# START Questionnaire – Adapted from UCL STARS Study

*Original questionnaire here:* [*https://www.ucl.ac.uk/pals/sites/pals/files/start\_questionnaire.pdf*](https://www.ucl.ac.uk/pals/sites/pals/files/start_questionnaire.pdf)

A study of 2000 children making the transition to secondary school showed that the ratings primary school teachers give on the START questionnaire is a very reliable way of predicting how well children do academically and socially at secondary school. We have adapted the questionnaire slightly, adding an extra column to consider the impact of Covid-19 on each pupil (for example due to bereavements, parental job losses, etc.)

**Scoring:** add up the five scores. Scores of 14 or less suggest targeted transition support may be appropriate. Scores of 12 or less suggest specialist transition support may be appropriate. A score of 1 or 2 in any area should be discussed with the secondary school SENCO.

*Example:*

***Do you expect this child to settle in well at secondary school in the following areas?***

*1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; 5 = Strongly agree*

*For the final question: 1 = significant impact on child/family, 3 = moderate impact on child/family, 5 = child and family have coped well, no particular concerns raised*

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| ***Name of pupil*** | ***Academically*** | ***Socially, with peers*** | ***Socially, with teachers*** | ***To the new routine*** | ***Impact of Covid-19***  | ***Total score*** |
| *Adam A* | *4* | *5* | *3* | *4* | *5* | *21* |
| *Bob B* | *2* | *4* | *3* | *2* | *3* | *14* |
| *Clare C* | *1* | *5* | *3* | *3* | *5* | *17* |
| *Doris D* | *5* | *1* | *3* | *2* | *1* | *12* |

*In this example, Doris may benefit from a specialist approach to transition and Bob from a targeted approach. Bob, Clare and Doris should all be discussed with the secondary SENCO.*

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| --- | --- |
| **School** |  |
| **Teacher** |  |
| **Class** |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Name of pupil** | **Academically** | **Socially, with peers** | **Socially, with teachers** | **To the new routine** | **Impact of Covid-19**  | **Total score** |
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