

# all change

*A Guide to Transitions  
for Children and Young People  
with Additional Support Needs*

*Home / Pre-school / Primary*

# Introduction

*“All children and young people go through transition stages in their school education ... Early or timely planning is required to ensure continuity and progression between stages or breaks in education.”*

supporting children's learning – Code of Practice ( 2005)

The following support pack has been developed by staff and parents in East Renfrewshire working in partnership with other agencies. The pack was originally developed in 2006 and this revised version was produced in 2008.

The writers of this document would like to acknowledge the contribution of colleagues in this and other authorities.

Throughout, the term ‘teacher’ has been used to describe any adult working with the child e.g. Pupil Support Assistant (PSA), Child Development Officer (CDO).

**NOTE** The exemplars in this booklet have been deliberately kept simple. Schools have developed and are using a great deal of excellent material to support transitions.

## *Some views of children on transitions*

“Every time I get a supply teacher, I get very nervous because she is unfamiliar to me. I can’t get on with my work for thinking about it. I fidget and fiddle and look at my watch a lot just so the day will pass. I just want the day to end.”

“I am always worried about getting a new teacher in case I do something wrong in the class. Different teachers want you to do different things. Sometimes I get confused. Usually my timetable helps me.”

## *Some views of parents on transitions*

“A transition booklet makes such a difference. It can mean the difference between a good and a bad holiday for us.”

“If I know about a new situation I can prepare my son beforehand. This really helps him and causes a lot less frustrations at home.”

“I know when my first child started school I was like all the other mums – excited and a bit nervous but because my second child has autism I am very scared at the thought of school. Knowing as much as possible helps.”

### *Who is the pack designed for?*

This pack will support teachers of children and young people with additional support needs who require extended transition e.g. children with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome (AS), children with Down's Syndrome, children who have difficulty interacting with others, children who have social, emotional or behavioural difficulties.

(See Appendix A for a full list of additional support needs which may require extended transition and Appendix B which outlines good practice in relation to working with young people and parents.)

### *What is the pack's purpose?*

The purpose is to support teachers during transitions, which will, in turn promote security and ease stress for the teacher, the parent and the child/young person. However, the pack is not definitive and there is an awareness of some excellent development and practice which already exists in many schools.

### *Why is it necessary?*

Change is not a one-off occurrence – it is a process. It affects children and young people differently in duration and effect. For some children, major changes, such as a change of classroom or teacher, may go very smoothly. However, minor changes such as sitting on a red chair instead of the familiar blue chair can cause major reaction apparently out of proportion to the situation. Finding out that the colour is the stress factor can take time! Continued use of strategies (e.g. visual supports, social stories, familiarisation with people and surroundings) during and beyond the early period of change can provide a 'safety net' which may prevent anxiety levels rising and impinging on all aspects of the curriculum and school life.

### *When is it relevant?*

- Entry to pre-school
- Entry to primary
- Transitions between stages e.g. primary 2 to primary 3
- Transitions if a part time placement is involved
- Any environmental changes that may occur e.g. change of classroom
- Transfer to another school
- Returning after a break in education.

# *Entry to pre-school/Primary*

Successful transitions happen when planned time is given to receiving Nursery Staff to liaise with parents and professionals to exchange information. Time spent at this stage defuses stress for all concerned.

## *Pre-school to primary*

Again success is more likely when planned time is given to existing and receiving teachers to liaise and exchange information. Parents have the most in depth knowledge of the child and this information can be extremely helpful.

The following ideas have been tried and found to be helpful when preparing for transition. They can be used in addition to the usual methods of preparing a class for change. Verbal explanation about the new class/change or situation may not be enough for the identified child. Visual supports will be important to ensure the child has absorbed the information e.g.

- Photograph/video of the new classroom.
- Map showing route and situation of classroom, cloakroom, playground, toilets etc. (See Appendix C)
- Individual tours of classroom to supplement the routine visits usually done at the end of term with the whole group.
- Photograph of new teacher/PSA/ playground/toilets etc. made into booklet to take home over the holidays.
- Pictorial/visual supports for routine procedures. (See Appendix D)
- Make sure the identified child understands the whole class is changing teacher, building etc, not just him.
- Practise walking through routes with adult support, to the new classroom, playground, lunch hall, etc.
- Remember to alert receiving teacher about the profile page. (See Appendix E. Keep profile pages short and specific so they will be read. The suggested exemplars are designed to fulfil this purpose.)

Sometimes it may not be possible to give the necessary information ahead of time e.g. if the receiving teacher is not known or if the child has moved school suddenly. In these cases, reassurance can be given to the child by letting him know that a named teacher will organise these details and it is this teacher's responsibility to do so. There will be a teacher there on the first day of school who will make sure the young person is looked after.

