1. Arrange transition visits into new school, student to be accompanied by a familiar adult, and sample various sessions across the day including structured lessons, assembly, lunch and play
2. Transition pack to be developed for the child, including photos and a “all about my new school” booklet (see examples in pack)
3. Opportunities to meet teacher, Teaching Assistant/ Learning Support staff
4. Transition planning with parents and Early Years staff should include a pupil pen portrait, Behaviour Support Plan, sharing of documents/information and two way transition visits so that secondary staff can see the pupil in a familiar setting as well as in the new setting.
5. Focus on “learning to learn” behaviours (Individual Education Plan targets should reflect this) for example listening to teacher, adult directed tasks, sitting for longer periods.
6. Information transfer; visits; personal introductions; visual reminders of new expectations/ changes/ but also what will remain the same (for example same peers, same dining room etc); transfer of attachment/ allegiance; transfer of classroom; support on first day; allowance for purposeful return (e.g. delivering note to previous teacher)
7. Social story written to explain the new day. (see example)
8. Help! and Early Bird Plus programmes for parents Access Inclusion Development Programme resources/materials. Autism education website: <https://www.autismeducationtrust.org.uk/resources/schools-resources/>