

all change

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

Primary / Secondary / Post-School

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

“Somehow I manage to get through the holidays without thinking about my new class too much but when I am walking to school on the first morning I go into a real panic. I feel sick and I want to stay at home because everything is familiar to me at home and I don’t like meeting new people.”

“I like having my booklet telling me about my new class and everything. I like reading it during the holidays. This will be my 4th one and I am looking forward to it as I get a picture of myself in it. My Mum likes to see how grown up I am.”

“The transition work helped me because I found everyone else had the same problems as me. It was easy to talk. I’m not worried now; it all makes more sense and I feel confident about going to secondary school.”

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.”

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 secondary
- Transitions between stages e.g. Primary 2 to Primary 3, Secondary 1 to Secondary 2
- Any environmental changes that may occur e.g. change of classroom
- Transfer to another school
- Transition between specialist and mainstream provision
- Returning after a break in education
- Transfer to post-school provision e.g. college, work etc.

Primary to Secondary

Successful transitions happen when planned time is given to receiving teachers (e.g. pupil support teachers – learning, behaviour or pastoral teachers) to liaise with parents and professionals and exchange information. Time spent at this stage defuses stress for all concerned.

The following ideas have been tried and found to be helpful when preparing for transition. They can be used in addition to 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 classrooms/school.
- Map showing route and situation of classrooms, cloakroom, playground, toilets etc. (see Appendix C)
- Photograph of the new teacher/Pupil Support Assistant/classrooms/playground/cloakroom/toilets made into a booklet to take home over the holidays.
- Individual tours of classrooms to supplement the routine visits usually done at the end of term with the whole group.
- Pictorial/visual supports for cloakroom, lunchtime 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 class teachers about the profile page. (see Appendix E — Important to keep these short and specific so they will be read.)
- Talking Book Supplement.
- New Situation sheet. (see Appendix F)

Sometimes it may not be possible to give the necessary information ahead of time e.g. if the receiving teachers are 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 primary or previous stage. This includes social skills, basic rules and procedures. After a break such as a holiday the same might apply.
- A pictorial/colour coded 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 G)
- A talking book prepared by the receiving teacher and /or the young person can help to alleviate anxiety.
- Checklists also promote independence and organisational skills. The pupil/parent needs to know what to bring/pack each day e.g. P.E kit.
- Verbal information, including homework and messages home (e.g. “Dress as you please day tomorrow”) should be backed up in writing e.g. homework diary.
- Social Stories can be a valuable tool to reinforce desired behaviour. (see Appendix H)
- A “New Situation” questionnaire (See Appendix F) can help the receiving teacher understand 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, other professionals involved with the child.

For Parents

The Code of Practice 2005 (Additional Support for Learning 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 to pre-school and 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"/> |
| Maps showing new routes and venues | <input type="checkbox"/> |
| Photograph of new playground/ toilets/ lunch venue | <input type="checkbox"/> |
| Transition book/ talking book | <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"/> |
| Introduction of the use of a homework diary/system | <input type="checkbox"/> |
| Social Story for..... | <input type="checkbox"/> |
| Information on liaison taking place with Secondary School | <input type="checkbox"/> |
| Information on visits taking place to Secondary School | <input type="checkbox"/> |
| Profile page for next teacher | <input type="checkbox"/> |
| Date and time of progress meeting / review meeting | <input type="checkbox"/> |
| Details of lunch procedures/menus | <input type="checkbox"/> |

