Transition tips for pupils with SEND

Most ideas and resources suggested for children with SEND are equally useful for all pupils. Ensuring children feel safe and have appropriate people and places to go if they need help is essential.

A broad guide of useful tips for children with SEND is given **here**

- Give young people an opportunity to visit their new school, accompanied by a family member or a friend. Individuals with mobility or visual difficulties may wish to visit several times to familiarise themselves with the layout. Pupils with learning difficulties may like to take photographs to help them remember and think about their new setting. Some schools provide opportunities during Year 6 for pupils to visit and experience some classes in their new school.

- Provide pupils with a map of their new school building(s) – colour code subject rooms and highlight important areas such as the cafeteria, toilets, assembly hall and form rooms.

- Make timetables easy to use for individuals, and understand that pupils may get lost and arrive a little late for lessons for a short while.

- Create daily checklists so that the correct items are taken to and from school for each day's activities, and use diaries for organising homework.

- Raise pupils' awareness and understanding about particular special needs and disabilities, especially those that are not visible, such as autism. This needs to be done sensitively. With appropriate support and preparation, some pupils may be willing to talk to their peers about their strengths and needs.

For more resources, visit: **www.nasen.org.uk**

Creating a transition pack for pupils can be really helpful and reassuring

Autism Education Trust suggests that a Transition pack should include information about the following:

- New environment - maps, locker, bells
- New expectations - break/lunchtimes, transition between classes
- New vocabulary - 'tutor group', 'head of year', subject-specific vocabulary
- Key people - mentor, form tutor, SENCO, who/how to ask for help
- Quiet area - library, allocated area for stress management
- The timetable - how to use it, formatted for the individual's understanding
- Systems for organization - diary, checklists for materials and books
- Homework – expectations and explanations
- Transition workbook – addresses differences between primary and secondary school, and new experiences with a step-by-step approach
- Personal Profile – written by pupil (with LSA/parent/teacher support), includes all the information new staff should know about the pupil.

Autism Education Trust - Transition Toolkit

YOUNGMINDS