



Supporting learners with autism during transition



Practical strategies,
resources and case-studies
to support transition from
early years to primary
school and from primary
to secondary school – with
examples and templates

autismeducationtrust.org.uk



In collaboration with

Supporting learners with autism during transition

Transition is any change in an individual's situation. Although there can be many types of transition, this resource looks at educational transitions for learners with autism, mainly focusing on transition from an Early Years setting to a Primary school, and Primary to Secondary school. This resource is developed as part of the Whole School SEND [Autism Resource Suite](#).

Understanding autism

Autism is identified by differences in:

Communication and social interaction:

This could include difficulties in understanding and using verbal and non-verbal communication methods (such as body language, facial expressions and voice intonation). Learners with autism could also find it difficult to understand indirect and non-literal language, such as idioms, sarcasm or language where they need to draw inferences. In terms of social interaction, areas of difficulty could include comprehending unwritten social rules and understanding other peoples' thoughts and feelings. This can make it challenging for some learners to form peer relationships, understand when they are being bullied, or ask for help.

Flexible thinking: The differences in communication and social interaction can make the world look unpredictable for individuals with autism. This is potentially a reason why some individuals with autism prefer predictable routines, and find undirected times (such as breaks and lunchtime), or changes (such as transition to a new setting), more difficult.

Sensory processing: Some individuals with autism also process sensory information (such as sound, smell etc.) differently, which can make some situations or experiences particularly stimulating or unpleasant. This could lead to an individual feeling stressed and anxious in situations which are sensory-stimulating, such as assemblies.

Terminology

There are different views about the terminology used in relation to autism. Some autistic advocates and research studies recommend the use of identity-first language, and use 'autistic person' to refer to an individual on the autism spectrum. However, as most of the research around terminology has been conducted with adults with autism, and not children themselves, it is unclear what is the preferred language of children. Therefore, rather than assuming that identity-first language is appropriate for children as well, in this guide we will be using person-first language and use phrases such as 'learner with autism.'

The term 'learner' has been used in this resource to represent children and young people in all kinds of educational settings and the term 'child' has been used when specifically referring to children in early years settings.

Transitions and autism

Within an educational context, transition is used to describe major changes, such as moving from one educational setting to another. These are also sometimes referred to as macro-transitions because several factors such as peer group, school setting and structure are all changed. Most learners will find these moves difficult to cope with. Learners with autism may find these particularly challenging. This makes it difficult for them to: understand what is expected in the new location, express their concerns about the move, form new relationships, cope with different kinds of sensory information, and organise and plan their day. As a result, major transitions like changing schools can be especially traumatic for some learners with autism.

Supporting learners with autism during transition

However, we should not forget that changes happen on a regular basis within an education setting, such as changing staff, activity, location (for example moving from the playground back into the classroom), or moving from one year group to another. For most learners these micro-transitions may not sound important enough to need strategies in place, however learners with autism can find them disturbing and difficult to adjust to. Adaptation of some of the strategies suggested in this resource can be used for preparing the learner for these micro-transitions, as well as preparing the relevant individuals involved with them. It is important to remember that autism impacts every individual differently, and therefore not all the learners you will work with will face similar difficulties or will find the same situations challenging. It is important to understand the learner's strengths, as well as areas of difficulties, in order to plan appropriate support for them.

General guidelines to support transition

Under the Equality Act (2010), schools and Early Years settings have a duty to make reasonable adjustments. Reasonable adjustments are positive steps to ensure that learners with autism can fully participate in all aspects of school life. The duty to make reasonable adjustments is an anticipatory one, so schools should think in advance about what a learner with autism might need (e.g. when moving from Primary to Secondary school). A proactive, rather than reactive, approach is required.

Raise staff awareness: Research (such as Villa and Thousand, 2012) in the field of inclusion suggests that staff awareness of a Special Educational Need (SEN) such as autism, and how it impacts the learner they are working with, is vital in improving the educational experiences of the learners. This understanding can improve staff members' empathy, which will help them to see the world

from the perspective of the learner with autism, and thereby create a supportive environment.

Explain the change: Learners with autism may not be aware of what the change implies, and explaining to them, for example, what will be same or different in the new situation, will help the individual to cope. On a day-to-day basis you can help learners to prepare for immediate change by pre-warning, or using countdown to explain it is an end of an activity.

Use visuals: Personal experiences (Grandin, 2009) and research (Kunda and Goel, 2011) suggest that a number of people with autism are visual thinkers and are better at understanding information that is presented visually. Use of pictures, photos, symbols, written words and videos can all help to convey information. Another benefit is that having information in a tangible form will also allow the person to revisit it whenever they need it. Strategies such as timers, visual timetables, and clear explanation of tasks to be completed, can be used for preparing for all sorts of transitions.

