

# Transition Plan Suggestions for Children with Sensory Impairments

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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: |

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|  | Visit Dates | Strategy/ details of activity  (Examples below) | Persons involved e.g. parent/carer, current setting, receiving setting, other professionals (CCN/HI/VI etc) | Notes |
| **Relationships**  *increasing the child's sense of familiarity and connection with the adults and children they will be spending their time with.* |  | * Social stories around transition and starting school * Supported additional visits to setting by Specialist Teachers and Peripatetic TAs to meet key staff * Creation of transition booklet showing new setting and key people. * Objects of reference to relate to different areas and subjects in school- these will replicate any used in new setting * Home or current setting visit by new setting to discuss needs and preferences * Meeting with Specialist Teacher to discuss needs and transition plan * Peripatetic TAs support pre- and post- transition period with visits to ensure there is an additional familiar adult present in the first few weeks * Signed support offered when child uses BSL, under guidance of Specialist Teacher | SI Team  Setting  Parent/carer | Peripatetic TA support will be dependent on needs and co-ordinated by the Specialist Teacher |
| **Places**  *increasing the child's knowledge and familiarity with the place where they will be following transition.* |  | • Tour of the setting with parent/carer and  Specialist Teacher – initial visit at a time  when no children are present, to allow free  movement and reduce anxiety   * Visit to setting with peers, during standard induction days. This will be supported by the SI team if appropriate. * Supported additional visits to setting by Specialist Teachers/Peripatetic TAs if required, to become familiar with * Named key contact in school for all visits who can be made available to say hello during visits by child | Parent/carer  Setting staff  SI team | Mobility visits will be offered to pupils with a severe or profound loss of vision |
| *Ensuring new setting environment is accessible* |  | * Mobility visits to learn routes around setting and location of key items, such as coat peg tray. * SEN adaptations audit undertaken by   Habilitation Specialist for pupils with a  moderate VI   * Acoustic audit for pupils with a HI undertaken by the Educational Audiologist * Accessible classroom advice provided by Specialist Teachers * Advice regarding level of support – e.g. TA needs, given by Specialist Teachers * Specialist equipment – as advised by Specialist Teacher – e.g. radio hearing aid, Perkins Brailler * Accessible timetable available to child – Specialist Teacher will advise * Advice followed regarding accessible formats under guidance of Specialist Teacher | SI Team | SI Team will advise what is appropriate |
| **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.* |  | * Accessible timetable clearly displayed – appropriate for the age of children in the class. * Objects of reference used when appropriate to need, to represent different activities and spaces in school * Clearly articulated instructions given, and check made with child to ensure they have understood * Extra time given for child to complete tasks and activities – e.g. putting on a coat, exiting the classroom | Setting staff  SI Team advice |  |
| **Sharing information**  *increasing understanding of the child’s needs during and beyond transition. This will involve settings working together to share information, discussions with the family and the involvement of other professionals where appropriate.* | Visit Date: | * Meeting with Specialist Teacher * Close liaison with parent/carers regarding changing needs and strategies * Transition report provided by Specialist Teacher * Training – SI awareness to setting staff, specialist equipment, sighted guide, peer awareness, Braille basics | SI Team  Setting/school staff  Parent/carer |  |
| **Moving on**  *increasing the child’s understanding and acceptance of having ‘moved on’. Typically, this work focuses on children who are moving schools or leaving education and includes group activities such as leavers’ assemblies and proms.* |  | * School role play e.g. Teachers, school clothes etc * Trying new school clothes on at home – taking a photo to go in the booklet. * Sharing starting school stories (social stories) * Graduation * Leaving card with a photo of class friends * Support from Peripatetic TA on “moving on” | Setting staff  SI Team | SI Team will advise regarding accessibility |