*“As the person matures, the insistence on routines tends to diminish, but change is never easily tolerated.”*

Tony Attwood,  
(Asperger's Syndrome—A Guide for Parents and Professionals)

## *The receiving teacher*

- Be aware of the additional support needs of the child i.e. he may not be able to transfer the skills he has learned at home or in nursery. This includes social skills, basic rules and procedures. After a break such as a holiday the same might apply.
- A pictorial/written timetable with a clear structure of the whole day aids progression through the day and gives a sense of order and security for the identified child. The use of a timetable may be necessary even if the child appears to be coping well or seems not to be using it. In times of stress, tiredness, illness, excitement etc. this provides vital security. (See Appendix F)
- Checklists also promote independence and organisational skills. The child/parent needs to know what to bring/pack each day e.g. P.E kit.
- Verbal information, including homework and messages home e.g. “Everyone bring 50p tomorrow.” should be backed up in writing e.g. in homework diary.
- Social Stories can be a valuable tool to reinforce desired behaviour. (See Appendix G)
- A “New Situation” questionnaire (See Appendix H) can help the receiving teacher understand at a glance individual anxieties.
- A home/school diary can be a good way of communicating with parents on a regular basis.

### *Essential Elements of Transition*

- A positive attitude
- Collaboration – parents- professionals
- Transition Plan.

The above contains only very general guidelines on dealing with transitions. More specific support and strategies can be accessed through Psychological Services, Speech and Language Therapists, Social Work and other professionals involved with the child.

# For Parents

The Code of Practice (ASfL Act ) states:

*“All professionals, schools, education authorities and other appropriate agencies should seek actively to involve parents in their work with children. They should value parents’ contribution and regard them as partners in their children’s learning. Wherever possible a partnership approach should be created to include older children and young people.”*

A true partnership involves many things:

- Equality
- Trust and Respect
- Honesty
- Empathy and Understanding
- Communication
- Time Together.

*“Equity in Education has found that significant and intentional work has to be done on the process of building and sustaining good working partnerships in order to support children and young people in their education. Partnership working isn’t always straightforward and it certainly isn’t always easy, but it is always worthwhile.”*

Equity in Education 2005

Parents play a large part in transitions, especially from home to nursery and nursery to primary over the summer holidays. Parents are able to support their children and allay some of their anxieties if they have the necessary information. It is vital to inform parents ahead of time of any changes that will be taking place. Giving them as much information as possible will pre-empt any worries the parents may have and help them to relieve the worries of their children.

Good communication with parents is essential and benefits all parties. The following is a suggested exemplar of the possible content of information to go home to parents. (NB this could be used as a school checklist for transitions)

Due to the following change, \_\_\_\_\_ ,  
these steps are being put in place to support this transition/change.

- |   |                          |
|---|--------------------------|
| Photographs of new teachers/PSA(s)                                  | <input type="checkbox"/> |
| Photograph of new playground/toilets/lunch venue                    | <input type="checkbox"/> |
| Use of pictorial/visual supports                                    | <input type="checkbox"/> |
| Use of visual timetable   | <input type="checkbox"/> |
| Practices for forthcoming concert/assembly                          | <input type="checkbox"/> |
| Social Story  | <input type="checkbox"/> |
| Information on liaison taking place with Primary School             | <input type="checkbox"/> |
| Information on visits taking place to Primary School                | <input type="checkbox"/> |
| Profile page for primary teacher                                    | <input type="checkbox"/> |
| Uniform requirements with a labelled diagram                        | <input type="checkbox"/> |
| Lunch arrangements and a sample menu giving info on meals           | <input type="checkbox"/> |
| Explanation of the homework system and how to support child at home | <input type="checkbox"/> |
| Named person to contact to voice concerns about change              | <input type="checkbox"/> |

*NOTE* The above is only a selection of suggestions which will aid transitions.  
Not all suggestions will be appropriate for every child.

## *For Pupils*

The Standards in Schools Act 2000 states that education authorities must have due regard to the views of children and young people in decisions which affect their education. It is important to involve pupils in the transition process.

Pupils cope best in situations when they are aware of the following:

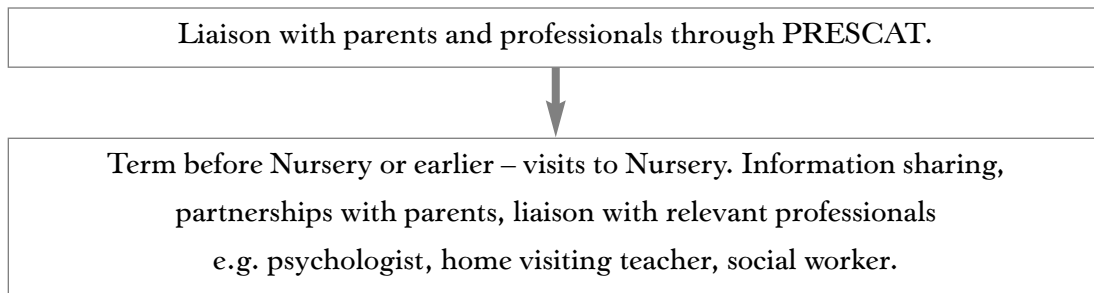
- Where they have to be
- What they should be doing
- What behaviours are expected of them
- How much they have to do
- How they will recognise when they are finished
- What they will be doing next.

Activities should have a clear beginning, middle and end.