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

For Pupils

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

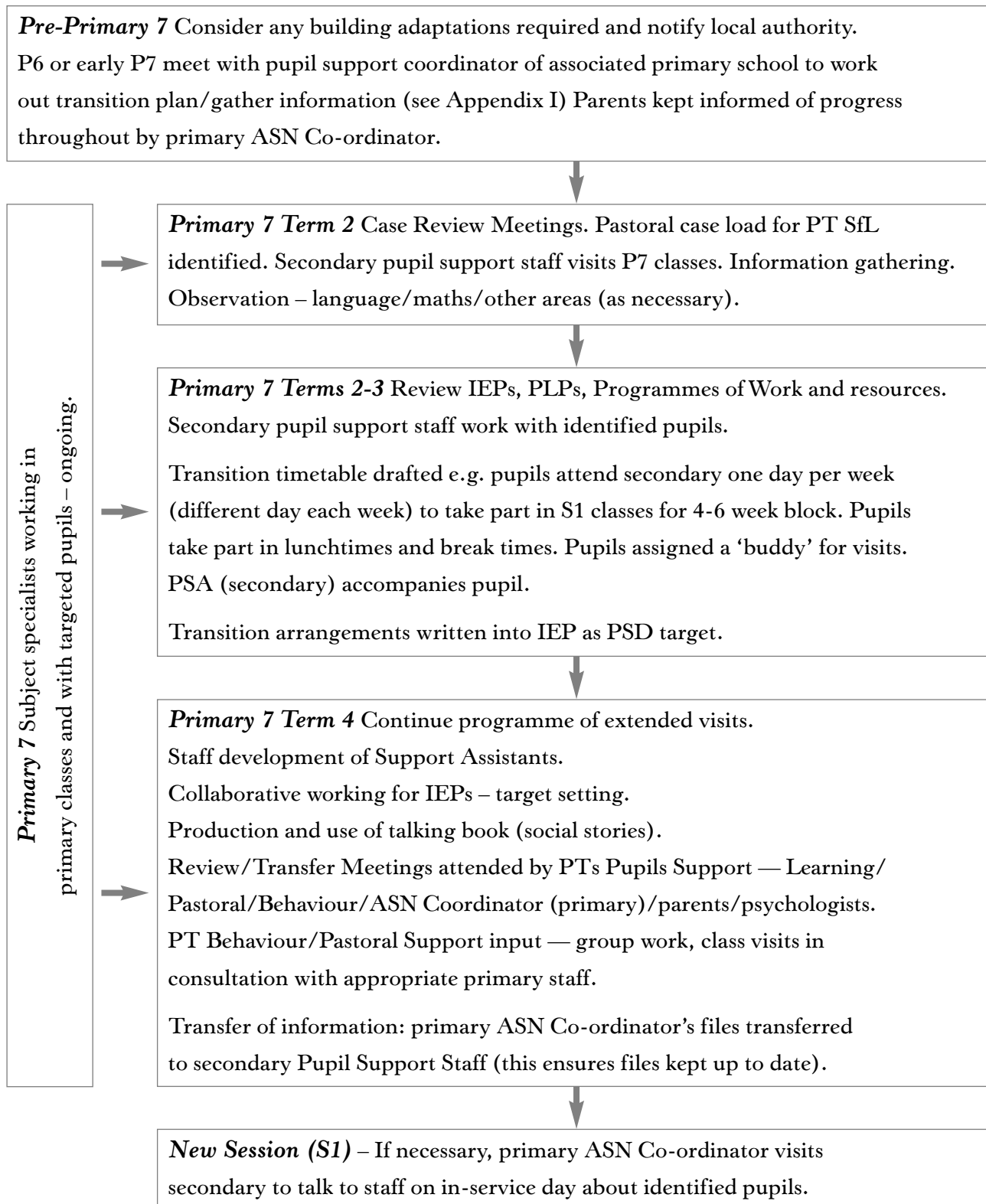
- Where they have to be
- What they should be doing
- What behaviours are expected of them
- How much they have to do
- How they will recognise when they are finished
- What they will be doing next.

Activities must have a clear beginning, middle and end.

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.

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

Transition Timeline for Pupils with Additional Support Needs (Significant Concerns)



Good Practice Checklist Primary - Secondary

Provision	Tick (✓)	Date(s)
Arrange preliminary meeting Pupil Support Sec / ASN Co-ordinator primary		
Put Transition Plan in place		
Identify building adaptations		
Identify staff training		
Pupil Support staff observation visits to primary		
Information sharing visits		
Liaison with parent(s)		
Liaison with relevant professionals		
Pupil Review final		
Visits to secondary		
Ensure pupil has familiar and supportive peers/ friends		
Practise layout of school		
Provide colour coded map of school		
Practise route home-school		
Practise visual timetable		
Peers from primary to accompany pupil with ASN		
Visits to include informal times – breaks, lunch		
Practise lunch procedure		
Discuss strategies for behaviour with staff		
Guidance in place for procedures to follow if problems occur		
Safe base for pupil		
Involve in clubs		
Foster friendships		
Home school diary		

