

**Redcar and Cleveland Borough Council - Specialist Teaching Service**

Advisory team for autism and social/communication differences

Transition Support

**Strategies to Support Primary to Secondary Transition - Checklist**

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| **Task** | **Person actioning** | | **Completed** |
| **One to one transition preparation sessions with student** **and familiar member of staff, topics may include:**   * What will be the same/what will be different at secondary school? * Practical life skills eg using public transport, using money/paying for things, morning routine * Social skills (eg friendship and conversation skills) * Promoting coping/calming strategies |  | |  |
| **Virtual tours of provision**  Contact the secondary school to ask if the student can access a virtual tour of their site |  | |  |
| **Transition visits to the provision**   * Organise familiarisation visits with the student, these can be staggered to meet the student’s need ie:  1. meeting one key member of secondary school staff and a short walk around the building 2. next meeting the same member of staff and increasing walk around the building  * Once familiarised, visits should include walking around key areas of the secondary school, visiting some classrooms(for example to begin with the student could visit a classroom that relates to their interests), break and lunch areas, toilet facilities and outdoor areas etc. * Visits will need to take place at a quiet time, avoiding busy break/lunchtimes and lesson changeovers, initially meeting key staff only, one at a time * Adults need to be aware of areas around the building which may cause distress (eg sensory sensitivities to light, noise, smells, busy places etc) |  | |  |
| **Task** | **Person actioning** | | **Completed** |
| **Schedule of transition visits**   * Prepare a written agenda for the student of what will take place during each transition visit * Show this to the student prior to each visit to help prepare them * During the transition visit to school, it is important that this written plan is adhered to, so the student knows what to expect * Even if the student appears relaxed and calm, it is important not to encourage or coax the student into taking part in another activity that is not outlined in the plan of activities |  | |  |
| **Map**   * Organise a map of the new school (colour code subject areas) * Ensure that the student’s safe base is clearly marked on the map * During the transition visits, walk with the student around the building, using the map as a visual guide * At first undertake this activity gradually, practise walking the route to the safe base, then progressively introduce other areas, beginning with those areas that interest the student |  | |  |
| **Key Staff**   * Organise visits of one or two key secondary school staff to meet with the student at school (prepare the student for this using visual aids) * During student transition visits to secondary school, the student should meet with key staff gradually (one/two at a time and on more than one occasion) eg SENDCo, LSA, Class Teacher, Tutor, etc * Provide photos of key staff to the student to help support visually |  | |  |
| **Photographs**  During transition visits, the student may be helped by taking photographs of key staff; classrooms; corridors; safe base and subject areas of interest as a visual aid |  | |  |
| **Mentor**  Identifying a mentor at secondary school may help the student. This member of staff would support the student daily, at a specified time, so the student can share successes and any worries. Ideally this would be someone the student relates well to. |  | |  |
| **Task** | **Person actioning** | | **Completed** |
| **Pupil profile/passport**  Create a pupil profile/passport for the student outlining their strengths, areas of difficulty in subject areas and school life, trigger points and useful management strategies. This profile can then be circulated to secondary school staff for information. |  | |  |
| **Identify/create a take a break area and a safe base**  Identify at secondary school the use of a safe space where the student can withdraw when feeling overwhelmed. This should be a calm, low arousal area. |  | |  |
| **Access to a staffed safe haven during unstructured times**  Identify at secondary school a safe base where the student can go at break and lunchtimes. Activities that are available could be discussed and agreed with the student and their key worker. |  | |  |
| **Prepare a transition pack**  This is a visual aid for the student containing information about the new provision as well as visual supports:   * A map of their new school building(s) – colour code subject rooms and highlight important areas such as the cafeteria, toilets, form rooms etc * An example and explanation of the pupil’s Timetables detailing how to use it, formatted for the level of pupil’s understanding * Secondary school rules and expectations * Travel arrangements * New vocabulary - ‘tutor group’, ‘head of year’, subject-specific vocabulary * Key people - mentor, form tutor, SENCO, who/how to ask for help * Where quiet areas are - library, study areas for quiet study, safe areas allocated area for stress management * Homework –expectations and deadlines * Equipment to bring to secondary school eg stationery, checklist, books * Photos of uniform/dress code (if applicable) and PE Kit * Photos of key areas, classrooms and staff; equipment to bring to secondary school etc |  | |  |
| **Prompt Cards**  Laminated and provided to the student or placed in a notebook or planner, these prompt cards are designed to address anxiety about a particular change or transition eg:  People who can help me …  If I don’t understand my homework I will…  If I forget my homework I will …  If can’t find my way to class I will …  If I arrive late I will… |  |  |  |