Provide coping strategies: Explain and teach what the learner you are working with can do when they find a situation difficult or distressing. This could involve self-management strategies, such as using earphones if they find a place too noisy, as well as learning to seek help from appropriate people.

Work collaboratively: We all behave differently based on the context and the people we are with. This is true for those with autism as well. However, some learners on the autism spectrum can find it difficult to adapt their behaviour according to the context, or transfer the skills and knowledge they have developed in one setting into another. Therefore, working collaboratively with others involved with the learner is important, whether this means across teams, with outside professionals, or with family members.

Supporting learners with autism during transition

Home and school communication:

Having clear ways of communicating between the educational setting and the family is vital for developing collaborative working. While some parents are able to meet the staff on a regular basis, especially in Early Years and Primary school settings, this is not possible for all parents, and the structure of schooling in Secondary schools does not facilitate this either. Therefore, having a range of communication methods will provide options for channels of communication. Here are some possible strategies to improve home-school communication:

- Use individual interaction opportunities such as home-school diaries, face-to-face meetings, virtual meeting, emails and phone calls.
 - Have methods for group interactions, such as a discussion forum on the school website, a classroom blog or newsletter, and videos or podcasts.
 - Provide parents the option to choose the means of communication that suits them best and the frequency of communication they prefer.
- Have clear expectations on how often the communication interactions take place. This will help parents and school staff to use these opportunities in the best possible way.
 - Consider what is communicated to the families, especially when working with learners who show behaviours which we find challenging. Find a balance between being realistic in your communication without focusing only on negative aspects of the learner's development.
 - Building a personal rapport with the family will help in broaching difficult issues when you have to. Spend time getting to know the parents and the rest of the learner's family. This is especially important when you are working with families from culturally and linguistically different backgrounds.





Transition from Early Years to Primary school

Your understanding of the child will help you to plan appropriate support for them during the transition. The following are some of the common reasons why transition to a Primary school can pose specific challenges for some children who have autism.



Transition from Early Years to Primary school

Potential difficulties with the transition

- The child might find it difficult to understand that they are moving to a new situation.
- The child could find settling and adjusting to a new environment, routine, peers, and staff difficult.
- The child could find the bigger setting overwhelming in terms of sensory processing of the information.
- They may not understand the social rules of the school setting, such as sitting quietly during assembly or carpet time, or having to raise their hand before speaking.
- They may find the long durations of structured activities, when they will have to engage in directed activities, difficult to cope with.
- The new setting may not understand the child's specific needs and could misinterpret their behaviour.

Transition planning at the Early Years setting

There are various things that an Early Years setting can do to help the child, their family members and the Primary school with the transition.

Helping the family: Family members play an important role in supporting a child with autism during transitions. The whole process of finding an appropriate school and settling in can be difficult for parents. You can signpost the family to the Autism Education Trust's (AET) parents' guidance, '[Working together with your learner's school](#)', which has some useful information about what to consider when selecting a school.

The National Autistic Society provides useful information on [educational choice](#) which can help the family to understand their options. In addition to regular questions about a Primary setting, parents of a child with autism may also need to consider the following:

- Staff understanding of autism.
- Evidence of any autism strategies being used in the school.
- Whether the school has any peer awareness programmes.
- The school's policy for inclusion.
- School ethos in dealing with behaviour.
- Depending on the nature of the school and the child's needs, what additional support does the school provide or have access to (e.g. speech and language therapists, educational psychologists, autism outreach teams)?
- What facilities does the school have? And how secure does the school feel?

Some parents may be unfamiliar with the education system and procedures and will need guidance in understanding when to start looking for a school and how the school admission process works in their local authority.

Contacting external advisors and other professionals: The pre-school setting could involve external advisors such as the Early Years support teams, the autism outreach team and educational psychologists to help them in preparing the transition plan for the child on the autism spectrum. If some of these services are going to continue in the Primary school as well, then they are a source of continuity for the child.

Transition from Early Years to Primary school

Organise a transition meeting: Once the child has been offered a place at a Primary school, organise a transition meeting and invite the SENCO from the new school to attend, along with the parents and other external professionals. This will provide opportunities for everyone to raise any concerns they have about the transition and to plan the required support for the child.

Preparing the child: Some children with autism will find the transition to a Reception class easier because of the clear structure of the day. Even so, most children with autism will need to be prepared to move to the new location and get accustomed to the new routine of the school day.