Case Study 1

Asperger's Syndrome

Robbie is now a third year pupil at secondary school. He has Asperger's Syndrome and is coping well on his own in classes. Robbie is an able pupil, but was fairly low functioning on entry to secondary school. He had a dedicated classroom assistant in primary school as he was prone to bursts of anger and frustration and needed support to cope in stressful situations and to keep him on task. The Principal Teacher Pupil Support (Learning) made several visits to Robbie's P.7 class and spent time observing and working with him. Advice was sought from the Support for Learning Coordinator, class teacher and the classroom assistant.

Robbie was then invited with his parents to visit the school at the end of the day when the building was quiet and he was able to wander around asking questions and gathering information. He was given a floor plan of the school on which he highlighted classes he would be visiting at a later date. The next stage was to invite Robbie for lunch with his classroom assistant where he joined a group of children who spend the lunch break in a computing suite. Robbie's parents were invited into the school to discuss any concerns that Robbie may have expressed by that stage. While the secondary school was working towards helping Robbie prepare for change, the primary school was also working with him to encourage him to look forward to the transition.

Robbie was then given a visiting timetable which covered a six week block and a range of classes. Each visit lasted 3-4 periods and always included the lunch break. Robbie was, through this timetable, exposed to the daily routine of the school and the prospect of having to work with a number of teachers. Although he found the experience fairly stressful, it gave Robbie the opportunity to prepare for a successful transition to secondary school after the summer break. A case conference for teachers allowed the Principal Teacher Pupil Support (Learning) to give strategies to support Robbie and to encourage independent working in the classroom. A few weeks after his arrival at secondary school, a settling-in meeting was held to review the first few weeks, to evaluate how Robbie had settled and to look at the way forward.

Case Study 2

Pupils with Dyslexia

- a) Robert transferred to secondary school with a diagnosis of Specific Learning Difficulties (Dyslexia). It was important to establish at the time of transfer how much support he would need to access the curriculum and to demonstrate his true ability in assessments. An assessment was carried out in reading and comprehension where Robert worked firstly on his own and then with the support of a reader/scribe. He then completed a piece of writing. The discrepancies in reading and comprehension with and without support were significant and the decision was taken jointly with the educational psychologist to offer Robert the support of a reader/scribe. It was important to set this concession in place in the early stages of Robert's secondary career to establish a method of working with which he felt comfortable and could use with confidence by the time he sat external exams. The conclusions and arrangements were discussed with Robert's family at his settling-in meeting and an agreement on support was put in place. Robert was also offered the use of write-on materials where appropriate in class.
- b) David is a pupil with significant Specific Learning Difficulties (Dyslexia) who requires support to access the curriculum in secondary school. The Support for Learning Coordinator at David's primary school liaised with the Secondary Principal Teacher of Pupil Support (Learning) to give information on David. The Principal Teacher of Pupil Support (Learning) also visited a Maths and Language lesson in the primary to monitor his progress and to assess the support requirements for David in a secondary setting. The Principal Teacher of Pupil Support (Learning) of the secondary school was also present at David's P7 transition meeting to assure the parents that David's needs would be met in the secondary setting. All staff at the secondary school were informed through a confidential document of David's strengths and support needs on his arrival at school. An assessment was carried out early into David's first term at secondary school to identify how he could best be supported. David was offered a reader/scribe for all assessments, the use of an I pod during silent reading in English to help him access novels, differentiated work in French and a laptop for extended pieces of writing. Staff were also advised to print notes for David as he would be unable to copy lengthy notes from a board and to mark his work for content only. The school was satisfied that David's needs were being met and he progressed well in school.

Case Study 3

Transition From School to College

Michael has Asperger's Syndrome. He attended the school on a part-time basis only during first and second year. In third year he gradually transferred full-time to the high school. At this stage it was important to begin planning for his future beyond school. A part-time placement at college was organised for fourth year and by fifth year he was travelling to college with the help of a Pupil Support Assistant. This journey was the result of two years of a PSE course at Access 2 Level where Michael was taught to travel safely on foot and by public transport. Michael also followed other PSE courses to help prepare him for life beyond school as well as the core skills of English, Maths and Computing. Michael's placement at college was extended to two days a week in fifth year and by the end of the session his confidence had grown enormously and his skills were sufficiently developed to allow him to travel independently to college.

