

**SUPPORTING TRANSITIONS  
FROM PRIMARY TO SECONDARY SCHOOL  
FOR PUPILS ON THE AUTISM SPECTRUM**



**PRIMARY SCHOOL RESOURCE PACK**

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## INTRODUCTION

### TERMINOLOGY SECTION – QUALIFYING AUTISM SPECTRUM

This resource pack has been put together to advise school staff, parents/carers and other professionals supporting pupils on the autism spectrum through transition from mainstream primary to mainstream secondary schools. The intention is that the pack be used flexibly for each individual pupil. All materials photocopiable and available to be used by schools in their transition planning.

Transitions are not easy for people with autism. Transition tells us that 'it is time to move on' and pre-supposes that one is ready, willing and equipped to do so. Autism however says 'I have to stay here because 'here' is all I know' and assumes that anything outside of 'here' is chaotic, unpredictable and unpleasant. Fortunately however, with the understanding of how difficult change can be for those on the spectrum comes the possibility to create greater order, predictability and clarity within transition situations. (Wendy Lawson)

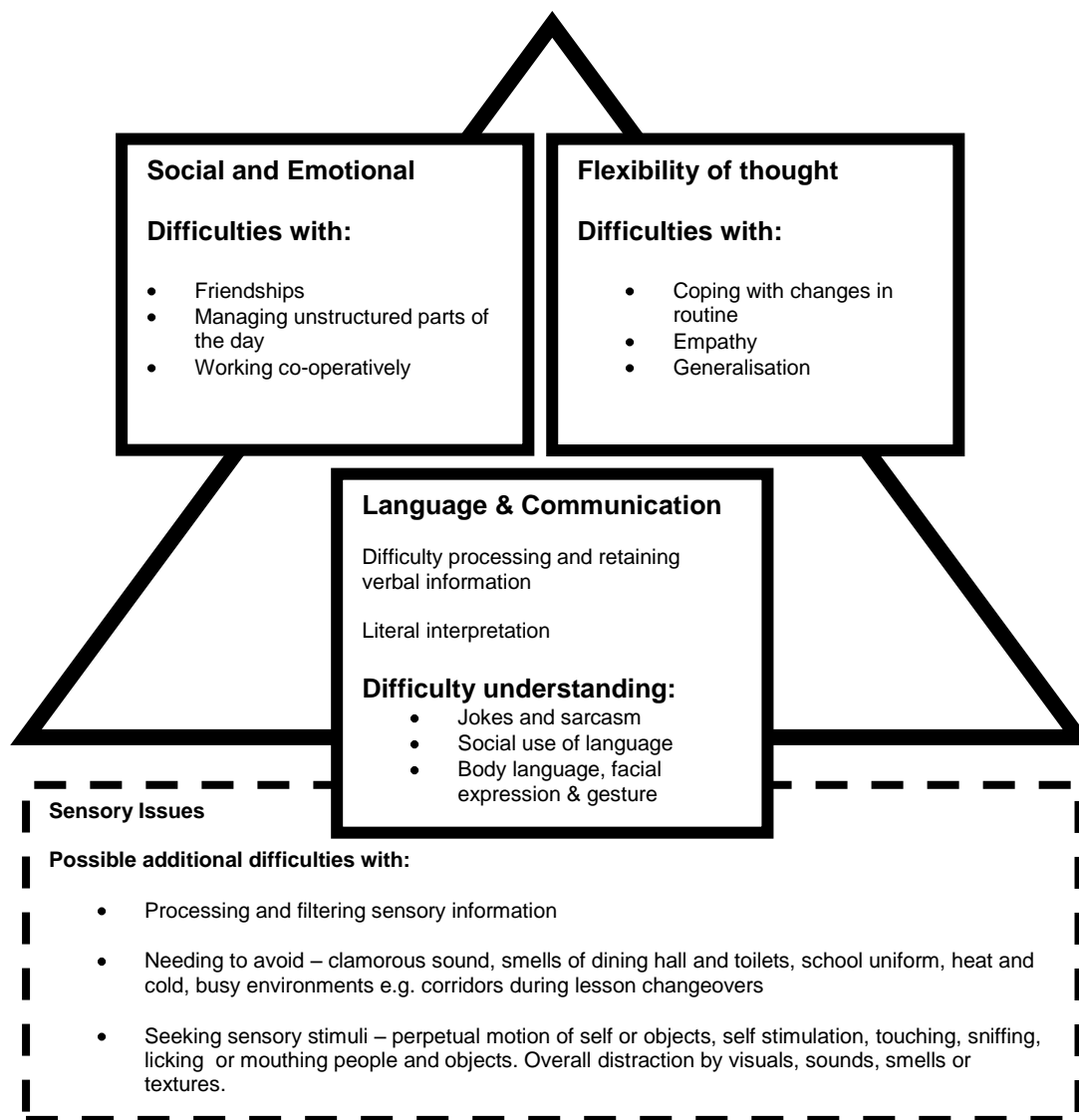


The strategies and approaches suggested in this booklet aim to:

- Raise the pupil's awareness of the likely differences that will be encountered and prepare him/her for these.
- Raise parents' awareness of the transition process and the role they have to play in making it successful.
- Familiarise the pupil with the environment, routines, people and expectations at the new school.
- Support the feeder primary school in coordinating the pupil's transition.
- Familiarise new teaching and support staff with the pupil and their individual strengths and needs.
- Reassure pupils, parents and schools that the pupil can be successful in their chosen secondary setting.

