

# Transition Plan Suggestions for Children with Complex Communication Needs and/or Autism

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| Child’s Name: |  |
| Current Year Group: |  |
| Overview of Needs: |  |
| Agreed key visit dates: | Key visit 1:  Key visit 2:  Key visit 3:  Start date: |

## Relationships: increasing the child's sense of familiarity and connection with the adults and children they will be spending their time with.

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| **Strategies** | **Extra detail / explanation** | **Persons involved. Lead professional in bold.** | **Additional notes**  **(include which key visit)** |
| **A key adult to visit the Child in the current setting and/or at home** | To observe him/her and initiate contact based on an activity that he/she enjoys. | ***•* New setting**  ***•*** Child  • Parent/carer | Key Visit 1 |
| **A ‘who’s who’ booklet** | Created by staff within the education setting which provides pictures of key staff, brief descriptions of roles and how they will support children when they are in the setting. | **• New setting**  • Child  • Parent/carer | Key Visit 1 |
| **A video message from the Class Teacher** | And/or other key staff identifying who they are and saying something about themselves, e.g., their favourite food or pet. | **• New setting**  • Child  • Parent/carer | Key Visit 1 |
| **A ‘Keeping in Touch’ postcard** | To be sent out during the summer holidays and giving a positive message such as, “I’m really looking forward to meeting you...” | **• New setting**  • Child  • Parent/carer | Key Visit 1 |
| **Opportunities for parent/carer conversations**; | These could be in the form of coffee mornings, drop-in sessions or just contact information for concerns. This would help build strong parent and child relationships with the school staff. | **• New setting**  • Child  • Parent/carer | Key Visit 1 |
| **A sensory audit** | Focusing on the child’s needs in relation to any sensory processing issues. Audit tools are available from the Autism/CCN Team. | **• New setting**  • Child  • Parent/carer | Key Visit 1 |
| **A mentor/key adult** | To be identified to provide support, reassurance and to help build staff/child relationship. It can be helpful for a child to have more than one mentor if possible, to prevent over-dependence on the routine of meeting with a single adult who may not at times be available. Ideally build a relationship with one key adult before introducing another. | **• New setting**  • Child  • Parent/carer | Key Visit 1 |

## Places: increasing the child's knowledge and familiarity with the place where they will be following the transition.

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| **Strategies for when parent/carer accompanies child on the first visit (outside of school day if possible)** | **Extra detail / explanation** | **Persons involved Lead professional in bold.** | **Additional notes (include which key visit/timing)** |
| **An initial physical tour of school** | Outside of the school day, if possible, to minimize social demands - include key staff and rooms. | **• New setting**  • Child  • Parent/carer | Key visit date 2 |
| **A booklet containing photographs of the school** | Key places in the school, including the classroom, the Hall, the toilets, the playground etc. | **• New setting**  • Child  • Parent/carer | Key visit date 2 |
| **A simple map of the classroom** | Identify the key areas such as the carpet, the Class Teacher’s chair, the interactive whiteboard, the coat hooks, etc. If possible, colour code the areas or use the same visual cues on the map as in the actual classroom to support generalisation. | **• New setting**  • Child  • Parent/carer | Key visit date 2 |
| **A video tour of the school** | Highlight all the places identified on the map. | **• New setting**  • Child  • Parent/carer | Key visit date 2 |
| **A sensory audit of the New Setting** | In conjunction with the individual sensory audit, this will help to inform any reasonable adjustments. Audit tools are available for the Autism/CCN Team | **• New setting**  • Child  • Parent/carer | Key visit date 2 |
| **A simple route to school map** | Show the travel route and street view of the journey to school from the Child’s house. | **• New setting**  • Child  • Parent/carer | Key visit date 2 |
| **Access to a website/webpage** | This could be used by the family to find out more about the school. | **• New setting**  • Child  • Parent/carer | Key visit date 2 |
| **A low arousal/safe place** | If needed, this should be identified and allocated to the child so that he/she knows they have somewhere to go when they need some time alone. | **• New setting**  • Child  • Parent/carer | Key visit date 2 |
| **A space identified on the carpet** | Use a carpet square or cushion to demarcate the child’s place. If necessary, allocate a chair to the pupil for use in the Dining Hall or for table top activities. | **• New setting**  • Child  • Parent/carer | Key visit date 2 |
| **Strategies for additional visits to new setting: including when child spends time in new environment with new peers.** | **Extra detail / explanation** | **Persons involved e.g., parent/carer, current setting, receiving setting, other professionals etc. Lead professional in bold.** | **Additional notes (include which key visit/timing)** |
| **A series of visits at key times of the day** | For the child to observe routines such as entering the school building, registration on the carpet, lunchtime, home time, etc. | * **New setting** * Child * Parent/Carer *or* *familiar adult from current setting (suggestion)* | Key Visit date 3 (and any additional visits required) |
| **An extended visit** | Include an opportunity to explore some of the activities/toys on offer in the classroom and participate in a short carpet activity such as a story (if appropriate). | * **New Setting** * Child | Key visit date 3 |
| **An outline of the session** | From arriving in the playground to home time; run through the usual routine (verbally, physically and visually). | * **New Setting** * Child | Key visit date 3 |
| **A visual timetable** **and** **a Now/Next board** | To facilitate transitions within the session. Pre-warn the Child of all transitions, ideally using a timer. | * **New Setting** * Child | Key visit date 3 |
| **Use a total communication approach** | If needed to support understanding, i.e., use visual cues such as objects of reference, photographs or symbols. | * **New Setting** * Child | Key visit date 3 |
| **An extended visit** | Include an opportunity to explore some of the activities/toys on offer in the classroom and participate in a short carpet activity such as a story (if appropriate). | * **New Setting** * Child | Key visit date 3 |

## Routines: increasing the child's participation in and confidence with routines which will be in place during and following transition. These routines may be home-based, setting-based or focused on travel between home and setting.