Case Study 4

Pupil with Social, Emotional and Behavioural Difficulties

Jamie finds it difficult to show appropriate respect for staff and finds difficulty in accepting supply teachers. His difficulty with adhering to rules and his attention seeking behaviour causes disruption to the class. He has mild learning difficulties especially with language work

A preliminary meeting was held in P6 with Primary Support staff and Secondary Principal Teachers (PT) of Support for Learning, Behaviour Support, and Learning Support Coordinator.

In Term 1 of P7, the primary pupil support staff monitored Jamie's progress during transition from P6 into P7. There was an Individualised Educational Programme (IEP) Meeting. Targets, including Personal and Social Development (PSD) targets, were agreed with Jamie and his parents. The role of PT Behaviour Support was discussed in preparation for transition to S1 and the PT Behaviour Support worked directly on a one to one basis with Jamie to establish a relationship. A personal passport was drawn up and monitored.

In Term 2 of P7, the PT Behaviour Support continued one to one tutorials for three or four sessions to address behavioural issues identified by pupil support staff. These included adapting to different members of staff, understanding consequences of actions and introduction to secondary support staff. Jamie's IEP and PSD targets were reviewed collaboratively with staff from primary, secondary, the psychologist, his parents and Jamie himself.

In Term 3, there was an initial transition visit to secondary school under the management of the PT Behaviour Support to enable Jamie to meet with pupil support staff. Jamie's mother was invited to visit the secondary after school hours. Primary Support staff and Secondary Support teachers met to write a transition IEP. A series of visits was put in place for term 4.

Case Study 5

Primary 7 Pupil with Multiple Support Needs

Claire is a pupil whose needs were apparent to primary staff from her arrival in Primary 1. A very clear profile of additional support needs has been built up:

- Pre-level A language skills
- Specific difficulty – dyslexia, overlay required
- Low attainment in maths
- Communication difficulties
- Emotional difficulties
- Health issues
- Parents with mobility difficulties
- Social issues.

In Primary 6, communication with adults required more intervention/planning. An extended transition programme was arranged for Claire to enable a smooth transition to Secondary. There was a Multi-disciplinary Meeting and Joint Support Team Meeting in P 6 with Pupil Support Staff, including the Learning Support Coordinator, the Educational Psychologist, the school-based social worker, the School Nurse, the PT Pupil Support (Learning) and her parents.

In term 1 of P7, an IEP meeting was held where core curricular targets including PSD targets, were agreed with Claire and her parents. There followed a settling-in period with pupil support staff monitoring the use of a personal passport. In term 2, there was a Joint Support Team Meeting to review planning targets. In term 3, a transition IEP was put in place along with a programme of work with shared learning outcomes.

Claire went on an initial transition visit to secondary school under the management of the PT Pupil Support (Learning). A programme of individual visits was drawn up for Claire and she was introduced to all Secondary Support Staff including the PT Behaviour Support. Her parents visited the secondary school. Information was gathered for a talking book and the PT Behaviour Support arranged support sessions prior to a PE visit to use the sports facilities. A transfer meeting was held with primary pupil support, the PT Behaviour, the Psychologist, the P7 teacher, her parent, the pupil and other relevant support agencies.

In term 4, the programme of visits continued. There was staff development for Support Assistants. Staff observed Claire and there was team teaching by primary/secondary support teachers. There was collaborative working to draw up IEP targets for S1. A talking book and social stories were produced. Primary support staff and the Social Justice Manager (SJM) made a home visit. A two-day Induction Visit was planned. Primary support staff prepared a Personal Passport. At the P7/S1 Parent Information Evening the Social Justice Manager liaised with parents. Transfer of appropriate resources took place from primary staff to secondary PT Pupil Support (Learning). In July, Claire took part in a Transition Programme run by the school-based Social Worker with input from the Social Justice Manager.

During Term 1 at Secondary, there was a Joint Support Team meeting to ensure support strategies were in place for Claire. There was also a settling-in meeting with the PT Support for Learning and the Social Justice Manager making a home visit. Both the parents and school were positive about the transition for Claire.