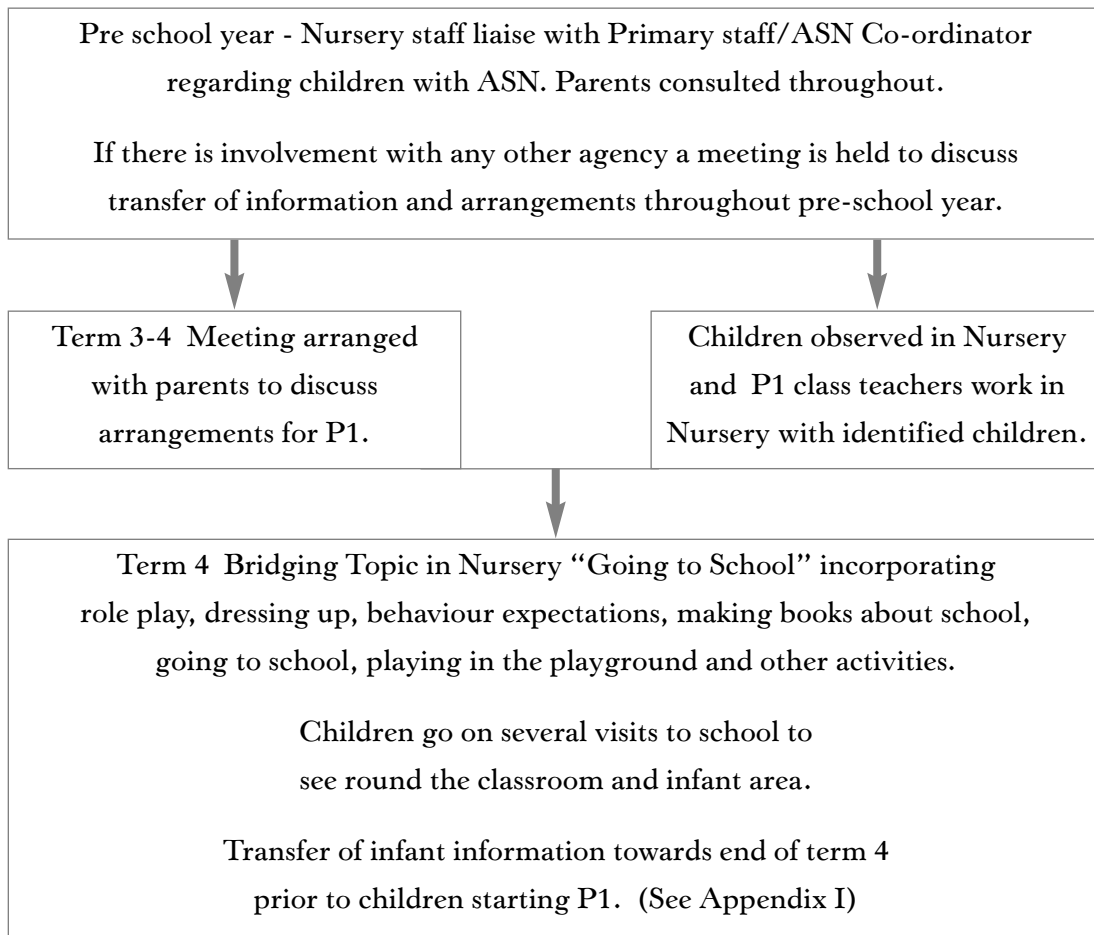
At the P7 stage pupils should be included in the review meeting with the secondary staff.



### *Timeline for Planning - Home to Pre-School*



### *Timeline for Planning - Pre-School to Primary*



## *Case Study 1*

### *Transition arrangements for pupil with multiple needs (nursery/primary)*

Paul has multiple support needs due largely to an extremely premature birth. He has sensory difficulties, restricted growth, toileting needs and a history of epilepsy. He attended a specialist family centre and then transferred to a mainstream nursery in his pre school year. To aid that transition a full time Pupil Support Assistant (PSA) was appointed. His Home Visiting Teacher (HVT) maintained contact through the transition phase working in the nursery to assess his progress. The Visual Impairment (VI) service also became involved at this time and his Occupational Therapist (OT) visited regularly to review arrangements.

When the time came to transfer to Primary 1, the school had to undertake a number of building adaptations and a special seat was purchased. The mobility officer assessed the school and made recommendations. Nursery staff were invaluable in providing information on his strengths and individual needs.

Several multidisciplinary meetings were held along each step of the way to ensure all stakeholders were aware of arrangements and Paul became one of the inclusion facilitator's caseload to coordinate these plans and keep his mother informed of progress. Paul's new teacher and the P1 classroom assistant were given time in nursery to observe the arrangements that were required. In this case, the transition remained active well into the Primary 1 year as assessments were done and amendments carried out. A well coordinated and smooth transition resulted.

## *Case Study 2*

### *A boy with Asperger's Syndrome transferring from nursery to primary school*

Robert was given a diagnosis of Asperger's Syndrome in his pre-school year. All those involved were keen to support him as he transferred from his private nursery to P1. The educational psychologist was already involved with Robert and his parents agreed he should be referred to the outreach service from the authority's communication centre.

