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TRANSITION PACK

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**RESOURCES TO SUPPORT TRANSITION INTO SECONDARY SCHOOL FOR CHILDREN IN  
YEAR 6 WITH AN ASD**



**ASD OUTREACH TEAM**

Dear SENCo's

This pack includes resources to support discussions about transition for your year 6 children with ASD.

I have linked you up with receiving secondary schools for the children and provided the workbook called 'What will secondary school be like?' booklet. Please ensure this is given to the child to complete at school and then take home for the holidays.

Some children may receive face to face visits during the summer term. These are those that have been identified as experiencing high levels of anxiety. For those that are managing well, I attach a transition pack for you to use with your child in year 6 with ASD. Please complete the questionnaire with them and return it to me, via email, should you have concerns around their answers. Should anxiety become apparent from the child's answers, resources are included in this booklet that can be used to reduce the worry for each subject. These are clearly numbered in relation to each question in the information below. Please print out a booklet for each child, from the questionnaire onwards. This can be sent home once completed.

Please note that it is advisable to complete transition resources after the SATS. This time already carries a lot of anxiety for children with autism and it is best to let the pressure of this pass before embarking on transition preparations.

The transition form that was completed in year 5 for each child, will be sent to the secondary school. This will be updated with the level of support that has been in place for the child during year 6. A generic information sheet which contains information to support children with autism, will also be sent with the form.

If after using this booklet, you feel the child is still particularly anxious, I can set up a zoom call or face to face visit, should you feel it would be useful. Please get in touch with me to arrange this.

I hope the rest of the term goes well and the children enjoy their last term in primary school.

Once the children move to their secondary school, support will be by the Secondary School Outreach team.

Please do not hesitate to contact me to for further advice.

Wendy Jones

ASD Outreach Transition Coordinator.

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## **INFORMATION FOR USING THE QUESTIONNAIRE AND RESOURCES**

Please go through each of the questions with the child, discussing the content. I have included below some examples for resources that can support if your child identifies any concern.

The questionnaire is on **page 6** and is the beginning of the booklet for children. The notes are for the supporting adults. Please be aware that the notes reference ASD, so if the child does not know about their diagnosis, it will be essential not to share them.

There is also a booklet entitled '**what will secondary school be like.**' This contains lots of information to prepare your child for secondary school. This has been emailed to the SENCo.

### **Question 1 – Leaving your year 6 classmates**

Sometimes children need some closure. You may already have a booklet to record their thoughts about primary school. If not, please use the one provided on **page 7**. This can be done at home or school. The child may wish to create their own version.

### **Question 2 – Beginning year 7**

The social story on **page 10**, should give some reassurance.

### **Question 3 – Making new friends**

The Booklet '**What Will Secondary School be Like**' has been provided and contains advice about making new friends.

### **Question 4 – Being the youngest year group in school**

Remind the child that they have been the youngest in the school before and probably got used to it quite quickly. Also reassure them that this time next year another year group will be joining their secondary school and they will no longer be the youngest.

### **Question 5 – Doing homework every night**

Most secondary schools have homework clubs after school. This is useful as it prevents the child from having to do school work at home. This is often difficult for children with ASD.

There will also be opportunities to do some in break times too. Homework in year 7 may be reduced to help the children get used to organising their time. **Page 12** includes a homework timetable.

This can be used to plot the day the homework is given and when it needs to be given in. This helps the child to work out how many pieces they need to do each night. It is useful to create some homework rules if the child is doing it at home. Encourage them set a time to do it. Usually 30 minutes per piece. Give them a choice; “do you want to do your homework before or after dinner.” A social story that can be used is on **page 13**.

### **Question 6 – Using a planner**

Most secondary schools use planners. These are like diaries to write down homework and for parents to write notes in. These also usually include lots of information about the school including the child’s personal timetable. It is important that the child know that this should be taken to school EVERY DAY.

### **Question 7 – Using a timetable**

Have a go at asking the child questions to test their ability to read a timetable. There is an example on **page 12**. Some schools keep the same timetable each week while some have a two week system. Lessons in secondary schools do not change, unlike primary where the timetable can change at the last minute. The structure of secondary school day often works well for children with ASD as they know exactly which lessons they will be having each day. Colour coding the timetable can help the child to read it quickly. If their timetable comes with the teacher’s initials, be sure to have a list of the teachers names so that the child can remember who each one is or even better add the teacher’s name to the timetable.