Case Study 6

Transition arrangements for pupil with visual impairment

Linda has a visual impairment that has caused loss of sight in one eye and may prove degenerative in the other. The severity of the condition was first made known to primary staff when she was in P5. During her P6 year, contact was made with the Visual Impairment (VI) staff and the educational psychologist.

By P7, secondary staff including the PT Support for Learning were involved in the review meetings to keep them informed. A multi-disciplinary meeting was called to aid transition with the VI teacher for primary handing over to her secondary colleague. Around this time a laptop computer had been provided for Linda. This pupil was anxious not to be 'singled out' and so the authority's mobility officer undertook the individual transition visit to assess possible issues and allow Linda to find her way around the school while it was quiet. As with all children with additional needs, the PT Support for Learning made contact with the pupil and parent. Finally in June the primary school delivered the laptop and appropriate paperwork to the secondary Support for Learning department to await Linda's entry in August.

Case Study 7

Transition from School to College for a boy with Autism Spectrum Disorder (ASD)

Tom has an Autism Spectrum Disorder (ASD) with additional learning difficulties. In S1, Tom was allocated 15 hours of support from a Support Assistant. This time was used to support Tom in a number of curricular areas. His timetable was adapted to suit his needs. As Tom progressed through S1 to S2, he was withdrawn from French, Science and Technical.

Communication with home was excellent. Both parents attended termly meetings to discuss support strategies and this partnership ensured that the most appropriate support was in place for Tom.

In S4, Tom was presented for 5 Standard Grades. He had reader and prompt supports to enable him to focus on each part of the assessments. Although Tom found the exams very stressful, he achieved two General Passes and three Foundation Awards. Also, in S4, Tom completed a very successful work experience in a local care home. Two visits were carried out prior to the start date and the work experience was unsupported.

In S5 following consultation with Tom's parents, Tom was not presented for any SQA exams. The Principal Teacher of Support (Learning) contacted the care home and set up extended work experience. Every Friday Tom worked in the care home. To augment his work experience, Tom attended a School Link Course in Social Care at a Further Education College.

In preparation for Tom leaving secondary school, contact was made with the Nautical College who run courses for students with ASD. The Principal Teacher of Support (Learning), Tom and his parents met with the Course Leader in the Nautical College. Tom started his full time course at the Nautical College that Autumn.

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

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.