Robert's additional transition visits to the primary school went well with parents and staff in both settings supporting the liaison meetings. Robert's parents were familiar with the primary school as their older child was already a pupil. The outreach teacher observed Robert in his nursery and gathered information to allow suitable support materials to be prepared and put in place for Robert. A transition booklet, with photographs of his P1 teacher, classroom etc. and information, was a good support for him at the end of term and over the school holiday.

Before Robert transferred, staff development was provided for the school staff on autism spectrum disorders (ASD) by members of the school staff and the outreach teacher. As well as an overview of autism and practical strategies to support pupils with ASD, a case study was provided by a Primary 1 teacher who had received a pupil with Asperger's Syndrome at the start of the existing school year. The school was able to learn from this teacher's experience, that being aware of a child's difficulties before entry to school, can make the difference between a positive experience or not. She gave a very honest and often amusing description of her experience of receiving a child with no transition package in place, and the difference she felt it would make this time when suitable recommendations were in place.

Robert settled well into P1 responding to the structures and strategies used. Staff gave clear instructions, kept to familiar routines as far as possible and prepared him for change. His teacher provided a well-organised and supportive environment and Robert has had a good start to his school life.

## *Case Study 3*

### *A child with Attention Deficit Hyperactivity Disorder (ADHD)*

Ben was an extremely boisterous child who had been asked to leave playgroup because of aggressive behaviours. His mother sought support from the local authority nursery, being concerned that the behaviours were being attributed to poor parenting skills. After listening to the mother, the Head of the Nursery and possible keyworker arranged to visit the home to introduce themselves to Ben and assess his behaviour. The visit resulted in a place being allocated at the nursery.

Before Ben started the nursery the whole staff team met to discuss his behaviour and plan the consistent handling that would be required. An extended induction programme was planned which included his mother and the nursery staff sharing information and devising distraction strategies. Ben continued to display very violent behaviour towards staff and other children and after discussion with his parents he was referred to Psychological Services. As a result of ongoing assessment, a referral was made to Yorkhill Hospital where he was diagnosed as having ADHD and medication was prescribed.

At the start of term three the primary school was contacted and liaison was established with staff exchanging regular visits till the end of term 4. Ben's keyworker from nursery stayed with him for his first week in primary school to offer support to him and his class teacher.

Mum was relieved that Ben was accepted and supported within nursery and later in school.

# *Case Study 4*

## *Spinal Cord Injury – Ventilator Dependant*

Tom is six years of age. He has no physical control of his body from the neck down. He uses facial expressions and eye pointing as his main means of communication although he can say a few single words. Tom was referred to Psychological Services at the age of two and was allocated a home visiting teacher. A series of lengthy discussions and visits with his mother took place before making the decision as to the best possible nursery placement for Tom at the age of three. His mother was happy with the advice given and he was allocated a placement of three full days per week.

Before he started nursery, the staff who would be responsible for his care and education were given instruction on the use of his ventilator and moving and handling strategies from Yorkhill Hospital. An extended induction into the nursery began with great care and attention being given to developing a trusting relationship with his mother. Very quickly it became apparent that all the staff in the nursery would benefit from the specialized training required to ensure Tom's safety. This was organized and the training took place. The nursery, the psychologist, the home visiting teacher, the speech therapist and the occupational therapist maintained a close working relationship to ensure the best possible early education for Tom, at all times listening to the mother and taking her feelings and needs into consideration.

When Tom's parents considered the primary school that he would attend, they were given a short list of school buildings which could accommodate his needs and when they visited the schools they were accompanied and given specialist advice from his occupational therapist. The school his parents identified, which they felt could best suit his complex health care needs, was not in their catchment area but it supported his application and at the earliest possible date his parents were informed that their placing request had been successful.

The nursery and school quickly made links and transition arrangements were put in place.

## *Case Study 5*

### *Child with English as an Additional Language (EAL)*

Jasdeep has language, communication, social and emotional additional support needs due to the sudden removal of her first language (Punjabi) and consequent transferral to English before concept formation was given an adequate opportunity to develop. Her mother was under considerable stress looking after her terminally ill husband; feeling that Jasdeep's Punjabi was not developing quickly enough she panicked about her going to nursery with language delay, and so dropped Punjabi in preference to English.

This, coupled with the emotional trauma of the eventual demise of her father, led Jasdeep to have great difficulty in communicating with and relating to either her peers or adults. By four years of age, she had already attended two private nurseries in an attempt to socialise her and encourage speech and language development but without much success.

Due to the complexity of this case, the receiving primary school was keen to aid the transition to primary with sensitivity and ensure effective support is put in place. Arrangements were made for the Head Teacher, EAL teacher and Bilingual Support Worker to liaise with key personnel already involved with this case who were the Child Development Officer, the Speech Therapist, the Social Worker and the Bilingual Home Link teacher. It was then decided that the EAL teacher and Bilingual Support Worker should observe then meet with Jasdeep in the nursery environment twice weekly to familiarise themselves with her, and to initiate planned interactive learning opportunities that hopefully would help remove the barriers to learning for this pupil.

