



Examples and templates for transition to Secondary school

Here are a few examples and templates which can be used as a basis for developing your own material for the learner you are working with, to help them to move to Secondary school.



Suggested checklist for transition

Activities	Completed	Comments
YEAR 5		
Discuss with parents the different Secondary school options they have.		
Encourage parents to visit schools and provide them with helpful questions to ask.		
Support the parents to understand the local deadlines for expressing their preferences for schools.		
Discuss how to prepare the learner for the move that has been organised.		
YEAR 6 (AUTUMN TERM)		
Parents have confirmed their school preference.		
Independent travelling plans are in place.		
The learner is being provided opportunities to develop self-organisation skills.		
Staff and/or locations are being changed for some of the lessons.		
Contacts have been made between the Primary and Secondary schools.		
YEAR 6 (SPRING TERM)		
The learner visits the new school for the open day.		
A transition meeting has taken place, which involves staff from the Secondary school.		
The learner is being provided opportunities to discuss their thoughts and feelings about the move.		
Information from all the professionals involved with the learner are gathered to be included in the learner report.		
Initial reports have been shared with the Secondary school.		

Suggested checklist for transition continued...

Activities	Completed	Comments
YEAR 6 (SUMMER TERM)		
The learner has opportunities to visit the school.		
The Secondary school has provided relevant information (e.g. timetables, school map, key members of staff, school rules).		
The Secondary staff have visited the learner in the Primary school and observed them.		
The Secondary school staff have training in autism and how it impacts the learner.		
The learner has opportunities to practise routes around the Secondary school.		
The learner has opportunities to meet peer mentors from the Secondary school.		
Staff develop a learner profile along with the learner.		
Staff provide strategies for the learner to use at the Secondary school (e.g. what can I do if...?, finding a safe space).		
Detailed information about the first day at the Secondary school has been provided.		
Learner practises travelling to the Secondary school from home.		
YEAR 7		
A mentor or key member of staff is identified for the learner.		
The learner has received guidance about new routines and systems at the Secondary school.		

Questions for the family to consider

- How big is the school? Are there any satellite buildings?
- Are there quiet areas which the learner can use during school hours?
- Is there any support with travel?
- What is the school's behaviour policy and do they make reasonable adjustments for learners with autism?
- Has the school had learners with autism before?
- How welcoming do the school and the staff feel?
- What support is provided to learners with autism and other SEND?





Moving to Secondary school

All the following resources are for you to use to prepare the learner for the transition to Secondary school. Please remember to delete the adult instructions before downloading these to be used with the learner.



Moving to Secondary school

Instructions for the student: This is a document for you to gather your thoughts and feelings about moving to Secondary school. You can note down anything you would like to know about the move. You can discuss these with...



What do I do if?

Scenario	Strategies
I am late for school	
I am lost in the school	
I find the canteen noisy or uncomfortable	
I am bullied	
I have not managed to make a note of my homework	
I don't understand what is being taught in the lesson	
I feel anxious	

Things to know about Secondary school

- What do I wear to the school?
- What time does the school start and finish?
- How long does each lesson last?
- What happens during the break times?
- Are there any clubs at school?
- How do I join these clubs?
- How do I know what the homework is?
- How will my work be assessed?
- What are the school rules?
- What happens when I am late for school?
- What happens when I am not feeling well at school?
- Who can I contact if I need help?



Learner profile

This document has been developed by the Autism Education Trust to support the work of education professionals as part of The Autism Resource Suite developed by the Whole School SEND Consortium to embed good SEND provision in schools.

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Autism Education Trust

www.autismeducationtrust.org.uk

Autism Centre for Education and Research (ACER)

www.birmingham.ac.uk/research/acer

Nasen

www.nasen.org.uk

Whole School SEND

www.sendgateway.org.uk

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