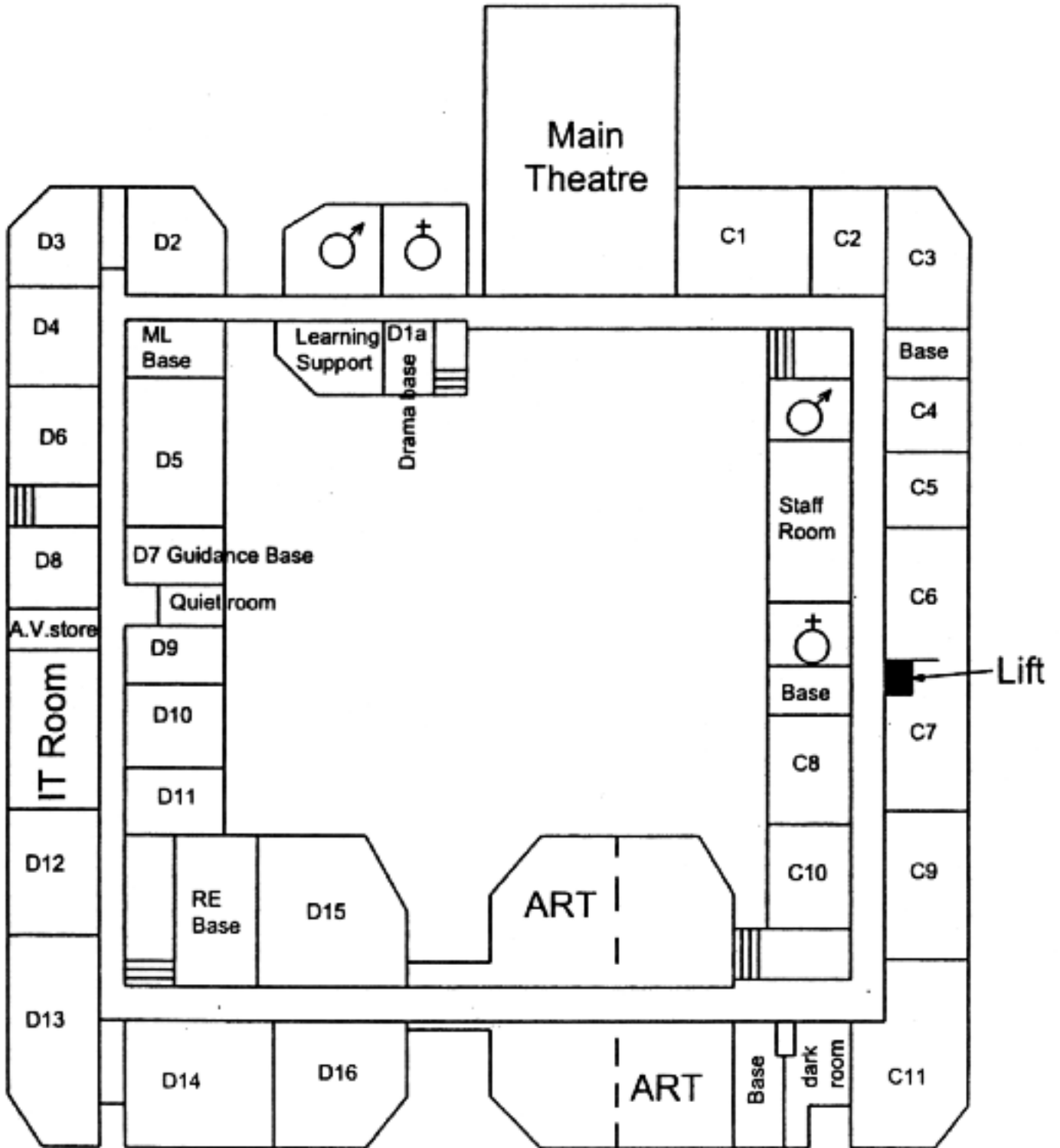
Identifying the way forward works well when:

- 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



Example of pictorial / visual support

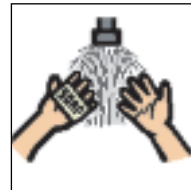
12 o'clock — Time to get ready for lunch



Go to the toilet



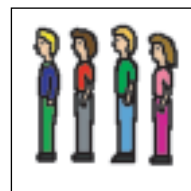
Wash hands



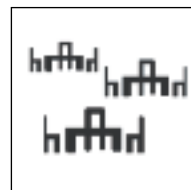
Collect lunch box



Line up



Go to dining hall with adult



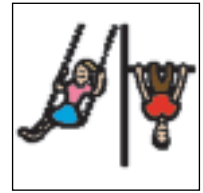
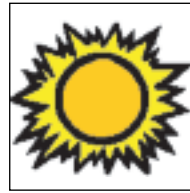
Eat lunch



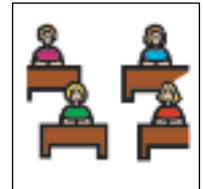
Take lunch box back to cloakroom



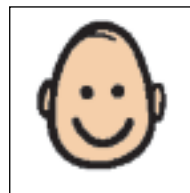
If dry go out to play in playground



If wet play in classroom



Going for packed lunch is usually good fun



Pupil Profile

Name: **Ben Lawers**

Stage: **S2**

Date: **August 2006**

Areas of strength:

Good long-term memory.

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

Good rote reader.

Responds well to praise

Enjoys following routines

Areas to be developed:

Needs frequent refocusing in whole class situations by calling his name.

Needs support to formulate any written work e.g. news, imaginative writing.

Needs support of another pupil if asked to visit another part of the school for any reason e.g. taking a message or returning materials

Stress producers:

Bright lights, distracting noises.

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 14 years old.

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

She is 12 years old.



I go to _____ High School.
and _____ College.