## BACKGROUND INFORMATION

In addition to the triad of impairments illustrated below, many pupils on the autism spectrum will also have difficulties with fine and gross motor coordination and organisational skills. They can also be adversely affected by underlying fears and phobias, often (but not always) linked to sensory sensitivities. (Breaking Down Barriers To Learning)



Breaking Down Barriers to Learning – Surrey County Council

The table over the page indicates the potential problems arising from the triad of impairments and associated difficulties upon transition. Although many pupils cope well with the types of issues listed above, anticipation of potential stressors can make both pupils and parents very anxious. Possible difficulties pupils may encounter are listed over the page. However we must remember that all children are individuals and will be affected to differing degrees.

# POTENTIAL DIFFICULTIES SURROUNDING TRANSITION TO SECONDARY SCHOOL

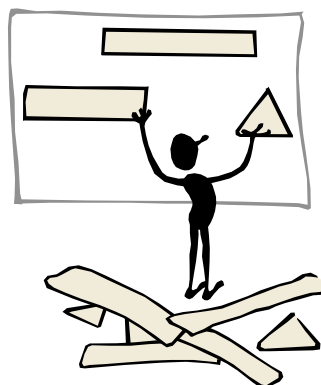
<b>ISSUES AROUND SOCIAL-EMOTIONAL DIFFICULTIES</b>	
Meeting larger numbers of pupils and staff More teachers for different subjects Potential targets for bullying Working with different peers throughout the day Perceiving what is bullying Understanding and accepting sanctions Losing existing support networks Increased demands on social skills are greater Asking for help Knowing what to do at break and lunch	Being the youngest in a new school Lack of understanding of expectations – apparent defiance Possible inappropriate interactions with staff and pupils Cooperative group and pair working Getting lost or disorientated in the new environment Bus and travelling Level of supervision reduced – e.g. break times Making new friends Joining new clubs
<b>ISSUES AROUND COMMUNICATION DIFFICULTIES– EXPRESSIVE/RECEPTIVE VERBAL/NON-VERBAL</b>	
Lack of understanding of expectations Possible rudeness or lack of respect for authority Expressing feelings appropriately Getting lost – following cues/asking for directions Detention: When, where, why? Loss of support of peers and adults Having correct equipment right day – cooking/trips Bigger busier environments - confusion Ensuring information is communicated to parents Knowing what to do at break and lunch	Delayed processing time Timetables – 2 week cycle/abbreviations/changes... Asking for help staff peers and parents Homework: understanding and recording Bus and travelling Increased demand on personal organisation Being late for lessons - fear and actual Joining new clubs – when, where, who, how? Greater levels of auditory input
<b>ISSUES AROUND FLEXIBILITY OF THOUGHT</b>	
Larger number of pupils and staff - confusion More teachers for different subjects New and different routines Understanding and accepting timetables What to do during breaks and lunch New curriculum subjects – MFL, CDT Sanctions & rewards - Detention Loss of peer and adult support networks	Being the youngest in a new school New building Lack of understanding of expectations – apparent defiance Navigating around the building/s Asking for help Homework – how and where Greater levels of abstraction in lesson material Responding to regular changes of room or staff
Difficulty in generalising and building upon skills/knowledge acquired at primary school	
<b>ISSUES AROUND SENSORY INTEGRATION DIFFICULTIES</b>	
Dinner hall noise and smells Corridors and stair crowds Music, science, CDT (noise/smells) noise/touch/smells Bigger busier environments – risk of overload	Toilets – smells and fear of germs Homework – conflicts with the need to unwind Bus and travelling – close proximity to others increased potential for distraction by external stimuli
<b>ISSUES AROUND EXECUTIVE FUNCTIONING DIFFICULTIES – MOTORSKILLS , ORGANISATION &amp; PLANNING</b>	
New building – navigation/organisation Lack of understanding of expectations Dinner time system understanding & organising PE issues – motor difficulties / rules Homework – planning, organising and execution Bus and travelling - organisation  Increased demand on personal organisation Getting to lessons on time Dealing with and reporting incidents Asking for help – means/opportunity	New and different routines – remembering/executing Understanding timetables Getting lost – what to do Detention – accepting and attending Science/CTD practical work Loss of support networks - previously scaffolding success Having correct equipment on right day Bigger busier environments – sensory overload Coping with unforeseen events or problems