Using picture books and videos to explain to the child that they will be moving to a new school is an important step in this preparation. Providing them and their family with their own copies of such material would help the child to revisit the information a few times, to understand the move. Include information about what will be new and different at the school and what will be the same. For example, there will be new teachers and classmates, but they will still have time to play. Please look at an example in the template section.

If possible, increase more structured activities in the child's routine while they are still at the Early Years setting, such as carpet time and table-top activities, so that they are prepared for the change in expectations at the Primary school.

Arrange some school visits, both physical as well as virtual, well before the child is due to start at the Primary school. Take photos during the physical visit and create a book/story about the new school to help the child to understand the transition. Some children may benefit from visiting the school during quieter periods (such as after school) or for structured activities.

If other children from the Early Years setting are going to the same school, then joint visits could help the child with autism to know who will be moving with them, and provide them with a transition buddy.

If you are aware of the staff that will be working with the child in the new school, provide opportunities for the child to meet them and spend time with them, either at the Primary school or in your own setting.

Towards the end of the child's time at your Early Years setting, encourage the family to start taking their child to the site of the new school, while referring to the child's book on transition. This will help the child to understand the new route for going to school.

Getting the information ready: Prepare a child's profile with relevant information about the child for the new school staff (page 18). A child profile can include information such as what the child likes, what they find difficult or need help with, and information on strategies that have worked for you while assisting the child. See examples at the end for a child profile template.

If the child has an Education, Health and Care Plan (EHCP) in place, then update these records to reflect the child's development. Prepare the final report for the child, to be shared with the Primary school.

If possible, conduct an environment audit of the new school to identify any potential areas that the child may find particularly difficult, such as busy areas of the playground or high noise levels in the dining hall. Highlighting these to the receiving school will help them to prepare for these situations. AET has a [sensory audit tool](#) on their website which can be used for this purpose.

Transition from Early Years to Primary school

Transition planning at the Primary school

Understand the child:

Provide opportunities for the relevant staff to understand the child by facilitating their visits to the school. It is advisable to also make some visits to the Early Years setting yourself, to see the child in their regular environment and observe how they are supported.

Provide required information: Provide contacts details of the person with whom the family and the Early Years setting can liaise.

Where possible, provide photos of different school areas and relevant staff members, to help the Early Years setting in preparing a transition book.

Attend transition meetings: Attend transition meetings, to understand the child and to get appropriate support in place.

Training for staff: Arrange training in autism for staff, when required, before the child starts at the school.



Case study

Iqbal's parents came from Bangladesh, and he was their first son.

Iqbal was attending an Early Years setting where he had support from an autism outreach team. When Iqbal turned 4 years old, the Early Years setting applied for an Education, Health and Care Plan (EHCP) to support his needs. The SENCO at the Early Years setting had a meeting with his parents to explain the steps that they needed to take to find a school for their son, and discuss the different types of school provision in the UK. After visiting a few schools, the parents decided on a small mainstream Primary school.

Once Iqbal was offered a place at the school, the Early Years SENCO got in touch with the SENCO at the Primary school to organise his transition. The Primary school sent them photos of the school, and of Iqbal's classroom for next year, to help prepare a transition book. Iqbal and his key worker went for a school visit, but Iqbal found the new environment too overwhelming. Therefore, his key worker made a film of the school and showed this to Iqbal as a virtual tour, to help him become familiar with the setting. The teaching assistant (TA) from the Reception class at the Primary school came to visit Iqbal, to understand how he functions in the Early Years setting.

The Early Years setting provided the TA with an 'all about me' booklet, which included information about Iqbal's likes and dislikes, things he needs help with, and so forth. The TA could see how this information related to what the setting was doing, and had an opportunity to ask for clarification. In response to this, the Reception teacher put up a poster and added some books to the book corner relating to Iqbal's special interest.





Transition from Primary to Secondary school

Moving to Secondary school is a major step for most young people. Learners on the autism spectrum can often find this move difficult. This section focuses on some of the main difficulties and provides a few strategies that can be used to support the learner. Please remember that while we are highlighting a few common issues and strategies, you will need to individualise these strategies based on the learner you are supporting, and involve them in identifying what they are likely to find difficult.



Transition from Primary to Secondary school

Potential difficulties with the transition

- Anxiety about losing known support networks, peers, and routines.
- The learner may feel uncomfortable in the bigger setting of a Secondary school, and may find it difficult to navigate around the school.
- Having several teachers can make it difficult for the learner to form relationships with them, and for the teachers to understand the learner well.
- The potential introduction of new subjects, which can cause anxiety.
- Being aware of the expectations for each day may be worrying, such as organising their materials for the school day, noting down homework, and bringing their PE kit.
- The learner may have to travel independently to the school.
- There is potential for bullying during travel, or at the school.
- Different behaviour expectations can cause anxiety to the learner and their family.

