

Top Tips for Transition

Dear ALNCO,

At this time of uncertainty many parents and pupils may be wondering about transitions to new classes, schools and colleges without the normal opportunities to engage in transition activities. In this resource we have collated a few ideas that could be gathered into a pack to help ease anxieties and offer support during this process. We hope that you find them useful.

Stay well and safe!

Additional Learning Needs Inclusion Team

Transition Tips – Speech Language and Communication Needs / ASD

Take photos to
create a
PowerPoint to
label areas
around the
school.



Schools

Create a short
film of school
areas e.g.
canteen, halls,
classrooms etc.

Copy of the
school menu

Create a staff
poster-including
key staff with
their picture,
name and
subject

Create a Social
Story about
what their first
day back in
school would
consist of

Introduction to
clubs and extra-
curricular
activities

Poster of school
rules with visual
support

Key members of
staff completing
videos to
introduce
themselves e.g.
form tutors,
TAs.



Pupils to update
one page
profiles with
families

Example of
school day.

School
prospectus
and/or pamphlet
including info
about year tutor,
form
tutors, ALNCo etc

Information about
the school journey
e.g. bus stop
information, what
bus looks like, who
will be on there, time
they'll be picked up

Information/short
introduction to
what each of the
subject mean and
type of topics
they'd cover

Copy of the
school timetable
and an
explanation
about what the
subjects/letters
stand for.

School map

Discussion
activities-what
will stay the
same/ what will
change

Photos of the
school uniform
and PE kit and
where to
purchase.

Transition for pupils with Habilitation Needs

Pupils with a visual impairment who follow a Habilitation training programme normally receive individual input from the Habilitation Specialist during the summer term to support transition. This includes working through Transition Booklets, developing Visual Profile's with the pupil which provide information on how the pupil uses their vision and what support they require. This is available to share with all new teachers and support staff.

The Habilitation Specialist visits the new school campus with the pupil to develop orientation skills. This includes working on routes, identifying landmarks, accessing all areas around the campus – indoors and outdoors, familiarisation with the layout of the new environment.

The Habilitation Specialist observes the pupil travelling and conducts an environmental audit and any access issues will be identified and modifications may be recommended to enhance the environment.

***Due to current restrictions Habilitation support and campus visits will resume when schools are re-opened to the pupils. If you require any further information during this time of uncertainty, please feel free to contact us.**

**Helen Thomas/ Karen Hooper
Habilitation Specialists
ALNIT**

Transition for pupils with Visual Impairment

Please look at the generic transition resources available, which may be suitable for VI pupils. In addition, please find below some ideas and strategies when thinking about transition to Secondary School for young people with visual impairment.

- Use the pupil's name and be aware that the pupil may not pick up on facial expressions, body language and other visual cues.
- Encourage the use of glasses and any other vision aids, if prescribed.
- Seat the pupil near to, and facing, the board, with back to the window.
- Good even lighting, but avoid glare on the board. Use blinds as necessary.
- Provide a desktop copy of board work if required.
- Provide uncluttered, well-contrasted learning and assessment materials in appropriate size print (including the enlarged print for the National Reading and Numeracy Tests).
- Use RNIB Bookshare the free online resource to provide accessible curriculum materials.
- The pupil should have their own individual copy of the learning materials.
- Allow extra time (25%) for internal and external examinations, assessments, reading and other visually demanding tasks, including the National Reading and Numeracy Tests. (when appropriate)
- All staff need to be aware of the pupil's visual condition and educational implications.
- Encourage the pupil to share what is working well/not working.
- Discuss visual needs of the pupil with QTVI.

Transition for Deaf Children

In light of the current situation, here are some ideas, resources and things to think about as you look at the transition to secondary school for your deaf pupils.

- Wherever possible, visual supports will be very helpful (pictures, video, British Sign Language (BSL) – this might include a visual “tour” of the school, staff photos or introductory videos (especially support staff such as TA or BSL Communicator), and visual timetable of the school day.
- Please ensure subtitles are available for any video material during transition, assemblies, or in class.
- If the deaf pupil uses BSL, pictures of signs could be used around the school/classroom as appropriate.