# SUCCESSFUL TRANSITIONS



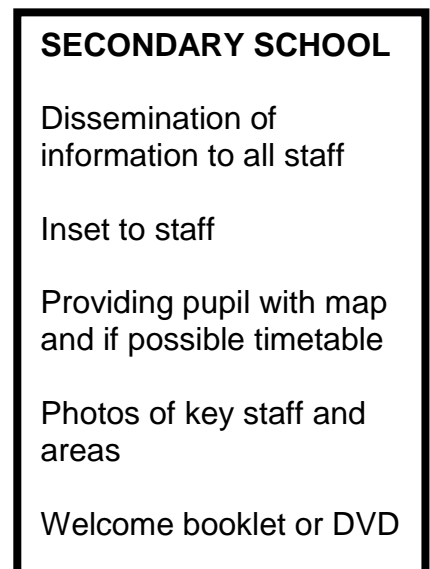
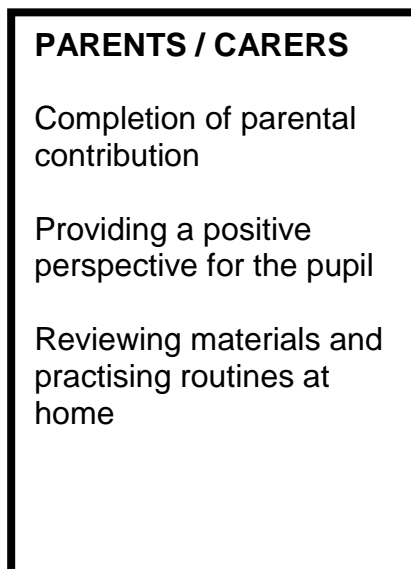
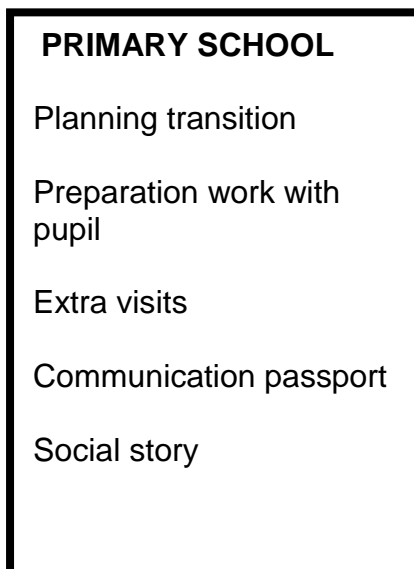
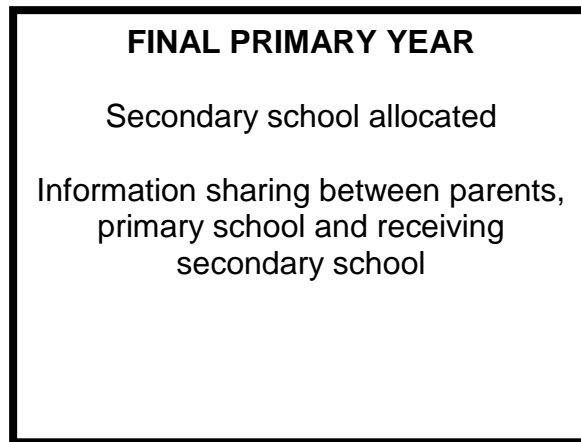
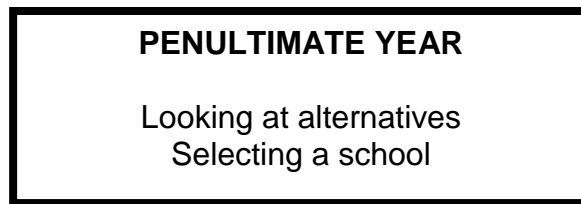
The keys to a successful transition may be summarised as follows:

- 1) Planning and preparation – beginning up to 2 years before transition
- 2) Communication
  - All parties must have a good level of awareness of the transition plan and the role they play in it
  - Information must be shared effectively between the receiving school and those people that know the pupil well.
- 3) Individual programmes – no one size fits all.
  - The following checklists and appendices aim to provide a framework within which the above may be realised for individual pupils across the county.
  - Guidance may be sought from the Leicestershire AOS regarding how best to use these resources to support individualised transitions.
  - The preceding information highlighting broader transition issues should be reviewed and used to identify potential difficulties for individual pupils.
  - The checklists which follow should then be reviewed in light of the issues raised. Those elements felt to be pertinent to an individual pupil's transition can be noted using the grids provided.
  - Included in your packs are resources and examples which may support information gathering for staff, parents and pupils. Most resources are photocopyable and can be used directly as part of the transition materials for your pupil. Resources marked COPYRIGHT are copies of resources produced by other authorities and are for reference only.



# PARTNERS IN TRANSITION WORKING TOGETHER FOR SUCCESS

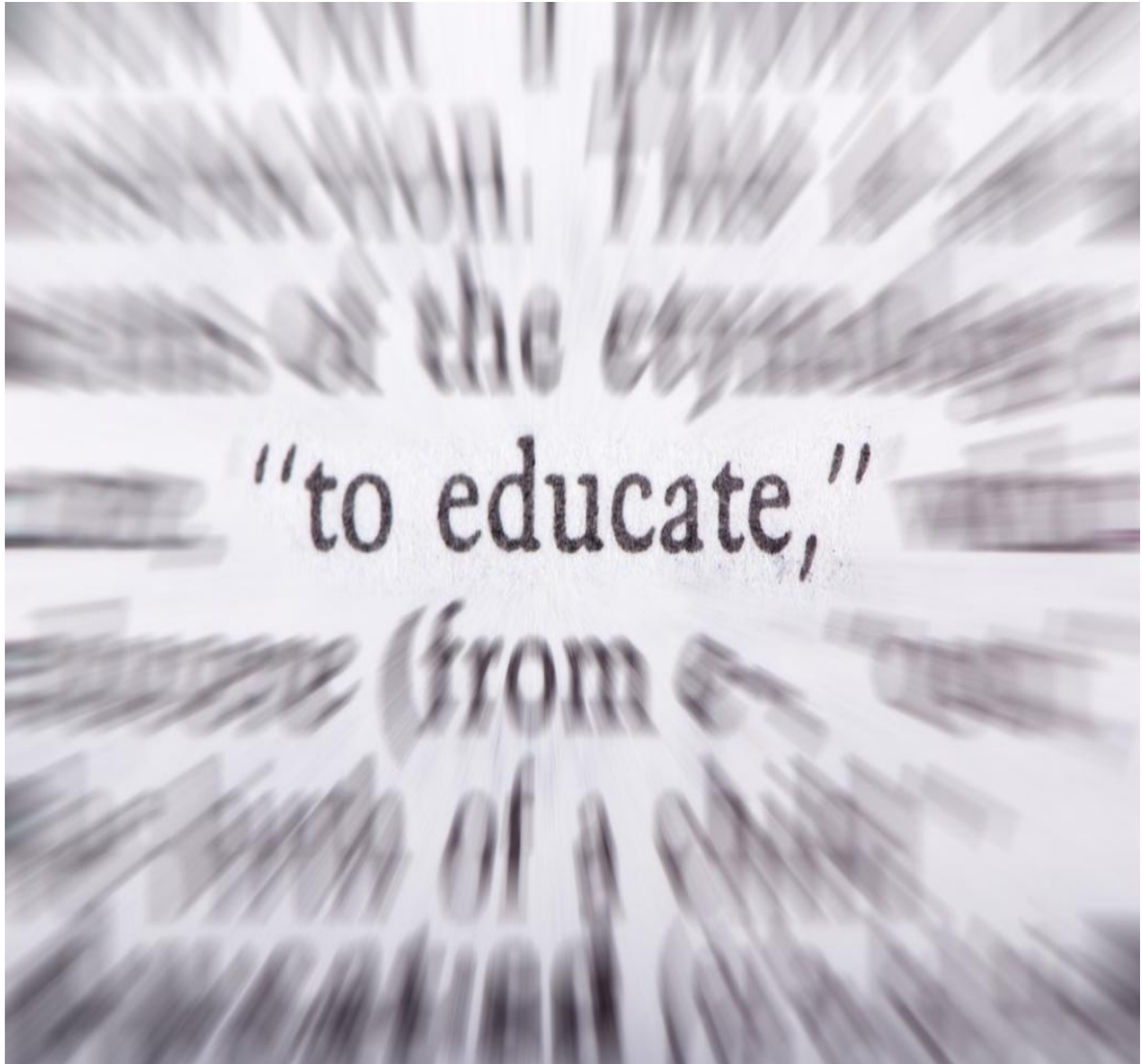
Successful transitions are dependant on each party involved understanding their role and the significance of it. An example of progression and task allocation is summarised in the diagram below.