Primary school planning transition to Secondary school

Helping the family: Encourage parents to visit Secondary schools while their learner is in year 5, and explain the process of applying for a Secondary school when required. Explain the different types of school provision available. Provide questions to consider when visiting the schools (see the downloadable resource for some suggested questions on page 24).

Support the family in travel training so that the learner can commute to the Secondary school on their own, if required. If the learner is going to a special school and may have a long journey, encourage the family to help the learner to engage themselves during the long drive with some activities.

Preparing the learner: Discuss with the learner what worries or fears they have about moving to a Secondary school. This is important to know, so that you can prepare accordingly. You could have a discussion or encourage the learner to keep a book with questions about transition, which they can discuss with relevant staff from Primary school and perhaps the receiving Secondary school. Highlight aspects that will be same at the Secondary school, and explain what will be different.

Start to provide opportunities for the learner to develop self-organisation skills, such as asking them to note down their homework, check their timetable, and bring relevant material to school. Giving the learner experience with doing these things in year 6 will reduce anxiety related to such activities when the learner moves to Secondary school. Visual schedules or prompt cards can also be used to help the learner develop strategies to help them manage. Engage the family to encourage the learner to check their timetable every evening and organise their materials accordingly.

If possible, start using different rooms or working with different teachers when the learner is in year 6. This will prepare the learner for the expected structure of a mainstream Secondary school, if that is where the learner is going. If the Secondary school offers a transition week, this will also help in familiarising the learner with the new school format.

Transition from Primary to Secondary school

Organise visits to the Secondary school, where the learner can explore the new environment and meet the new staff. You can encourage the learner to take photographs of the school and staff (after seeking their permission). The learner could then develop a transition book or portfolio with all the information that they will need for moving into the new school.

Engage the learner in preparing a learner profile, which can be shared with the Secondary school (page 18).

Help the learner to plan routes to navigate around the school by following the new school map. This could be introduced as a board or online game.

Planning a transition meeting: Plan a transition meeting that staff from the Secondary school can attend. Include the learner in these meetings so that they also have an opportunity to express their concerns and talk about the kind of support they would like to receive. Find out about new vocabulary which will be used at Secondary school, and introduce this to the learner.

Review the EHCP (if relevant) to reflect the learner's current needs and abilities. Provide a portfolio with examples of the learner's work, which the staff from the Secondary school can see or take, to provide them with a better idea of the learner's abilities. Include information about any specific strategies that are used with the learner, for example, visual timetables, Social Stories™, sensory circuits.

Conduct a [sensory audit](#) of the Secondary school, and provide the learner with coping strategies that they can use in the new school. Share this information with staff at the Secondary school as well.

Secondary school preparing for the transition

Engage with the Primary school to understand the learner and request all the required information before the learner is due to start. Whenever possible, visit the learner in their Primary school to understand the type of support that is in place for them. Find out if the learner is aware that they have autism, and whether they would like their peers to know about their diagnosis.

Familiarising the school: Provide real and/or virtual tour videos of the school setting, which could also include finding specific rooms or areas of the school. Highlight where the learner can go if they need a quiet area. Introduce the key members of staff the learner needs to know and explain their roles. It will be especially important for the learner to understand whom to approach with their queries or anything else that they need to discuss with an adult.

Provide the Primary school or the incoming learner with a school map and timetable, so that they can get familiar with this before they start at the school. Consider colour-coding the school map based on subject areas, as this can help the learner with locating the different areas and planning their timetable accordingly. Provide written school rules which learners are expected to follow, to reduce ambiguity.

Mentoring system: Create a school ambassador or peer mentor system, where learners already at the school will be able to provide support to new learners coming in. This could include being physically present when the new learners come for a visit, or visiting the incoming learners in their Primary school. You could also set up opportunities to share ideas and information with incoming learners through discussion forums on the school website.

Transition from Primary to Secondary school

Prepare for the first day: Provide detailed information about what is expected on the first day at the school. This can help the Primary school and parents to write a Social Story™ for the learner, or prepare them for the first day in other appropriate ways. You can find information on Social Stories™ and Comic Strip Conversations [here](#).

Changing school structure: If possible, consider an earlier start date for year 7 learners, so that they have an opportunity to explore and understand the new school environment and rules without having to interact with large numbers of learners.

Explore the possibility of having lessons based in fewer classrooms or even in one classroom in year 7. This can be beneficial not only for the learners with autism but for all the learners, while they are settling into a new environment.