Here are some resources for staff to familiarise themselves with deaf awareness and other key information:

- Deaf Awareness document: <https://www.twinkl.co.uk/resource/t-t-252076-deaf-awareness-week-powerpoint>
- Hearing Loss Simulation: <https://youtu.be/U6HXgFvRgcA>

If the deaf pupil uses British Sign Language (BSL), it would be very helpful and appreciated for staff to learn some basic signs. Here are some resources:

- RAD – BSL Greetings <https://youtu.be/snCLCVZF7Xw>
- “Sign BSL” App be downloaded for free <https://www.signbsl.com>



Classroom strategies to support a Deaf pupil

- Look at me when you speak so I can lipread and see your expressions.
- If I’m not looking at you I will mis-hear
- I need to sit away from noise
- I need you to write key words or phrases on the board.
- I need pictures to help me understand new words.
- In discussions please repeat what other pupils say.
- I need subtitles for videos.
- I cannot write and listen at the same time.
- Please check that I have understood your instruction before I start the task.
- I need homework details written for me or check I have recorded them correctly.
- I may need you to use a radio aid so I can hear you more clearly.
- If I have a BSL Communicator, I need to clearly see both you and the communicator.
- I may struggle to hear sounds/bells during the day, so I may need you to prompt me when it is time to move to the next lesson.



Roger Touchscreen

Using the radio aid

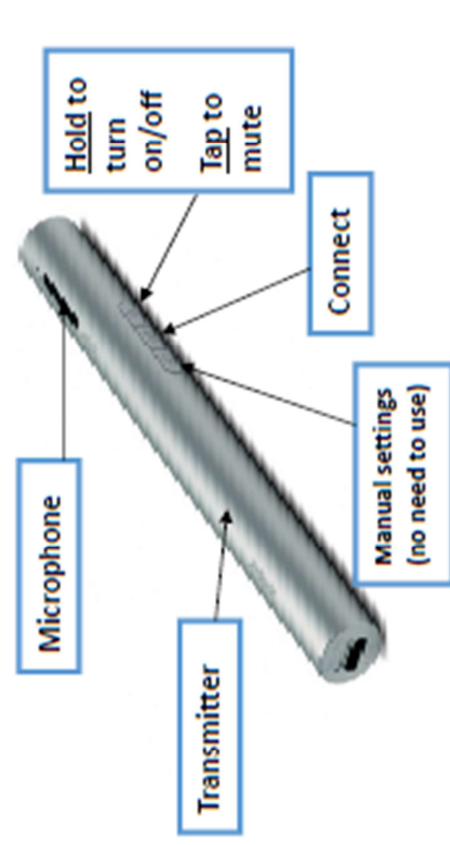
- Press and hold the on/off button - light should blink green. Press briefly to sleep/wake the screen.
- Press the connect icon – it should say on the screen that it's connected.
- Hang the transmitter around your neck with the microphone about 20cm below your mouth, making sure it isn't knocking against any clothing or jewellery.
- Mute transmitter (the light will flash red)
-if you shout briefly
- Or if you are having a *brief conversation that a deaf child does not need to hear.*
- Turn off the transmitter
-if you are leaving the classroom
-if you are having a *longer conversation that the deaf child does not need to hear.*
- Do not let the microphone or transmitter get wet.
- Make sure to plug in the transmitter overnight to charge



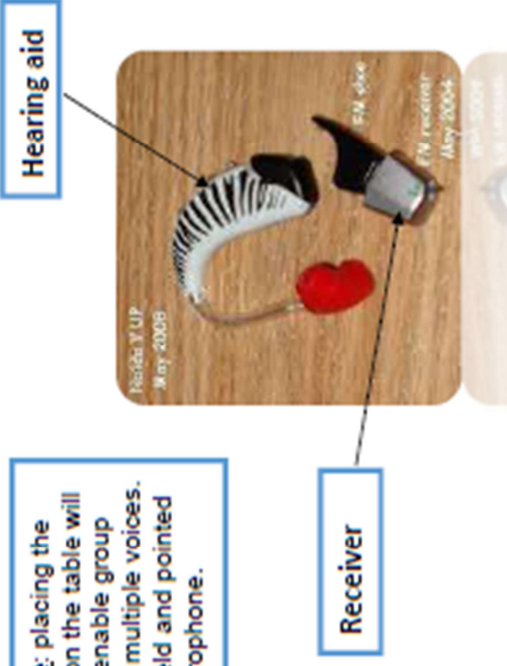
Roger Pen

Using the radio aid

- Hold the top power button to turn on the transmitter then press the connect button.
 - the light should be **green**.
 - if the light is **red**, check that the receivers are connected properly.
- Hang the transmitter around your neck.
- Make sure the microphone is not knocking against any clothing or jewellery.
- Tap the power button to mute transmitter (the light will turn **purple**):
 - If you shout briefly.
 - If you are having a brief conversation.
 - that a deaf child does not need to hear.
- Turn off the transmitter:
 - If you are leaving the classroom.
 - If the transmitter will not be used for a longer period of time (lunch or break time).
- Do not let the microphone or transmitter get wet.
- Make sure to plug in the transmitter overnight to charge.



Added Feature: placing the Transmitter flat on the table will automatically enable group mode, picking up multiple voices. It can also be held and pointed like a microphone.