**AUTISM OUTREACH INVOLVED WHERE APPROPRIATE**

REMEMBER PUPILS ON THE AUTISM SPECTRUM WITHOUT A STATEMENT HAVE ACCESS TO THE AOS VIA SCHOOL REFERRAL

# EXAMPLE TRANSITION RESOURCES



The following materials are examples of the type of resources which may prove useful in creating *order, understanding and calm*. Pupils shown and names used are fictitious.

## **PARENTS CHECKLIST FOR IDENTIFYING AUTISM FRIENDLY SCHOOLS**

Visiting secondary schools in readiness for your child's transition can be a daunting task. You may be uncertain about what questions to ask and what to look for and yet professionals are expecting you to make a decision about what is best for your child. Well, you know your child better than anyone and it is likely that you can trust your instincts. Nevertheless you may want to this checklist to help you in the initial information gathering process.

### **SCHOOL ENVIRONMENT**

- How close is the school to your house?
- How big is the site?
- Is the environment warm and inviting?
- Is the building on more than one level?
- Are there satellite buildings, mobile classrooms or teaching areas offsite?
- Is the building well labelled?
- Does the building feel logical in its organisation?
- What are the noise levels like outside and in the building?
- How many play areas are there?
- How secure is the site?
- Is there a feeling of calmness and orderliness of movement around the school?
- Are there quiet rooms for the pupils to use?
- Are the classrooms self contained or open plan?
- How clean and plentiful are the toilets?

### **NOTES:**



## **STAFFING**

- Does the person who is showing you around have a good understanding of autism?
- Do they demonstrate this understanding?
- Are they keen to get information from you?
- How many staff would your child be involved with?
- What do you observe support staff doing?
- How interested does the receiving teacher or Year Head seem?
- How many staff are on duty at break times in the playgrounds and dinner hall?

## **OTHER CHILDREN**

- Will your child know any existing pupils before they transfer?
- How many pupils will transfer with your child from their primary school?
- Look out for movement around the school at social times e.g. playground, lunch time, toilets and cloakrooms.
- Look at general class size and whether the size of the room accommodates them comfortably
- How are pupils seated in classrooms – individually, groups, large numbers, random?
- Do you see any pupils being withdrawn for 1:1 or small group work?

## **NOTES:**

## **ETHOS**

- How are you made to feel?
- How do you see staff communicating with pupils?
- How do pupils treat each other?
- How are pupils with obvious difficulties (physical/behavioural/sensory) treated by staff and peers?

## **TIMETABLE**

- Can you see staff and pupils referring to their planners
- Do the pupils seem to know what they are doing?
- Are all the facilities being used?

## **CURRICULUM**

- What work do you see going on?
- Are pupil's engaged in different tasks or are they all doing the same thing?
- Are some pupils doing 'easier' work?
- How are staff supporting pupils – nearby or from their desk?
- Are any pupils doing nothing?

## **NOTES:**

## **SOCIAL ACTIVITIES**

- What social activities do you observe?
- Are pupils encouraged to work and play cooperatively?
- What considerations are made for pupils who don't appear to want to join in with majority activities?
- How do you observe pupil behaviour being managed? What recognition, rewards, praise, reprimands and sanctions, if any, are being used?
- How often are pupils being praised?
- Are pupils given responsibilities?

## **PARENTAL INVOLVEMENT**

- What evidence do you see that parents are welcomed into the school?
- What activities are arranged for parents?
- How welcome are you made to feel?
- Do the things that you are told take place actually happen?

## **NOTES:**

## **ORGANISATION OF THE ENVIROMENT**

- How many rooms will your child need to access?
- Where do pupils eat?
- How does the lunchtime system work?
- Where do pupils do PE and where do they change?
- Where will your child keep their possessions?
- If your child needs 1:1 work, where will this take place?
- If your child needs a place to calm down or be alone, is there a place to go?
- Are there clear boundaries in the playground?
- Are there security measures in place that ensure safety of all pupils i.e. against intruders and to ensure that pupils stay within the school grounds?

