



Transitioning to Secondary

Strategies, ideas and resources

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Presented by Sam Bayley

Sam is the founder and one of the Directors in mASCot.

As well as supporting her own son Bill during his Transition to Secondary, Sam and Bill were involved in the DfE's Inclusion Development Programme training resource, supporting autistic children from Primary to Secondary school.

Sam has also supported many mASCot families through this transition over the years.

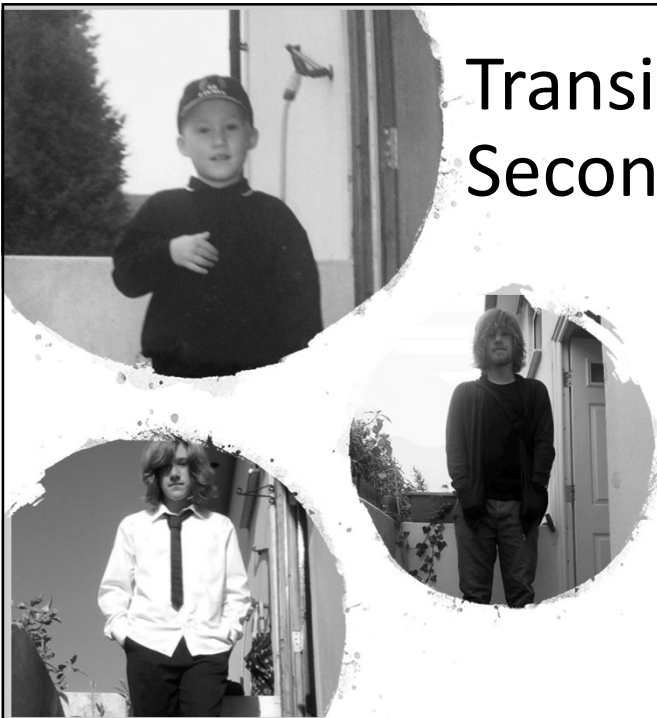
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Me & Bill

- Bills DX
- Starting mASCot
- Bills school journey

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Transition up to Secondary

- Inclusion Development Programme
- About.....Worked hard to gather as much

Work hard to gather as much information as possible

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- Familiarisation with environment
- Early transition planning
- Phased transition
- Transition films
- Meeting key members of staff
- Photos of the school
- A transition book (staff pictures, environment)
- School day plan
- School map with images of key places
- A buddy system
- Provide opportunities to ask questions
- Let the child document/photograph what they want to remember

The build up to starting

A lot of this should be standard procedure and should be being put in place by all schools

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Tips for the build up from Year 6 – Year 7

- Talk a lot about can't do, can do
- Really anxious doesn't equal can't do
- Talk about thoughts and fears they had for primary but ended up being ok
- Then talk about thoughts and fears about secondary
- What are you excited about
- What bullying is
- Photo end of year 6
- Photo beginning year 7
- Go through using a journal
- What a timetable looks like
- Practice school route
- Learn bus routes
- Uniform test every Monday
- Break in shoes
- Emergency pack

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Understanding and dealing with bullying

- Everyone will be older, maybe bigger
- Teasing isn't always nice but it's not bullying
- Over sensory issues can make things seem bigger than they are
- Always talk to someone you trust
- If the same people are doing things repeatedly and you feel bad report it

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When they actually start

- Checklist for each day's bag
- Box for each day's equipment
- Timetable fob
- Email Teachers
- Letter for journal
- Emergency pack
- Credit on phone