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| **Strategies** | **Extra detail / explanation** | **Persons involved**  **Lead professional in bold.** | **Additional notes (include which key visit/timing)** |
| **An individual visual timetable** | To be provided to child which includes key times of routine activities within the school day. | **• New Setting**  **•** Child | When child is attending new setting |
| **Consistent use of a Now/Next board** | Until routines become embedded. | **• New Setting**  **•** Child | When child is attending new setting |
| **Visual schedules** | For routine activities such as putting things away in the morning, changing for P.E. or getting ready for Home Time. | **• New Setting**  **•** Child | When child is attending new setting |
| **Information booklets for families** | Addressing issues such as where to get my lunch and how to pay for it and home-based routines (e.g. bedtimes, packing a school bag etc.,) | **• New Setting**  **•** Child | When child is attending new setting |
| **Encouraging parents/carers to walk to/drive past school** | So that the child or young person can familiarise themselves with the route and look of the building. Repeat this activity at key times of the day so that the child experiences it at the right time. | **• New Setting**  **•** Child | When child is attending new setting |
| **A journey board** | Create a visual map of the tasks either side of the transition to and from school so that the sequence of events is clear. | **• New Setting**  **•** Child | When child is attending new setting |

## Sharing information: increasing understanding of the child’s needs during and beyond transition.

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| **Strategies** | **Extra detail / explanation** | **Persons involved.**  **Lead professional in bold.** | **Additional notes (include which key visit/timing)** |
| **Share key information** | Facilitate opportunities to share about the child’s strengths, needs, likes, dislikes, motivators, triggers etc. | **• New setting**  **•** Child  • Parent/carer   * Early Years keyworker | Key visit 1 |
| **A Pupil Profile** | This contains an outline of the child’s needs from the Parents’ and Current Setting’s perspective and should be shared with all staff who will come into contact with the child. Templates are available from the Autism/CCN Team. | **• New setting**  **•** Child  • Parent/carer   * Early Years keyworker | Key visit 1 |
| **A Pupil Passport** | This will contain information that the child wants to share about themselves. Templates are available from the Autism/CCN Team. | * **Current Setting and New setting** * Autism/CCN Specialist Teacher and/or other Professional | Key visit 1 |
| **Contact any specialist agencies involved** | Agencies such associal care and/or health professionals who are actively involved with the child or young person should be contacted and invited to provide any further advice, guidance and/or training to support effective transition planning. | * **Current Setting and New setting** * Autism/CCN Specialist Teacher and/or other Professional | When child is attending new setting |
| **Training needs identified** | Nursery to receive training from Autism/CCN team around an Autism Champion model; a focus on meeting the needs of children with autism in setting and on transition | * **Autism/CCN Specialist Teacher and/or other Professional** | When child is attending new setting |

## Moving on: increasing the child’s understanding and acceptance of having ‘moved on’.

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| **Strategies** | **Extra detail / explanation** | **Persons involved.**  **Lead professional in bold.** | **Additional notes (include which key visit/timing)** |
| **Closure (goodbye) activities** | Typically, some of this work involves all children who are transitioning between settings and includes group activities such as a Leavers’ Assembly. Other activities might include a ‘goodbye’ book with a message from each member of staff or some other memento. | **• Current setting**  **•** Child  • Parent/carer |  |
| **A simple social script** | To explain what will happen during the transition process, to include plenty of photographs/pictures. | **• Current setting**  **•** Child  • Parent/carer |  |
| **A visual timeline** | Ensure that this can be marked off as the weeks pass during the Summer Holidays. | **• Current setting**  **•** Child  • Parent/carer |  |
| **A ‘farewell’ and/or ‘thank you’ message** | This could take the form of a video/printed/handwritten message from the Child. This will give him/her an opportunity to share his/her thoughts and feelings about the current setting and say his/her own goodbye. | **• Current setting**  **•** Child  • Parent/carer |  |
| **Strategies for gradual build-up to Full-time (if appropriate)** | **Extra detail / explanation** | **Persons involved.**  **Lead professional in bold.** | **Additional notes (include which key visit)** |
| **A clear, staged transition plan** | At the start of term, some children require a gradual increase in their time in school. This should be carefully planned in stages. Each stage should last no more than 2 weeks and can be repeated only once. Moving from one stage to another should occur on a Wednesday or a Thursday so that it can be rehearsed and then processed over the weekend. | **• New Setting**  **•** Child |  |
| **Outline the first session** | From arriving in the playground to home time; run through the usual routine (verbally and physically). | **• New Setting**  **•** Child |  |
| **Prepare the child for each stage** | By pre-warning them using a simple social script. | **• New Setting**  • Child |  |