## **NOTES:**

# CONSIDERATIONS FOR THE PENULTIMATE PRIMARY YEAR

<b>PUPIL NAME:</b> <b>DOB:</b>		<b>PLAN CO-ORDINATOR:</b> <b>REVIEW CYCLE:</b>	
SUGGESTED STRATEGY APPROACH OR ACTION	REQUIRED? (tick if yes)	WHO BY AND WHEN	ADDITIONAL COMMENTS
Staff from receiving secondary schools to be invited to Annual Review			
Discuss range of schools available to the pupil at the next phase			
Encourage parents to visit possible schools supported with ASD checklist			
Ensure parents understand the need to express a school preference before the deadline using the generic form which goes out to parents			
Set IEP targets to address transition issues identified			
Planning to increase independence – in lessons, during unstructured times and with regard to personal organisation			
Start to use check lists, plan b scenario cards and homework diaries			
Consider staffing issues. Plan for familiarisation with a wider range of staff members			
Focus on moving around primary school base independently to take messages			
Where possible consider varying rooms or staffing for established sessions			
Copy of information sent to parents			

# CONSIDERATIONS FOR THE FINAL PRIMARY YEAR (SHEET 1 AUTUMN TERM)

<b>PUPIL NAME:</b>		<b>PLAN CO-ORDINATOR:</b>	
<b>DOB:</b>		<b>REVIEW CYCLE:</b>	
<b>SUGGESTED STRATEGY APPROACH OR ACTION</b>	<b>REQUIRED? (tick if yes)</b>	<b>WHO BY AND WHEN</b>	<b>ADDITIONAL COMMENTS</b>
Transition meeting involving staff from both schools and parents – discuss successful strategies, organisation of learning environment, possible stress factors, strategies to promote personal, social and educational development.			
Confirm parents' school choice and ensure parents understand the process			
Discuss SATs concessions			
Liaison with SENCO, Year Tutor and LS DEPT.			
Create a portfolio of best work, photos, tapes, video, writing, artwork, interests to provide a lasting visual memory and possibly inform secondary			
Initial meeting with pupil to plan transition visits – must be communicated to staff and parents			
Clarify transition plan in a way that is accessible for pupil – detail visits			
Encourage pupils to record queries and concerns in a Transition Journal.			
Practise using a homework diary system			
Information copied to parents			

## CONSIDERATIONS FOR THE FINAL PRIMARY YEAR (SHEET 2 SPRING TERM)

<b>PUPIL NAME:</b> <b>DOB:</b>		<b>PLAN CO-ORDINATOR:</b> <b>REVIEW CYCLE:</b>	
<b>SUGGESTED STRATEGY APPROACH OR ACTION</b>	<b>REQUIRED? (tick if yes)</b>	<b>WHO BY AND WHEN</b>	<b>ADDITIONAL COMMENTS</b>
Pupil to visit secondary school with parents on an Open Evening or separate visit.			
A transfer project to be undertaken by the pupil supported as necessary by LSA, teachers, parents and secondary school staff.			
Secondary school to provide supporting information to school – Secondary school pack.			
Pupil to begin transition journal, recording questions, aspirations and concerns regarding the move. Supported as appropriate by staff and parents.			
Opportunities to be made for the pupil to air any concerns to parents, staff at primary or secondary as appropriate. This should be done in good time to allow issues to be worked through and solutions or compromises reached.			
Passport / pupil profile / pen portrait – to include strengths and difficulties, likes and dislikes, educational and or behavioural targets, strategies that work and support needed in different lessons. Example in resource section.			
Information from all professionals involved to be shared with secondary.			
Information to be copied to parents.			

## CONSIDERATIONS FOR THE FINAL PRIMARY YEAR (SHEET 3 SUMMER TERM)

<b>PUPIL NAME:</b>  <b>DOB:</b>		<b>PLAN CO-ORDINATOR:</b>  <b>REVIEW CYCLE:</b>	
SUGGESTED STRATEGY APPROACH OR ACTION	REQUIRED? (tick if yes)	WHO BY AND WHEN	ADDITIONAL COMMENTS
Visits to secondary school after school when the building is quiet – take photographs			
Pupil to be supported in completing their transfer project and addressing issues indentified in discussion and in transition journal			
SENCO and/or key LSA from Secondary to spend time shadowing pupil in their primary setting			
Identifying a buddy in Year above who accesses LS possibly to visit pupil in primary and accompany them on their first daytime visit.			
Pupil to meet key staff in one or both settings – LSA, mentor, tutor, SENCO ...			
Training for secondary staff both generic and pupil specific			
Extra visits to be undertaken with 1 or 2 peers to reduce anxiety/pressure			
Practise new routes & expectations especially those needed in the first few days			
Change of focus of extra visits from purely environmental to social as appropriate			
Staff to work with the individual pupil to create a Social Story for reference during summer holiday			
Information to be copied to parents			