Autism awareness: Have autism awareness sessions for peers as part of teaching diversity. The resource '*Promoting autism inclusive attitudes*', produced as part of [The Autism Resource Suite](#), contains ideas for raising peer awareness as part of this resource suite. Provide autism training to all the staff in the school on a regular basis, whilst also emphasising the importance of understanding individual learners with autism.

Conclusion

Transitions, whether they are micro or macro, can be challenging times for learners with autism. Sufficient planning and coordination across different professionals can help the learners to deal with these difficult periods of change.

Preparation is the key for success, and understanding individual learners' perspectives and feelings will help you to personalise your support to meet their needs. With appropriate individualised transition plans, learners with autism can receive the help they need to settle in the new setting or experience, and start to enjoy the opportunities.



References

Equality Act (2010), s. 6, available at:
<https://www.legislation.gov.uk/ukpga/2010/15/section/6>
(Accessed 18th February 2021)

Grandin, T. (2009) *Thinking in pictures: My life with autism*, London: Bloomsbury

Kunda, M. and Goel, A. (2011) 'Thinking in pictures as a cognitive account of autism',
Journal of Autism and Developmental Disorders, 41, pp1157-1177

Villa, RA. and Thousand, JS. (2012) 'Creating and sustaining inclusive schools',
In C. Boyle and K. Topping (Eds.) *What works in inclusion?* Maidenhead: Open University Press

Useful resources for planning transitions

Autism Education Trust website has examples of learner profiles and passports as well as a sensory audit checklist: <https://www.autismeducationtrust.org.uk/resources/>

Ambitious about Autism have produced a resource for returning to school after Covid, which can be adapted for general transition planning as well:
<https://www.ambitiousaboutautism.org.uk/sites/default/files/resources-and-downloads/going-back-to-school-or-college-checklist.pdf>

Black Sheep Press has a useful booklet and app for discussing potential scenarios involved in transition, called 'Talking about Secondary school':
<https://www.blacksheepress.co.uk/product/talking-about-secondary-school/>

Helen Sanderson Associates website has some filled-in examples of one page profiles:
<http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/>

The National Autistic Society's 'Making transition decisions':
<https://www.autism.org.uk/advice-and-guidance/topics/transitions/making-decisions>

The Optimus Education website has an example of a learner passport:
<https://my.optimus-education.com/learner-passport-template>

Whole School SEND resources on 'Returning to school after an absence':
<https://www.sendgateway.org.uk/resources/ask-listen-do-returning-school-after-period-absence>

'Transition planning for year 11' are useful resources for general SEND guidance on these topics:
<https://www.sendgateway.org.uk/resources/ask-listen-do-transition-planning-year-11>

Resources for transition to post 16

We acknowledge that transition from Secondary to post 16 is another major time of change. However, this is not the focus of this resource. You will find some useful information in the following resources:

O'Brien, A. (2015). *Finished at school guide*, London: Ambitious About Autism – can be accessed for free from: <https://www.ambitiousaboutautism.org.uk/what-we-do/policy-and-campaigns/campaigns/finished-school-where-next-young-people-autism>

'Preparing for adulthood': <https://www.preparingforadulthood.org.uk/>

'Securing good transitions': <https://www.sendgateway.org.uk/resources/securing-good-transitions-resource-pack-support-next-steps-key-stage-4-pupils-send>

'Transition mini-guide' published by NASEN:
<https://nasen.org.uk/resources/transition>



Examples and templates for Early Years to Primary school transition

The following are a few examples and templates that can be used to prepare for the transition from an Early Years setting to a Primary school.



Early Years to Primary school transition checklist

Actions	Completed	Comments
In the autumn term before the child is due to start at a Primary school, family are given an explanation about school provision options and encouraged to visit schools.		
A school place has been assigned (usually by April the following year).		
Relevant external service providers have been contacted.		
Contact has been made with the receiving Primary school.		
A transition meeting has been organised and relevant people are invited.		
A transition book or Social Story™ is written to introduce the new school.		
The child is engaged in some structured activities, such as tabletop activities, or group time with a clear focus.		
School visits have been organised.		
Staff from the Primary school have visited and observed the child in their Early Years setting.		
A sensory audit of the Primary school has been conducted and strategies have been discussed.		
Relevant documents have been created or updated (e.g. a child profile, EHCP).		
Staff at the Primary school have received autism training.		
The child is being familiarised with the new school route.		

Example of a child profile or 'All about me'

Blank white box for text entry.

Going to a new school







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.

This project was funded by the Department for Education.



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

@ Crown Copyright 03/2021

This document is licenced under the [Open Government Licence 3.0](https://www.ogiliv.com).

In collaboration with