpful. Jerry also referred to the assistance by his older brother. Additionally, Alexis and Blair highlighted the help by the pupil support teacher. Alexis explained that he needed help to plan his homework. Both students considered the pupil support teacher helpful.

→ Question 4: Would you like anything to have been different?

Students with Communication Difficulties

Apart from Bailey, all other students replied no. Bailey, gave the written answer *“probably”*, without giving any more explanations.

Mainstream Students

Alexis, Blair, Coby and Jamie replied no. Brett, Jerry and Tiffany referred to the fact that they would like lunch time to have been longer. More specifically Jerry wrote: *“longer lunch to allow for queues”* and Teagan replied *“I like the school the way it is but the lunch queue could be less hectic”*.

→ Question 5: Would you like to have had any other kind of help?

Students with Students with Communication Difficulties

Ashley, Cameron and Crane replied yes. Bailey gave the answer *“probably yes”*. Casey, Drew and Wen responded in a negative way.

Mainstream Students

Alexis, Blair, Coby, Jerry and Teagan answered no. Brett answered that it would have been better if students had been given maps of the school. Jamie replied *“a bit more time to get to classes for the first month”*.

→ Question 6: Who are the children you like more to be with in your secondary school?

Students with Communication Difficulties

Ashley and Bailey replied that they do not know. Wen and Cameron mentioned names of children who did not take part in SAG. Drew mentioned Casey. Casey mentioned Ashley and Drew. Crane chose Ashley and Casey.

Mainstream Students

Blair and Coby chose each other. Brett mentioned Jerry and two other students who did not belong to SAG. Jerry chose Brett and one other student who did not take part in SAG. Alexis, Jamie and Teagan referred to some classmates who did not participate in SAG.