## POSSIBLE OBJECTIVES FOR ADDITIONAL TRANSITION VISITS

<b>PUPIL NAME:</b>		<b>PLAN CO-ORDINATOR:</b>	
<b>DOB:</b>		<b>ADDITIONAL VISIT DATES:</b>	
<b>SUGGESTED STRATEGY APPROACH OR ACTION</b>	<b>REQUIRED? (tick if yes)</b>	<b>WHO BY AND WHEN</b>	<b>ADDITIONAL COMMENTS</b>
Ensure that a key person has visited the pupil in their primary setting			
If possible make the key person available for the pupil to discuss concerns with – consider frequency of such sessions			
Consider identifying a peer Buddy from the year above. This Buddy could possibly visit the pupil in their primary setting and/or accompany them on their first few visits to the secondary school			
Practise key routes – e.g. entering the building, route to form room and to Learning Support, lunchtime routine.			
Explore ways to support pupils to appropriately and discretely express anxiety, need for time out or need for help.			
Wherever possible plan to place the pupil in a tutor group with some supportive peers they already know.			
Supply materials necessary for pupil's transition project Supply school booklet or DVD			
Ensure first Induction Day plans are in place and understood by all – timetable/schedule, map, key people, support systems, buddy system and emergency plans			
Allocation of a key person – to be point of contact for pupil and parents and also source of guidance/knowledge for staff			
Personalisation of timetables e.g. visual symbols to support, full teacher's names and times on clock faces? Colour coding of subjects, room numbers with descriptions. System to simplify a two week rolling timetable			
Ensure pupil has a visual explanation of the plan for induction days – What to bring, where to go and what will happen			

**More Thoughts and Questions**

# MY NEW SCHOOL



\_\_\_\_\_ **School**

**Affix photo here**

All the people in my class that are going to the same secondary school as me will be coming with me for two days in July. These are called Induction days when we get to find out about our new school.

### **INDUCTION DAYS:**

**Day 1:**

**Day 2:**

I will also have some extra visits to help me get to know my new school.

### **EXTRA VISITS:**

**Visit 1**

**Visit 2**

**Visit 3**

**Visit 4**

**Visit**



The person that I should go to if I have any problems on my visits is:

**Name:**

**Affix Photo**

Over the next few weeks I will record any thoughts or questions that I have about secondary school. During my visits I will have the chance to share this information and get answers to the questions I have about my new school.

I can record my thoughts and questions on the other pages in this booklet.

**Thoughts and Questions**

**Thoughts and Questions**

# GETTING READY FOR SECONDARY SCHOOL



- You will be thinking about your new school
- You may be worried
- Please answer the questions by circling the number that best shows how you feel.
- 1 means you are not worried at all. 4 means you are very, very worried
- .....will help you fill out this form

Getting lost	1	2	3	4
Being bullied	1	2	3	4
Making Friends	1	2	3	4
Getting detentions or consequences	1	2	3	4
Having lots of different teachers	1	2	3	4
Finding class work too difficult	1	2	3	4
Homework	1	2	3	4
Doing PE	1	2	3	4
Changing and showering	1	2	3	4
Being late for school	1	2	3	4
Being late for lessons	1	2	3	4
Having your money stolen	1	2	3	4
Having other property stolen	1	2	3	4
Break time / Lunchtime	1	2	3	4
Doing tests and exams	1	2	3	4
Forgetting books or equipment	1	2	3	4
Getting ill	1	2	3	4

This questionnaire will help us to support you better when you arrive at our secondary school.

# WHAT CAN I DO TO PREPARE FOR MY TRANSITION TO SECONDARY SCHOOL?



<b>NAME:</b>		<b>DOB:</b>	<b>YEAR:</b>
<b>PRIMARY SCHOOL ATTENDED:</b>			
<b>CHOSEN SECONDARY SCHOOL:</b>			
<b>JOB TO DO</b>	<b>Useful? (Tick if yes)</b>	<b>WHEN WILL I AIM TO DO THIS? WHO WILL HELP ME? HOW WILL I ACHIEVE THIS?</b>	
Make a map showing the relationship between the primary and secondary school			
Obtain a plan of the secondary site. Colour code the plan to show: where different lessons take place, landmarks and important places – form room, library, Learning Support...			
If possible get a copy of next year's timetable – if not practise on an example. Colour code the timetable – use one colour for subject area, room, teacher and LSAs name.			
Personalise timetable with things like subject symbols, full names and clock faces to make the written information more visual and easy to read at a glance.			
Find key landmarks around school that will help you find your way around on the first few days. Consider preparing photo route cards or bulleted directions to get you to your form room and other important locations around school.			
Do some work on understanding and using a secondary timetable.			
Take photographs of the school – buildings/ outside and in / members of staff. These can be made into a reference for you but will also be interesting for you to share with your friends who are also moving up with you.			
Collect information about subjects listed on the 'things to ask' sheet			
Prepare a visual records of the information you have gathered – possibly make a workbook and/or Social Story			
Share the information you have found out with your classmates			
Share the information you have found out with your parents or carers			
Practise using a homework diary and personal checklists			

# WHAT DO I NEED TO KNOW ABOUT SECONDARY SCHOOL?

AREA	WHAT DO WE NEED TO KNOW ABOUT...	WHERE IS INFORMATION RECORDED
	<p><b>BREAKTIMES</b>            What happens at break time?            Where can you go?            What can you do?</p>	
	<p><b>LUNCHTIME</b>            What happens at Lunchtime? Where/when/choice/café system/menu and prices/paying/where to sit and eat/ what to do when you are not eating?</p>	
	<p><b>CLUBS &amp; ACTIVITES</b>            What clubs are there? Times/days/ how to join?</p>	
	<p><b>SCHOOL RULES</b>            What are the school rules?            Classroom/corridors/assembly/dining room/library/uniform/lockers/break times</p>	
	<p><b>LESSON TIMES</b>            What are the lesson times? How do you know when a lesson or break time is finished? Does the school use a bell system – if so how does it work?</p>	
	<p><b>HOMEWORK</b>            How are homework diaries used?            How much homework do you get?            Is there time to do homework in school?</p>	
	<p><b>STAFF</b>            What are the names of the staff you will meet most?            SENCO/Form Tutor/LSAs/ Head of Year</p>	
	<p><b>SUPPORT FROM PUPILS</b>            Is there a buddying system, friendship group or peer mentoring programme in place at the school? If so how do they work?</p>	
	<p><b>SUPPORT FROM STAFF</b>            How does learning support work in the school?            Where do you go if you have a problem?</p>	
	<p><b>BULLYING</b>            How is bullying dealt with in the school?            How do you report bullying?            Who do you report it to?</p>	
	<p><b>BEING LATE</b>            What do you do if you are late for school?</p>	
	<p><b>LOST</b>            What do you do if you forget your homework?            What do you do if you are lost or if you lose something?</p>	
	<p><b>FEELING ILL OR HURT</b>            What do you do if you feel ill in school?            What do you do if you get hurt at school?</p>	