Physical & Complex/Complex & Specific Difficulties

Transition Top Tips

✓ ***Is all relevant paperwork up to date and passed on to new staff prior to the learner starting? For example:***

- Healthcare plan.
- Manual Handling plan/risk assessment.
- Intimate care/toileting plan.
- Feeding plan.
- Health & safety risk assessment, e.g. accessibility/unsafe behaviours.
- PEEP (personal emergency evacuation plan).

✓ ***Do staff require any training prior to the learner starting? For example:***

- Manual handling – to safely support a child with physical difficulties.
- Epilepsy awareness training.
- Dysphasia training.
- Epi-pen training.
- PEG feed training.
- Advice/guidance from Physiotherapist/Occupational Therapists (OTs)?

✓ ***Are the current toileting facilities able to meet the learners intimate care needs? For example:***

- Does the learner require a disabled toilet large enough to accommodate a changing bed, a hoist, two staff and a wheelchair?
- Does the learner require a self-cleaning toilet?
- Does the school have a supply of PPE (personal protective equipment), e.g. aprons and gloves for staff to wear whilst supporting the learners intimate care needs?
- Will the learner require support/additional time/space when dressing/undressing for PE? Are there accessible changing facilities for the learner by the mainstream PE changing rooms?

✓ ***Is the physical environment accessible to the learner? For example:***

- Can the learner enter/exit safely with his/her peers?
- Are there ramps/handrails adequately placed where required?
- Can the learner negotiate all areas of the school currently?
- Is there adequate space within each class room for the learner to independently find their seat and move where possible?
- Is the canteen accessible? Are the canteen tables accessible?
- Is the learner able to carry their bag around all day in secondary or do they require a place to leave some files/books to support their posture when walking?
- Are the chairs in class suitable to the learner, e.g. can they reach the floor to support their posture or do they require a footrest? Do they require a supportive back support/arms on their chair? Do they require additional room for their own chair?
- Does the learner need access to a lift? Are there enough lift keys?
- Will the learner require additional time to transition between classes?
- Are there evac chairs in place if the learner with physical difficulties will access lessons upstairs?
- ***Do any physical adaptations need to be discuss/planned prior to the learner starting?***

✓ ***Transition idea's to support staff remotely during Covid-19:***

- Has a date been set to deliver any specialist equipment, e.g. standing frame, specialist chair, etc. to the new school?
- Are staff familiar with the equipment or do they require training? E.g. manual handling training prior to using any lifting equipment or specific training from Occupational Therapists (OT's) prior to using any specialist chairs/walking frames/standing frames.
- An informal video call between current and new staff demonstrating and discussing any specialist equipment, such as equipment above or sloping desk, specialist IT equipment, communication aids, that the learner requires.

✓ ***Additional transition idea's to support learners remotely during Covid-19:***

- A video from new class teacher/TA/Form tutor introducing themselves and saying they are looking forward to getting to know them when schools open.
- A video of the physical environment, particularly focusing on the access (especially for learners with complex physical difficulties) in/out of school and into their classrooms/canteen/school yard/accessible toilet, etc.
- New TA complete a one page profile of themselves for the learner to get to know them.
- Could the learner send a list of questions to new staff via ALNCo for new staff to answer to reassure and help prepare them for their new environment, via an online platform or video, e.g. flip grid on hwb.

Useful Website Links:	
https://www.drumbeatasd.org/attachments/download.asp?file=315&type=pdf	Supporting transitions from primary to secondary school for pupils on the Autism Spectrum.
https://www.autism.org.uk/professionals/teachers/transition-tips.asp	National Autistic Society - Autistic pupils and transitions
https://www.bbc.co.uk/bitesize/tags/zh4wy9q/starting-secondary-school/1	BBC Bitesize starting Secondary School.
https://www.boxofideas.org/ideas/practical-skills-in-education/primary-school-2/transition-from-primary-to-secondary-school/	Practical ideas for transition
https://www.twinkl.co.uk/resources/asn-class-management-scotland-cfe/transition-asn-scotland-cfe/primary-to-secondary-transition-asn-scotland-cfe	Twinkl – Transition primary to Secondary
https://www.twinkl.co.uk/resource/t-tp-365-my-starting-school-checklist	Twinkl – Starting school checklist
https://search3.openobjects.com/mediamanager/sefton/fsd/files/moving to a new class tips for schools and parents carers.pdf	Moving to a new class transition ideas
https://search3.openobjects.com/mediamanager/sefton/fsd/files/primary transition to a new class booklet.pdf	Moving to my next class booklet
https://www.valeofglamorgan.gov.uk/Documents/Living/Social%20Care/Disability/Autism%20Resources/Oh%20no%20not%20big%20school.pdf	Oh no! Not the big school! Information and Ideas for Everyone Involved in Transition Planning for Youngsters With Autism Spectrum Disorders Moving to Secondary School



Starting Secondary School