Named key staff support the settling in of more vulnerable pupils, and in Jasdeep's case this involved the setting of short-term targets linked to success criteria for social and academic progress. Tracking and monitoring progress would be through the school Joint Assessment Team system. A review of Jasdeep's progress would be held 6 weeks after the beginning of Term 1 with the pupil's parent, class teacher and EAL teacher. Targets would be evaluated and new targets set. This transition process would remain active throughout Primary 1.

## *Definition of 'Additional Support Needs'*

The Additional Support for Learning Act introduces the term additional support needs. This new term applies to children and young people whom, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education. Children and young people may require additional support for a variety of reasons and may include those who:

- have motor or sensory impairments
- are being bullied
- are particularly able or talented
- have experienced a bereavement
- are looked after
- have a learning difficulty
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register
- are young carers.

The above list is not exhaustive nor should it be assumed that inclusion in the list automatically implies that additional support will be necessary.

Code of Practice 2005 page 11

## *Code of Practice 2005*

### *Good Practice in Communication with Young People and Parents*

Good practice in communicating with children and young people.

A child or young person may benefit from:

- being given enough time to prepare and to go over the ideas and material to be discussed.
- being given information in a form which is readily understood.
- a teacher or other helper to help understand the meaning of key terms and concepts.
- a supportive communication facilitator to tease out the full meaning of all of the issues.
- specialised or new vocabulary (perhaps in sign or symbol form) in order to discuss a particular topic.
- support to go over ideas, perhaps on several occasions.
- help to understand outcomes and agreements.

Issues related to language:

- if spoken English is not the child's or young person's first language, consider using an interpreter.
- consider using a facilitator for those with language or speech difficulties.
- use appropriate alternative or augmentative communication systems such as visual aids and/or sign language for deaf and/or communication impaired children or young people.
- take account of any cultural preferences.
- take time to explain what decision has to be made, why it is important and how the child or young person can influence it.
- check correct spelling and pronunciation of pupil's name.

### *Good practice in communicating with parents*

Professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child.
- consider the child's strengths as well as areas of additional need.
- recognise the personal and emotional investment of parents and be aware of their feelings.
- ensure that parents understand procedures, are aware of how to access support and are given documents to be discussed well in advance of meetings.
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- cater for the differing needs parents may have, such as those arising from a disability, or communication and linguistic barriers.

Information should be:

- clear and understandable and avoid jargon.
- provided easily in accessible formats.
- readily available and provided automatically without a charge and without a fuss.



**Communication works well when:**

- people have the interpreters they need.
- someone in authority takes responsibility for keeping parents up-to-date.
- people are told what has been happening between meetings.
- any information provided by parents is acknowledged.
- formal references to statutory procedures are avoided.

**Effective working relationships develop when:**

- contact with parents is sensitive, positive, helpful and regular.
- parents feel included and are encouraged to contribute to discussions.
- positive, clear and easily understood language is used.
- parents are involved and processes and roles are explained from the beginning.
- parents are told what to expect and the next steps.
- times of meetings take account of parents' availability.

**Meetings work best when:**

- parents are asked what times and places suit them best, taking account of any access needs or family responsibilities.
- notes from meetings, and any papers to be considered, are sent out in good time.
- parents are invited to add points to the agenda, at the same time as everyone else.
- people attending are aware of their roles and the roles of others and they understand the child's or young person's additional support needs.
- there are no hidden issues, and no last minute surprises.
- decisions are made when parents are at the meeting, or agreed with them before the meeting takes place, not after the meeting has closed, unless further consultation takes place with them.
- ample time is given to allow people to raise concerns, so that decisions are not rushed.

**Identifying the way forward works well when:**

- all views are taken on board - including those of the child or young person.
- people are interested in learning from each other.
- people show an interest in general family priorities and take them on board.
- services are identified in agreement with the family and are responsive to individual needs.

**Accountability and involvement:**

- roles and responsibilities are clearly defined and understood.
- parents' concerns are responded to quickly.
- decisions are open to scrutiny.
- parents have a clear point of contact who can answer questions, make decisions and ensure that agreed actions are taken.
- people do what they agreed within the timescale committed to — if a decision is likely to take time, parents are told and given some idea of when a decision is likely.