# PUPIL INFORMATION SHEET

Name:

DOB:

COP Level:

Next annual review date:

## National Curriculum Levels

<p><b><u>English</u></b></p> <p>Speaking and Listening:</p> <p>Writing:</p> <p>Reading:</p> <p><b><u>Overall Level:</u></b></p>
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<p><b><u>Maths</u></b></p> <p><b>Overall Level</b></p>
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<p><b><u>Science</u></b></p> <p><b>Overall Level</b></p>
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## Other Assessment Data

## Useful 'Day to Day' information

	STRENGTHS	Difficulties
Curriculum	e.g. preferred activities	e.g. academic weaknesses, activities child isn't keen on
Social	e.g. friendships	e.g. how child communicates feelings, cue for showing stress, triggers for stress, children to avoid



# SECONDARY TRANSFER SCHEDULE

<b>NAME</b>			
<b>PRIMARY SCHOOL</b>		<b>SECONDARY SCHOOL</b>	

<b>PEOPLE INVOLVED IN THE TRANSFER</b>  And contact phone numbers			

<b>'BUDDIES' IDENTIFIED:</b>			

<b>AREAS TO BE EXPERIENCED</b>	
<b>DATE:</b>	
<b>DATE:</b>	
<b>DATE:</b>	
<b>DATE:</b>	

# SECONDARY TRANSFER SCHEDULE

Please comment on any successes / difficulties the pupil is likely to have in the following areas:

**ORGANISATIONAL**

**INTERPERSONAL**

**CURRICULUM**

**OTHER**

Signed.....

# WRITING A PUPIL PASSPORT

Pupil passports provide a portable and concise description of a pupil. They are typically used for pupils with limited expressive ability and complex needs but can be equally useful for more able pupils in stressful situations. They can also provide a valuable outline for supply staff.

Pupil passports aim to:



- Outline important information
- Promote consistency
- Give the pupil a voice
- Record and celebrate success
- Give a positive message to others.
- Allow parents and carers to contribute

Pupil passports should be:

- Written in the first person
- Written with the pupil
- Positive in their presentation
- Visually informative
- Involve consultation with staff and parents



Pupil passports should include:

- Personal details
- information about medication
- information about how they communicate
- Strengths and abilities
- Special Interests and activities
- Friendship groups
- Academic profile – levels of support needed, pace of working
- Triggers to distress and signs of anxiety



# EXAMPLE PASSPORT FORMAT 1

My name is Abi Steady and I have a diagnosis of Aspergers Syndrome	This is how I look when I feel happy	
I am in Year 7. My form tutor is Mr Green. My friend is Ali Levy and I feel better when I am able to sit near her in class. She helps me find my way around school and helps me to calm down when I feel anxious.  My sister's name is Rhiannon and she is in Year 10	<b>PHOTO</b>	I get the bus to school but my mum collects me as I struggle to find the right bus queue at the end of the day when the yard is very crowded

I have special help in some lessons. My key worker is Mrs White. If you have a problem with my work or behaviour she would be a good person to talk to.

I like reading, drawing and cooking

My least favourite lesson is maths. I usually need a lot of extra support in maths

## **I Work Best When ...**

It is quiet and when I know what is happening and what is expected from me

I have the support of my close friends

## **Things I Find Difficult**

- Talking to people I don't know
- Putting my hand up in lessons
- Finding my way around in school
- Getting into groups

## **Things You Can Do To Help**

Let me sit near the front. It is helpful if I can know who I am sitting next to

When you ask me a question give me plenty of thinking time

Let me work by myself or in a small group

(Based on materials from Gloucestershire County Council Advisory Teaching Service - Communication & interaction team)

# EXAMPLE PASSPORT FORMAT 2

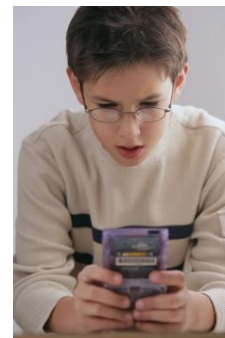
**My name is:** James Jones

I am in Year 7. My tutor is Mrs. Brown

I have Aspergers Syndrome

**Things I want you to know about me:**

**Here I am**



## **I Like**

Computers

Maths

Reading

My guinea pig



## **I don't like**

Changing for PE

Being touched

Crowded places

Loud noises



**Things I find difficult:**

Changes to routines

working in groups

Getting started with writing

Listening for a long time

Asking for help

**Things that help me:**

- ❖ Try and let me know when things are going to be different
- ❖ Word in a small group with people I know and who know me
- ❖ Check that I know what I have to do and go through it with me
- ❖ Explain exactly what I have to do. Write it down. Write these steps down. Show me what to do.
- ❖ Make sure I have written down and understood the homework

**Sometimes I get 'stressed' and may start banging things. I am allowed to show my pass card and then go to LS to 'chill out'.**

My special friends are Luke Smith and David Brown. I like to go with them when the bell goes.

# What your new teachers would like to know about you

What words describe you best?

What are you particularly interested in?

How do you learn best?