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Email Teacher

<p>Dear teacher,</p> <p>[CHILDS NAME] is really looking forward to being in your class this year and I'm really hoping that he/she/they will thrive here in their new school and that their needs will be met to make their journey the best it can be.</p> <p>[CHILDS NAME] has a diagnosis of autism/s on the diagnostic pathway for autism (name any other diagnosis) he/she/they have an EHCP/are being assessed for an EHCP. We have had meetings and spoken with the SENCO regarding [CHILDS NAME] needs being met and how the school will be supporting them, but I thought it would be helpful to email you directly and tell you a little about [CHILDS NAME] needs to help you understand them more and to have a clear understanding of how they manage in the school setting.</p> <p><i>Give a concise description of your child's needs for the teacher to get an instant understanding of how you child manages in the class.</i></p> <p>Behaviour Processing skills Sensory needs</p>	<p>What they like What they dislike</p> <p>What they struggle with</p> <p>Any information that will help the teacher understand your child better.</p> <p>Thank you so much for taking the time to read this and get to know [CHILDS NAME] a little bit better to help him succeed in this big transition up to secondary.</p> <p>I will keep you directly informed if anything arises that I feel may affect [CHILDS NAME] in your class and I would be grateful if you would do the same regarding any incidents at school which may affect him at home.</p> <p>Best wishes</p> <p>Xxxxx xxxxxx</p>
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- Send at the beginning of each term
- Whenever there is an incident or misunderstanding
- Change of Teacher (permanent or supply)
- If there's ever an update of need
- If there's something you child wishes the teacher to know

Editable copy



Timetable Fob



Two sets for if there is a week 1 & 2 Timetable

<p>Mon</p> <p>Lesson 1</p> <p>Lesson 2</p> <p>Break</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lunch</p> <p>Lesson 5</p> <p>Lesson 6</p>	<p>Tue</p> <p>Lesson 1</p> <p>Lesson 2</p> <p>Break</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lunch</p> <p>Lesson 5</p> <p>Lesson 6</p>	<p>Weds</p> <p>Lesson 1</p> <p>Lesson 2</p> <p>Break</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lunch</p> <p>Lesson 5</p> <p>Lesson 6</p>	<p>Thurs</p> <p>Lesson 1</p> <p>Lesson 2</p> <p>Break</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lunch</p> <p>Lesson 5</p> <p>Lesson 6</p>	<p>Fri</p> <p>Lesson 1</p> <p>Lesson 2</p> <p>Break</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lunch</p> <p>Lesson 5</p> <p>Lesson 6</p>
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Type out timetable, print out, cut out each day, stick on card and laminate, punch hole in the top, put on key fob.

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Back up info for child in journal

- Dealing with situation check list
- Who do I talk to
- Unexpected grid in journal
- Letter or card of need in journal
- Emergency Pack

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What to do if not coping well

- Breath
- Stay calm
- Talk to someone you trust
- Check your who to speak to list
- Go to a quiet place
- Any coping strategies learnt

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Who to talk to

Who can I speak to if....

I don't understand a lesson?

Who can I speak to if....

I do not understand my homework?

Who can I speak to if....

I find assembly too noisy and busy?

Who can I speak to if....

I Find the canteen too noisy?

Who can I speak to if....

The other students are mean to me?

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Hi my names [CHILDS NAME] I'm autistic,

sometimes I find it hard to

- follow instructions
- Process information
- Talk to people I don't know very well

Sometimes my behaviour might seem odd but that's just how I cope with certain situations.

When I'm anxious or worried about something I might

- Talk in a loud voice
- Pull funny faces
- Run away
- Close down

Please understand that this is all part of who I am so please be patient with me if I'm not coping at the moment.

Letter in Journal


Explaining needs

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The unexpected Grid

Sometimes things will happen that you are not expecting, and it could be overwhelming and confusing. Put this grid in your journal and log anything down that you weren't prepared for or spoken to about. Then we can work on ways to stop it happening in the future.

Date	What happened	Where was it	Did you talk to anyone	How did you feel



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Unexpected grid for journal



Resources

- Transition Book
- Timetable fob
- Letter to teachers Template
- Letter of needs in journal
- Who do I talk to cards
- Slide printout

We hope you found this information helpful

For more information about mASCot and all we do

Visit: www.ASC-mascot.com

Email: info@asc-mascot.com