# Plan of school

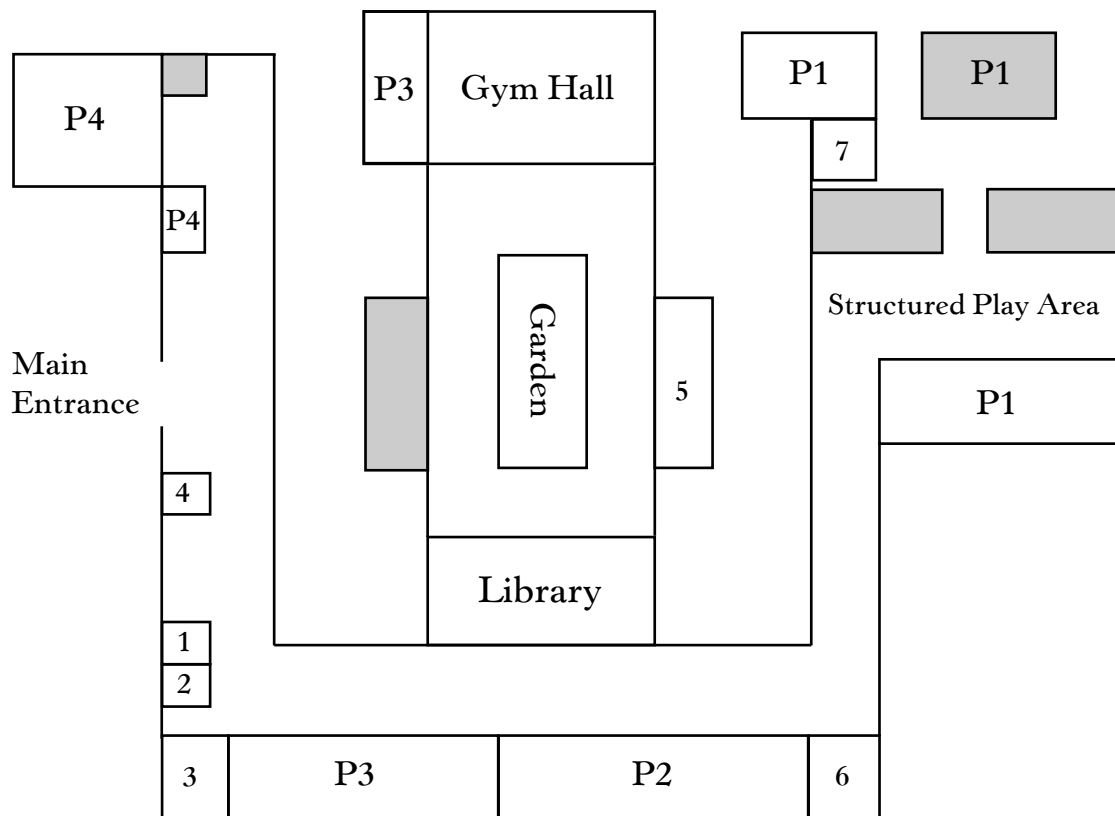
## Primary 2

This map shows me where the Primary 2 classrooms will be. If I follow the line I can see how to get from the Primary 1 classrooms to the Primary 2 classrooms. I have passed these classrooms lots of times on my way to the gym hall and the office.

I can also find my way to the toilets.

## Floor Plan

### Ground Floor



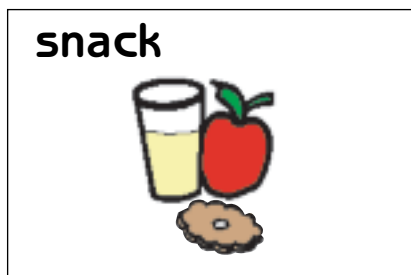
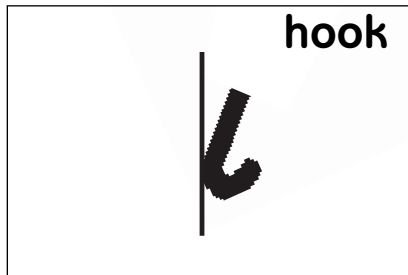
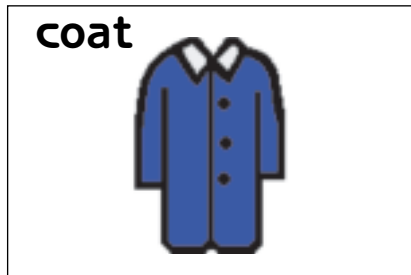
1. School Office
2. Headteacher
3. Rainbow Room
4. Janitor
5. Staffroom
6. Medical Room
7. Support for Learning Base



APPENDIX D

*Example of pictorial/visual support*

*(can be laid out vertically or horizontally)*



## *Pupil Profile*

*Name:*        **Ben Lawers**

*Stage:*       **Nursery Class**

*Date:*        **August 2006**

### *Areas of strength:*

Copes very well when using a visual timetable

Knows a lot about computers and can help other children in this area

Responds well to praise, especially stickers

Enjoys following routines.

### *Areas to be developed:*

Needs frequent refocusing in group situations by calling his name

Needs support to manage pencil control

Needs support to attend to toileting issues.

### *Stress producers:*

Sitting on a chair with yellow stoppers on the base of the seat.

APPENDIX E

# *Pupil Profile*

*Name:* \_\_\_\_\_

*Stage:* \_\_\_\_\_

*Date:* \_\_\_\_\_

*Areas of strength:*

---

---

---

---

---

*Areas to be developed:*

---

---

---

---

---

*Stress producers:*

---

APPENDIX E

Pupil Profile

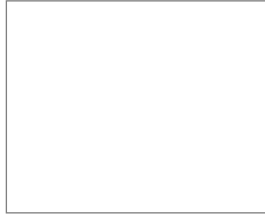
IMPORTANT INFORMATION

My name is \_\_\_\_\_.

I am 4 years old.

I live with my mum and dad  
and my sister called Lucy.

She is 2 years old.



I go to \_\_\_\_\_ Primary.  
and \_\_\_\_\_ School.