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
- Music
- The X Factor
- Pokemon

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

- Writing
- Not being first
- Accepting other people's opinions

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 High School

Mr Smith
Mrs Token
Mrs Keen

Taxi driver and escort

Morning	Anne
	Billy
Lunchtime	Jean
	Andy

Key people at College

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 _____ High School.

and _____ College.

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

-

Key people at High School

Taxi driver and escort

Morning

Lunchtime

Key people at College

Medical Information

Medicine

Allergies

Diet

Other important information

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?

Timetable

Name:		Register Group:							Stage: S1
	01	02	03	04	05	06	07	Remember	
Monday	Art Mrs Card A&D 2	English Mrs Wright 2.12	French Miss Paris G.14	Information Technology Mr Spam ICT 3	Technological Studies Mr Hackitt Graph 1	Mathematics Miss Additt G.7	Physical Education Mr Fitt Main Gym	P.E. Kit Pencil Case English H/w H/W Notebook	
Tuesday	English Mrs Wright 2.12	Social Subjects Miss Holme 2.2	Personal & Social Education Mrs Howe 2.10	Physical Education Mr Fitt Main Gym	Technological Studies Mr Hackitt Graph 1	French Miss Paris G.14	Science Mr Beaker Sc 17	P.E. Kit Pencil Case French H/w H/w Notebook	
Wednesday	Mathematics Miss Additt G.7	Information Technology Mr Spam ICT 3	Art Mrs Card A&D 2	Science Mr Beaker Sc 17	Religious Studies Rev Green G.18	English Mrs Wright 2.12		Pencil Case Maths H/w Science H/w H/w Notebook	
Thursday	French Miss Paris G.14	Physical Education Mr Fitt Main Gym	English Mrs Wright 2.12	Mathematics Miss Additt G.7	Technological Studies Mr Hackitt Graph 1	Art Mrs Card A&D 2	Social Subjects Miss Holme 2.2	P.E. Kit Pencil Case English H/w H/w Notebook	
Friday	Citizenship Mrs Goode Library	Science Mr Beaker Sc 17	Mathematics Miss Additt G.7	Social Subjects Miss Holme 2.2	English Mrs Wright 2.12	Information Technology Mr Spam ICT 3		Pencil Case S. Subjects H/w H/w Notebook	

Contact Teacher- Learning Support Base: - Mrs Aide

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.

How can I get my work finished?

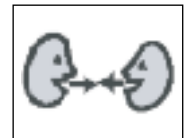
There are lots of adults who help me in school.

I do different kinds of work in school.



It is important to try to finish my work.

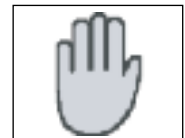
Sometimes I like to talk when I am working.



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 should I do if I have a problem with other pupils during intervals and lunchtimes?

Sometimes it is difficult to be friendly with other people in school.

People annoy each other and fall out.

If I fall out with someone there are some choices about what I can do about it.

I could walk away and find someone else to talk to.

I could go to the library and look at some books.

Either of these would be a good choice if I was feeling a little upset or angry.

OR

I could ask to speak to my pupil support teacher who might be able to sort out the problem.

This would be a good choice if I was feeling very upset or angry.

If I have a problem with other pupils it would be good to try to think about which choice is best and then do it.

Why is it a good idea to use a locker?

In Secondary School pupils have lots of heavy books and equipment to carry in their bags.

Sometimes it is difficult to carry so much stuff and pupils arms and backs can get sore.

Sometimes I may feel I have too many things in my bag and I get mixed up about what I need for each class.

The school have organised lockers to help pupils with this problem.

Lockers are safe places where books and equipment can be stored until they are needed.

If I had a locker I could carry my morning books in my bag and keep my afternoon books safe until lunchtime.

At lunchtime I could put my morning books in the locker and put my afternoon books in my bag.

This would make it easier for me to organise my things and my back would probably not get so sore.

Lockers are a good way of being organised and preventing sore muscles.

Primary 7 Information Gathering and Transition Arrangements

School _____ Session _____

Pupil _____ Class _____

Source	Information
PPR File	

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

Primary 7 Information Gathering and Transition Arrangements continued

Additional Information	
-------------------------------	--

Recommendations/ Action	
------------------------------------	--

Additional Transition Arrangements

Date _____

Staff present _____

Additional Transition Requirements	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

Notes

