

# Transition Plan Suggestions for Children with Speech and Language Needs

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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: |

## 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** |
| **Making the unfamiliar familiar** | Sharing of booklet of photos of new setting – include pictures of each room the child will use, and key resources in the room.  Consider different photo books such as Forest School/P.E. showing stages of the routine and transition | ***•* New setting**  ***•*** Child  • Parent/carer |  |
| **A ‘who’s who’ booklet** | Share pictures of the key people with the child. | **• New setting**  • Child  • Parent/carer |  |
| **Home visits** | The key staff member should visit the home to introduce themselves to the child in a safe and familiar environment. | **• New setting**  • Child  • Parent/carer |  |
| **Setting visit** | Visit by key staff to existing setting to introduce themselves to the child. | **• New setting**  • Child  • Parent/carer |  |
| **All About Me Booklet** | Completion of child profile “All about me” with parents and child. Parents to share pictures of the people who are important to them (parents, siblings, grandparents, pets etc.) | **•** New setting  • Child  • **Parent/carer** |  |

## 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)** |
| **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 |  |
| **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 |  |
| **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 |  |
| **A video tour of the school** | Highlight all the places identified on the map. | **• New setting**  • Child  • Parent/carer |  |
| **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 |  |
| **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 |  |
| **Access to a website/webpage** | This could be used by the family to find out more about the school. | **• New setting**  • Child  • Parent/carer |  |
| **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 |  |
| **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 |  |
| **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)** |
| **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)* |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **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 |  |

## 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)** |
| **An individual visual timetable** | To be provided to child which includes key times of routine activities within the school day. | **• New Setting**  **•** Child |  |
| **Consistent use of a Now/Next board** | Until routines become embedded. | **• New Setting**  **•** Child |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **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 |  |

## 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)** |
| **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 |  |
| **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 | **• New setting**  **•** Child  • Parent/carer   * Early Years keyworker |  |
| **A Pupil Passport** | This will contain information that the child wants to share about themselves. Templates are available | * **Current Setting and New setting** * Speech and Language specialist |  |
| **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** * Speech and Language specialist * Other professionals |  |
| **Training needs identified** | Is there specific training that needs to be considered by the new setting? Have speech and language identified any particular training courses that may be useful? | * **Current Setting and New setting** * **Speech and Language specialist** |  |

## 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)** |
| **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 |  |
| **Moving on activities** | * Talking to children about starting school and offering opportunities to share their feelings, such as at circle time. Reading books with them about starting school. * Reading ‘Starting School’ books at home. * Setting up school role-play activities, to include uniform or book bags and reading books about starting school * Encouraging the children to become more independent at lunch and snack times, putting on their coats and shoes and with personal self-care in readiness for starting school. | **• 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 |  |