**I have autism. I have difficulty understanding**

- Talking and Listening
- Behaviours

**Autism for me means (this will vary for each child)**

- I need pictures or words to help me understand
- I take a little while to get used to new people
- I like to be around people though I might have different ways of showing it

**I like**

- Playing with others
- Animals
- Dinosaurs
- Chasing, rough and tumble

**I don't like**

- Being told 'no'
- People touching me
- Different adults in class

**My strengths**

- Being tidy
- My friendly nature
- Having conversations

**Things I find difficult**

- Drawing
- Not being first

**You can help me by**

- Preparing me for what is happening
- Keeping your language short and simple
- Helping me learn appropriate behaviour
- Trying to find different ways to correct me if you need to – not to say no too often
- Giving me time to think

**Key people at School A**

Mrs Money  
Mrs Token  
Mrs Keen

**Bus driver and escort**

Morning	Anne
	Billy
Lunchtime	Jean
	Andy

**Key people at School B**

Mrs Green  
Mrs Blue  
Mrs Red

**Medical Information**

**Medicine**

**Allergies**

**Diet**

**Other important information**

APPENDIX E

Pupil Profile

IMPORTANT INFORMATION

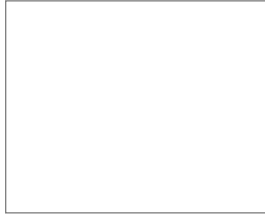
My name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

I live with \_\_\_\_\_

and my \_\_\_\_\_

\_\_\_\_\_.



I go to \_\_\_\_\_ Primary.

and \_\_\_\_\_ School.

I have autism. I have difficulty understanding

- Talking and Listening
- Behaviours

Autism for me means (this will vary for each child)

- 
- 
- 

I like

- 
- 
- 
- 

I don't like

- 
- 
- 

My strengths

- 
- 
- 

Things I find difficult

- 
- 

You can help me by

- Preparing me for what is happening
- Keeping your language short and simple
- Helping me learn appropriate behaviour
- Trying to find different ways to correct me if you need to – not to say no too often
- Giving me time to think

Key people at School A

Empty box for key people at School A.

Bus driver and escort

Morning

Lunchtime

Empty box for bus driver and escort details.

Key people at School B

Empty box for key people at School B.

Medical Information

Empty box for medical information.

Medicine

Empty box for medicine.

Allergies

Empty box for allergies.

Diet

Empty box for diet.

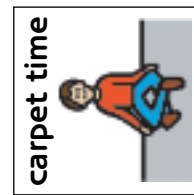
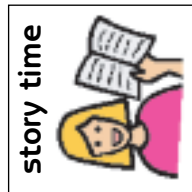
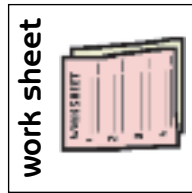
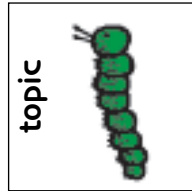
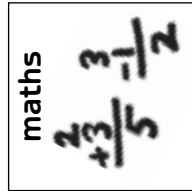
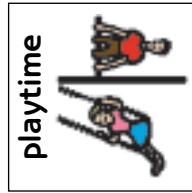
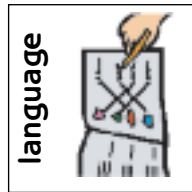
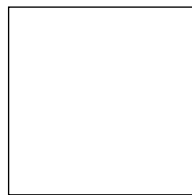
Other important information

Empty box for other important information.

# Example of Primary 1/2 Timetable

## Monday

### Morning



Symbol removed when activity finished



APPENDIX F

# Example of Primary 3/4 Timetable

maths



Tick boxes as each activity is completed

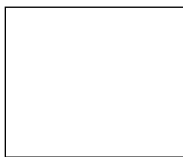
television



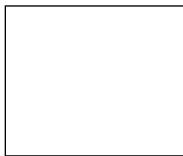
break time




language




reading



lunch hall



assembly



drama



home



APPENDIX F

## Example of Upper Primary Timetable

9:00—9:30am    9:30—10:40am    10:55am—12:15pm    1:00—2:00pm    2:00—3:00pm    Notes

Monday	Register Brain Gym Homework Mental Maths	Maths	Language	LUNCH TIME	I.C.T.	P.E.	Sharp Pencil, Rubber, Ruler, Homework Dinner Money  Gym Shoes
Tuesday	Register Brain Gym Homework Mental Maths	Maths	Language		Environmental Studies (Science)	Art	Sharp Pencil, Rubber, Ruler, Homework Dinner Money  Art Shirt
Wednesday	Register Brain Gym Homework Mental Maths	Maths	Environmental Studies / P.S.E.		Environmental Studies	Health	Sharp Pencil, Rubber, Ruler, Homework Dinner Money  Violin
Thursday	Register Brain Gym Homework Mental Maths	Maths	Language		Music / Drama	French	Sharp Pencil, Rubber, Ruler, Homework Dinner Money  Gym Shoes and shorts
Friday	Register Brain Gym Homework Mental Maths	Assembly	Language		Environmental Studies / Social Studies	R.E.	Sharp Pencil, Rubber, Ruler, Homework Dinner Money  Library Book

**NOTE** Within a curricular area e.g. Maths, a further breakdown of the work to be covered will need to be given.

## *Social Story*

### *What is a Social Story?*

Social Stories have been devised by Carol Gray, an educationalist in the USA. This approach:

- Provides accurate information regarding social situations
- Gives the child relevant social cues and definite appropriate responses to social situations.

