



Tyssen ARP Transition Policy, Guidelines and Procedure

TRANSITION POLICY

Preparing for and managing change is important for all children, but this is particularly so for those on the autism spectrum, who can find change extremely hard to deal with. The daily transitions from the home environment to school, from class to playground, from one classroom to another can be very challenging for someone on the autism spectrum.

The more significant key transitions such as from primary to secondary school can be completely overwhelming for someone on the autism spectrum without proper support and planning. In addition, such children may undergo more transitions than most during their school-age years because the same type of educational setting may not be appropriate throughout. (Autism Education Trust)

DAILY TRANSITIONS

Our aims are to:

- Provide predictability and routine, whilst allowing for development of flexibility.
- Provide support for parents and carers in their child's daily transition from home to school and back home again.
- Provide appropriate, meaningful visual supports for transitions throughout the school day.

Strategies to support daily transitions include:

- Daily Home – School books
- Where appropriate, telephone communication with parents & carers
- Regular parent meetings
- IEP Targets collaboratively set with parents to address home-school transitions as appropriate

- TEACCH strategies, including visual timetables for movement from one lesson to another and within-task timetables
- Social Stories
- Help boxes- a visual/written strategy that gives reminders to children when they have many steps to follow.
- Visuals around preparing for change such as a 'change' symbol.

Staff supporting our pupils will:

- Be proactive in ensuring that home are informed of any important information regarding each pupil's health & well-being, school activities and behaviour regulation each day, that may affect a pupil's transition to the home environment
- Proactively share with the team any information received from home affecting a pupil's transition from home to the school environment
- Use a 'working with' board in order to support the pupil's anxiety and understanding of who they are with throughout the day. Ensure to place any adults who are not in under the not in board.
- Ensure pupils are provided with meaningful across-task activity schedules, to enable them to *predict the sequence of different activities* (using the most appropriate FORM: objects, photos, symbols, written word timetable (Secondary school style when appropriate). These to be used at an appropriate LEVEL OF SENSE-MAKING: assembly level (e.g. fitting one spoon into another for 'snack' group), presentation level (visual matching level) and representational level (placing the symbol in the finished box).
- Ensure pupils are provided with meaningful within-task schedules and / or structure (symbols, timers, object, and appropriate icon, written word) to help pupils mark the beginning and end point and *predict the steps within each activity*.
- Prepare pupils well in advance for change from routine school days, for example class trips, special assemblies.
- Prepare pupils using holiday calendars in order to support their understanding about how many days they will not be at school.

- Whenever possible, inform pupils regarding staff absences, and supply staff who will be with them.
- Along with the family, prepare pupils well for holidays at home and abroad, e.g. flights, train journeys, ferries, long car journeys.
- Support staff new to the ARP to understand the importance of consistency in providing support for daily transitions

Procedure for supporting transitions throughout the school day

Why do our pupils need the daily timetable and transition area?

The purpose of the daily timetable is to show our pupils what is going to happen during their school day. Autism makes it hard for our pupils to manage change, so it is especially important that all staff ensure the daily timetable provides meaningful, up-to-date information about the day ahead. This includes occasions when there is a change in school routine, such as a class trip. It is important all staff are pro-active in showing this change on the pupil's visual timetable.

There is a neutral transition area within the ARP entrance corridor, where all the pupils' daily schedules are displayed. This is to inform our pupils about what is going to happen and in what order. It is also designed in such a way as to help our pupils develop as much independence as possible in moving from one activity to the next. Therefore each pupil should visit the transition area at each transition point in order to know where they are to go next, and go there with as much independence as possible. Pupils who can access the static daily timetable refer to it at each transition point. Ideally we should begin to see pupils referring to their static daily timetable independently, as a reliable source of information, reassurance and satisfaction in tasks completed.

The daily visual timetables are not all in the same format – instead, each pupil's timetable has been personalised according to his or her individual needs. Based on individual assessment, each timetable uses the most appropriate FORM:

- objects
- photos
- symbols, or

- written word (this may be set out in a Secondary school style, when appropriate).

Based on individual assessment, each timetable is communicated to the pupil using the most appropriate LEVEL OF SENSE-MAKING:

- assembly level (e.g. fitting one spoon into another, for 'Snack' group),
- visual matching level, (e.g. taking a photo or symbol and matching it to the identical one on a door / tabletop etc)
- representational level, where the child understands the referential meaning of the symbols, pictures or words on his timetable. For example, s/he understands that the 'Singing' photo + symbol means s/he is going to have singing next, and will independently go to the room where this lesson is held.

