



Schools



May 2024

Please share with your colleagues

Transitions

When we think of transition, we often think of the change from primary to secondary school. However, transition is any change in an individual's situation. Transitions happen both on a daily basis (micro transitions) and at key times in a child's life (macro transitions.) Times of transition can be stressful no matter how big or small, the transition may be. Many children can find times of transition difficult, but they can be more challenging for learners with autism. This can be due to a variety of reasons, including anxiety around the unknown; difficulties with social understanding, difficulty predicting what will happen next, sensory differences, communication differences and difficulty picking up on cues from other children. Easy strategies that can be employed for micro-transitions include:

Allow extra time – it's harder to remain regulated if we feel rushed.

Consider how necessary the transition is – would it be better to move a different group of children for an intervention group or could the provision be accessed in the same space?

Consistent approach by staff – have similar routines in all classrooms.

Think about language – be clear about the order of instructions and make sure you explain what you need them to do, rather than what you don't!

Use of motivators – make sure it's motivating for them and improves their wellbeing rather than just expecting them to conform.

Symbols/ photos/ objects of reference / Communication books – pictures stay, words disappear.

Consider sensory needs – what is the sensory environment like where they're going and in between?

Reduce amount the child must process – think sensory, language and emotions.

Teach essential skills – be proactive.

Our ND Advocates created a list of ideas for Macro-transitions which we've shared with this bulletin.

Helpful Resources

We have some great resources to support transitions and reduce anxiety on our Local Offer page – scan the QR code below. Other recommended resources include: [Young Minds](#), [Class Transitions Book List](#), [Ready for Secondary](#), [The OT Toolbox](#), [BBC Bitesize](#), [BBC Teach](#), [Happy Learners Social Stories](#) and [TES](#).

Forthcoming CPD

Thursday 16/05/24 – 3.45pm Interoception webinar

Monday 01/07/24 – 3.45pm Creating a neurodiverse friendly classroom

Links shared with your school contact.



Supported by:



For more information and resources visit:
www.autismeducationtrust.org.uk



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Trust**

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Forthcoming ND Advocates training

We will send dates/ venue information when we have confirmed bookings

Autumn Term

Face-to-face training: Cohort 3 Day 2
Cohort 5 Day 1 - apply below

Webinars: Toileting
Play development
Anxiety

Spring Term

Face-to-face training: Cohort 4 Day 2
Cohort 6 Day 1

Would you like to improve awareness, acceptance and understanding of Autism in your setting? Has your ND Advocates moved to a new post – we can train a new one for FREE!

ND Advocates Cohort 5 training will take place in Autumn 2024.

Please contact
ND.Advocates@derbyshire.gov.uk
for more information.

We have
Autism
Advocates in
76% Derbyshire
schools!

They've helped
to train over
6500 educators
in Derbyshire
schools!



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Macro Transition Ideas created by our ND Advocates

Don't forget about the transition resources on our Local Offer page!

Ordinarily Available

- photos taken of new teachers and classrooms shared before new children start
- future TA's get to know children when they're in their current classroom environment
- staff visiting pupils in current setting
- connection time activities during key-stage transitions
- real life skills for Y6- using the bus to get to secondary school, looking at partnering children together
- Relationship Aware- a project to support transition in EYFS to R. Each child gets a teddy
- nursery involved with extra transitions to EYFS Y6 transition curriculum
- Y5 days at local secondary school (science/sports/cooking) gives a taste of secondary school.
- pop into classes – swap with current teacher for a while.
- calendar showing countdown to moving spaces
- 'Confident Me' resource for Y6
- asking the children what they'd like to see/ do
- colour coded timetable – colours link to the colour of the exercise book to be packed in their bag
- meeting other Y6 pupils within the academy
- objects of reference used to make links to school for chn who need e.g. tiger for tiger class etc.
- all about me activities
- transition days
- making a book
- meeting staff
- Teddy Bears Picnic with transition bears
- fun activities
- handover of pupil information
- teachers invited to meet nursery children for a picnic
- close links with feeder schools
- transition mornings to each year group
- information booklet with visuals
- postcards to transition students
- question and answer box
- previous students returning to school, e.g Y3 to infant or Y7 to junior.
- FAQ on website
- small group visits
- photo pack on website
- meet significant adults

Getting to know routines

- picking new peg, new tray, new seating
- using a timetable
- knowing where they will sit at the start of term
- packing bag created by school
- getting to know classroom routines
- consistent approaches to visual timetables etc throughout school

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Getting to know a new site

- lots of time spent in the new school environment
- using a map of the site/ journey to school
- staff across both sites who are familiar
- Photographs/ videos of different settings
- regular trips to different settings
- video journeys around the school
- practice moving around school site
- identify safe spaces
- treasure hunts for becoming familiar to new setting
- maps and family tree of staffing
- use of different rooms
- show them how to avoid crowded areas

For parents/ carers

- good communication with parents
- parent visits to meet other parents
- meet the teacher – could be videos on website
- coffee mornings
- prepare parents for increasing independence for the child
- play dates at beginning of term - Stay and Play
- home visits
- asking the parents what they need or if they have transition ideas
- meet key contacts and share contact details

Additional Needs

- additional SEND transition
- visits on quiet days
- keeping in touch days
- adult to support Secondary Transition by visiting with the pupil to include times that they might be worried/ anxious about such as lunchtimes
- annual review meetings
- extra transition sessions throughout the year for vulnerable and SEN
- ELSAs working across Y6 and Y7
- nursery staff invited to SENCO cluster meetings
- supporting move to increased independence – teaching skills and allowing time to embed
- do the Sensory Processing Needs Environmental Audit in the new setting to help plan provision - be aware of masking in the new setting
- phased start for new starters.
- for children who need extra transition tasks or 'jobs' given to pass on messages or take resources to new teacher/classroom etc...
- enhanced transition sessions
- summer schools
- induction weeks
- Social Stories
- One Page Profile or Passport
- transition objects
- Nurture group in new setting
- joint applications for inclusion funding
- visit at the start of term on the INSET day to refamiliarise themselves before everyone else returns and practice their journey to school without the time pressure
- explain why the change will benefit them