Social information is provided as clearly as possible with limited interference from social situations.

### *What do Social Stories do? How might they be used?*

- To describe a situation in terms of the relevant social cues and responses in a non-threatening environment
- Translate goals into understandable steps
- Teach routines/accommodate changes in routines
- Address behaviours including aggression, fear and obsessions etc
- Teach academic material
- Teach self awareness and awareness of others.

Symbols are sometimes used when a social story is being written. However, the use of symbols can sometimes detract from the text or cause overload thus negating the effectiveness of the story. Photographs of the actual child /situation/venue maybe more useful than symbols. If symbols are to be used, consideration should be given to uniformity of symbols as a whole school policy e.g. if Boardmaker is being used then everyone uses Boardmaker. It is important to note that social stories need to be individually prepared for each child.

Caroline Smith's book "Writing and Developing Social Stories" is also a helpful book dealing with Social Stories.

The following stories use minimal symbols but lend themselves to having photographs added.

## Moving from Primary 1 to Primary 2

My name is \_\_\_\_\_.

I go to \_\_\_\_\_ Primary School.

After the summer holidays I will be in Primary 2.

All the boys and girls in my class will be in Primary 2.

Lots of things will be different when I am in Primary 2.

I will be in a different classroom.

I will line up in a different place.

I will have a different cloakroom.

*APPENDIX G*

**I will use a different toilet.**

**I will have a different teacher.**

**Her name is \_\_\_\_\_ .**

**Sometimes I might feel worried because things are not the same as Primary 1.**

**The teachers will help me if I do not know what to do or where to go.**

**I can remember to look at my map to help me remember where my new places are.**

**Usually it is O.K. being in Primary 2.**

## What happens when we have a different teacher in class?

I go to \_\_\_\_\_ school.

My teacher is \_\_\_\_\_ .

Sometimes my teacher cannot come to school.

\_\_\_\_\_ might be ill.

\_\_\_\_\_ might be at a meeting.

\_\_\_\_\_ might have to work  
in a different class.

When this happens, our class might have a different teacher.

APPENDIX G

This teacher is in charge of the class when my own teacher is not there.

We still do work when we have a different teacher.

We still have playtime when we have a different teacher.

Sometimes this teacher might do different things. She might not teach exactly the same way as \_\_\_\_\_ .

It's O.K. to do things in a different way.

The adults in school will tell us when \_\_\_\_\_ will be coming back to our class.

Often it can be good fun to have different teachers in class.

# How can I get my work finished?

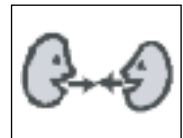
There are lots of adults who help me in school.

I do different kinds of work in school.



It is important to try to finish my work.

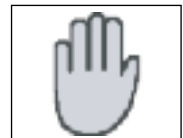
Sometimes I like to talk when I am working.



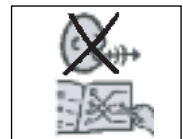
The adults help me to stop talking at work time.



They hold their hand up like this.



This means, "Keep working and stop talking".



When my work is finished I can talk to the adult.





## What can I do if I get angry in the playground?

I like having friends.

\_\_\_\_\_ and \_\_\_\_\_ are two of my friends.

I like playing with them in the playground.

When I am in the playground there are other children playing.

Sometimes I join in playing with the other children.

Usually I play well with them and have fun.

Sometimes I get annoyed or angry at the way the other children are playing a game.

When I get annoyed or angry with the other children they become upset and do not want to play anymore.

If this happens I will try to stay calm and tell an adult what is wrong or I can move away from the children.

If I do this it will help me to stay friends with the other children.

## **New Situation?**

**What is it?**

**When is it?**

**Where will it be?**

**Who will be there/be going?**

**What will I need?**

**What do I know about it already?**

**How can I find out more?**

**What do I think I might like about it?**

**Is there anything I am worried about?**

**What can I do about that?**

# Information Gathering and Transition Arrangements

School \_\_\_\_\_ Session \_\_\_\_\_

Pupil \_\_\_\_\_ Class \_\_\_\_\_

Source	Information

Review Date	Comments
Class Teacher/	
PSA	
Educational Psychologist	
Communication Centre	
Other Agencies	

## Information Gathering and Transition Arrangements continued

<b>Additional Information</b>	
-----------------------------------	--

<b>Recommendations/ Action</b>	
------------------------------------	--

# Additional Transition Arrangements

School \_\_\_\_\_

Staff present \_\_\_\_\_

School \_\_\_\_\_

Additional Information	Yes/No	Number of Visits	Proposed Date(s)
After school visit			
Lunchtime visit			
Floorplan of school			
Additional transition visits to classes			

Additional staff visits (name of staff member)	Reason for visit	proposed date(s)

# Notes