School Trips:

Staff are expected to make alterations to the timetable the night before:

- Find out exactly where the Class are going.
- Find out the times: when is the pupil leaving? When are they returning?
- Print out an informative photo.
- Put the visual information on the timetable (with words, so that all adults say the same thing for the pupil).
- Work as a team. For example, inform the staff members preparing the timetable when your pupil is going on a trip, and provide all the necessary information.

TRANSITION TO SECONDARY SCHOOL OR ANOTHER PRIMARY SCHOOL

Our aims are to:

- Ensure that full information is shared from our primary school setting to the next, during the transition phase.
- Provide a holistic view of the young person. Information should include all aspects of the young person's life including home arrangements, educational aspects, communication, leisure preferences including access to

KIDS/swimming/boat club/adventure playgrounds/etc., appropriate medical information and the pupil's own views about his or her transition.

- Provide comprehensive support for the pupil during the transition phase, at their individual level of sense-making e.g. through visual supports, social story.

Strategies to support transition to secondary school or another school include:

- Liaison with parents & carers.
- Liaison with the receiving school.
- Small group work for pupils in transition to secondary school. In Tyssen, SEN mainstream peers in transition to the same secondary schools can be included in the group. Evidence based practice: *'Making the Move: A Guide for Schools and Parents on the Transfer of Pupils with Autism Spectrum Disorders (ASD) from Primary to Secondary School'* by K.I. Al-Ghani & Lynda Kenward is used as a resource for this group.
- Transition pack: The pupils in transition to secondary school are provided with visual, concrete information about their new school in booklet form. A personalised booklet is constructed with the pupils' involvement during the small group intervention (see above), 'My Move to Secondary School'.
- Transition Report: In Tyssen this is often written jointly by ARP Teachers and the Speech and Language Therapist and provides comprehensive, holistic information about the pupil in transition.
- Communication Passport, providing an easy-to-access summary of the pupil's likes and dislikes, learning style, mode of communication, level of understanding.
- Series of visits to the secondary school or other primary school, together with a member of the ARP staff or a parent.
- Introduction of secondary-style timetables, as appropriate, in Year 6.
- Introduction of secondary-style routines, for example, collecting equipment needed for the next lesson, as independently as possible.

Parents supporting their children in transition to secondary school or another primary school can:

- Meet with or telephone the ARP teachers / speech and language therapist to express any concerns / anxieties or to update us on any relevant developments at home.
- Use countdowns and calendars to indicate the run-up to starting at the new school.
- Practice the journey to school or obtain help applying for transport to the new school.
- Visit the school with their child.
- Establish links with a contact person at the school and open lines of communication both before and immediately after the transition.
- Establish a homework routine/ system for meeting deadlines for pupils in transition to secondary school.

Staff supporting our pupils in transition to secondary school or another primary school will:

- Establish links with a contact person at the new school and foster open communication about the pupils in transition.
- Accompany the pupil on a visit to the school.
- Obtain necessary visual information regarding the new school (e.g. photos of the new school).
- Provide consistent, supportive, positive information about the transition at an appropriate level of sense-making.
- Provide a written Transition Report, with accompanying records and samples of work as appropriate.

- Provide a 'Communication Passport' providing an easy-to-access summary of the likes and dislikes, learning style, mode of communication, level of understanding.
- Provide a closure event at Tyssen School – this may be a party in the ARP, in the mainstream class and/or special recognition in Assembly, as appropriate. There is a Leavers Assembly which our pupils can access as appropriate.

Procedure for our pupils in transition to secondary school:

Time-line	Activity
Year 5 Autumn Term	Two Annual Reviews are held in Year 5. At the 1 st of these, held in the Autumn Term, parents/carers are advised to attend Secondary school Open Days and encouraged to make their choice. The ARP advises parents/carers about the best options for their child. Support is provided throughout the year for parents/carers, as required.
Year 6 Autumn Term 1	The ARP Teachers arrange visits with parents/carers to the school/s of their preferred choice.
Year 6 Autumn Term 2	Parents/carers complete Hackney Learning Trust (HLT) application forms stating their preference.
Year 6 Spring Term	Parents/carers receive confirmation of their child's secondary school placement from HLT.
Year 6 Summer Term	Pupil makes their 1 st visit to their secondary school – this is usually to an Open Day for all new pupils. Some secondary schools hold Open Day for SEN pupils. ARP Transition Group begins (see above). Social Stories about the transition introduced. Visual timetable amended to secondary school format, as appropriate. Pupil may have an opportunity to spend a half-day / whole day in their new school. The pupil may be accompanied by a parent for the first hour. (This arrangement varies from school to school).
End of Summer Term	Closure event in the ARP. This may be a party where small leaving gifts are given.

	A Leavers Assembly is held for all Year 6s in the school. ARP pupils can access this as appropriate.
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