**Photograph**

Think about your favourite teacher – what do you like about how they teach?

What is your favourite part of the school day?

What is your favourite thing to do at school?

Where do you like to sit in class? What do you like to do at break time?

What worries you about secondary school?

What do you want to learn next year?

What would be a perfect school day for you?

What do you like to read?

What else do you want us to know?

## EXAMPLE INFORMATION CARDS

Information cards usually focus on a set of specific, related issues. These cards can be attached inside the register or handed over to less familiar staff at the start of the lesson or in times of heightened anxiety.

My name is Abi

- ❖ I am shy and find it very hard to answer questions or read out in class.
- ❖ I manage better when I am talking directly to one adult.
- ❖ I find it really hard to work in a group but it does help a little if you give me a specific role.
- ❖ I prefer it when I can work individually.
- ❖ If it is possible please could you let me leave 2 or 3 minutes early so that I can miss the crowds in the corridors?

○ Thank you

Hi, I'm Rhi

- ❖ I find it very hard to take in a lot of verbal information, so I may be a bit unsure of what I have to do when it is time for us to work individually.
- ❖ It really helps me to have a list of written instructions to refer to and to work through.
- ❖ I may need help from an adult to get started on my work.
- ❖ Sometimes working with a buddy can help.
- ❖ If there is homework, could you please make sure I have clear instructions that can write in my planner?

○ Thank you

# PUPIL TRANSFER INFORMATION

Pupil Name:

Questionnaire completed by:

**S/he enjoys**

**S/he is good at**

**What are good motivators for him/her?**

**S/he needs support with**

**What is the pupil's understanding of their diagnosis or differences?**

**How do you and the pupil talk about his/he diagnosis?**

**How does the pupil talk about him/herself?**



# REFERENCES USED IN THIS BOOKLET

Moving on Together For Parents and Professionals -Preparing for Secondary Transfer of Pupils with ASD  
Gloucestershire County Council Advisory Teaching Service – Communication and Interaction Team.






Moving on Together – Preparing for Secondary Transfer of Pupils with ASD  
Gloucestershire County Council Advisory Teaching Service – Communication and Interaction Team.

My New Class – Materials to support the transition between classes of pupils with ASD  
Gloucestershire County Council Advisory Teaching Service – Communication and Interaction Team.









Transitions conference notes by Wendy Lawson

Transitions 8 Parents Information Pack – West Midlands SEN Partnership (Autism West Midlands)

# WHAT DO I NEED TO KNOW ABOUT SECONDARY SCHOOL?

AREA	WHAT DO WE NEED TO KNOW ABOUT...	NOTES - WHERE IS ADDITIONAL INFORMATION RECORDED?
	<p><b>BREAKTIMES</b></p> <p>What happens at break time? Where can you go? What can you do?</p>	
	<p><b>LUNCHTIME</b></p> <p>What happens at Lunchtime? Where/when/choice/café system/menu and prices/paying/where to sit and eat/ what to do when you are not eating?</p>	
	<p><b>LESSON TIMES</b></p> <p>What are the lesson times? How do you know when a lesson or break time is finished? Does the school use a bell system – if so how does it work?</p>	
	<p><b>BEING LATE</b></p> <p>What do you do if you are late for school?</p>	
	<p><b>HOMEWORK</b></p> <p>How are homework diaries used? How much homework do you get? Is there time to do homework in school?</p>	
	<p><b>OTHER</b></p>	

## WHAT DO I NEED TO KNOW ABOUT SECONDARY SCHOOL?

AREA	WHAT DO WE NEED TO KNOW ABOUT...	NOTES - WHERE IS ADDITIONAL INFORMATION RECORDED?
	<p><b>CLUBS &amp; ACTIVITIES</b> What clubs are there? Times/days/ how to join?</p>	
	<p><b>SCHOOL RULES</b> What are the school rules? Classroom/corridors/assembly/dining room/library/uniform/lockers/break times</p>	
	<p><b>STAFF</b> What are the names of the staff you will meet most? SENCO/Form Tutor/LSAs/ Head of Year</p>	
	<p><b>SUPPORT FROM PUPILS</b> Is there a buddying system, friendship group or peer mentoring programme in place at the school? If so how do they work?</p>	
	<p><b>SUPPORT FROM STAFF</b> How does learning support work in the school? Where do you go if you have a problem?</p>	
	<p><b>BULLYING</b> How is bullying dealt with in the school? How do you report bullying? Who do you report it to?</p>	
	<p><b>LOST</b> What do you do if you forget your homework? What do you do if you are lost or if you lose something?</p>	
	<p><b>FEELING ILL OR HURT</b> What do you do if you feel ill in school? What do you do if you get hurt at school?</p>	

*PANIC!*

## EXAMPLE INFORMATION CARDS

*Help!*

*#%&!*

**Hello I am Max Fullman, Year 6, tutor Mrs Mills**

- ❖ I am very shy and find asking for help very difficult.
- ❖ I also find it hard to work in larger groups
- ❖ I don't like noisy environments
- ❖ I work best if I sit at the front so that I get less distracted
- ❖ If I make unusual noises it is because I am feeling worried or upset. I am not misbehaving
- ❖ Thank you for understanding my needs

*GO!*

*QUIT*

**Alex Swift Year 7**

- ❖ Please tell me if changes are going to happen as I like to follow my usual timetable
- ❖ Writing is hard for me but I am good on the computer
- ❖ If I put my hands over my ears it is because I don't like the background noise in the room
- ❖ If I get cross and start to shout out I need to sit on my own in a quiet place. Please don't crowd me by asking what the matter is.
- ❖ I don't like getting my hands dirty and may need help to wash them

*home*

*undo*

*OOPS!*