### **Question 8 – Having a different teacher for each subject**

The child will have been used to having one or two teachers at primary school. In secondary they will get used to having a teacher for each subject. If your child is worried about this, discuss the benefits. For example, a maths teacher is a skilled mathematician and can support children to understand this subject better. The same for science teachers... they will have a passion for the subject and will be very knowledgeable. Children often say you get used to the teachers very quickly. Another plus point could be that if the child does not like a particular teacher very much, they only have to have them for an hour at a time and then may move onto to have a teacher that they get on with much better.

**Question 9 – Wearing a new school uniform**

If the child has an intolerance to different materials, it would be a good idea to begin wearing the uniform for short periods during the school holidays.

This will slowly desensitise them to the feel of the uniform. Some secondary schools make allowances for sensory sensitivity around uniform. Be sure to pass on concerns to the Secondary SENCo.

**Question 10 – Taking part in science lessons in the science labs**

Many children find this exciting. Some are more concerned about the dangers. Please reassure your child that there are always strict rules in place and children are kept safe.

**Question 11 – Moving around the school between lessons**

Children often get worried about getting lost. For the first few weeks of term, there are always teachers in the corridors to help children find their way around. Children are often given maps of the school to help them become familiar to where classrooms are. Children are often allocated buddies or peer mentors too. There are some handy prompts included on **page 14** that can be printed off and kept in the child's school bag. One of them can give advice for what to do if they can't find their way to the lesson. Most children say that they get used to the new building after a couple of weeks.

**Question 12 – Eating in the school cafeteria/restaurant/lunch hall or canteen**

Lunchtimes are staggered in most schools which limits the number of children that are eating lunch at any one time. If your child needs to eat his lunch in a quieter area, this is usually arranged by the SENCo. Please be sure to let them know that they will need this adjustment put in place.

**Question 13 – Packing your bag for school every day**

Checklists are included in **page 15**. These are an ideal way to help the child to know what to pack in their bag. It is best to do it the night before to maximise time getting ready in the morning. Please reassure the child that they only need to take the books they need for each day. Choose a day on the timetable example and ask them how many books they will need that day.

**Question 14 – Carrying a school bag with you all day**

Some secondary schools have lockers which can be used during the day to store books. If there is no access to lockers, carrying a bag around all day will be a new experience. It would be a good idea to name their bag in case they leave it in a classroom.

**Question 15 – Travelling to school**

This is often a new experience for children starting secondary school. It is a good idea to practice the journey throughout the summer holidays to ensure the child knows which stops to use, if travelling by bus. If walking, practicing the route is essential to find the safest places to cross roads. From the information sheet provided for the school, find out what times school starts and then work out what time the child will need to leave the house to get to school in good time. There is an example of a travel prompt included **on page 14**. Schools are fairly lenient at the beginning but consistent lateness will result in detention.

### **Question 16 – Getting up earlier in the mornings**














































It will be important to work out how much time is needed to get up and ready to leave the house in the morning. Many children rise early so may need little adjustment to their morning routine. Others may need to get up earlier due to the earlier start to secondary and the sometimes longer travelling time.










### **Question 17 – Other students being unkind to me**

There is information about this in both booklet provided and a social story included on **page 11**.

### **Question 18 – Managing my emotions**

There will undoubtedly be occasions where the child is upset or angry. It is important that they have the skills to manage their feelings. There are some resources included on page 16 which may assist them in remaining in control. The traffic light system can be used for many occasions. Red is the stop sign to avert danger, amber time to think of a way to respond that prevents consequences and when this is in place, proceed on green. The child should be encouraged to ask for a short break to self-regulate should they become agitated.

This questionnaire is about going to secondary school				
How do you feel about.....		No worries	Bit of a worry	Big worry
1	Leaving your year 6 classmates <i>Some are going to Tallis. I won't really miss anyone</i>			
2	Beginning year 7 <i>I will soon get used to be in year 7. My sister goes there and can help me.</i>			
3	Making new friends <i>I can talk about the things I am interested in.</i>			
4	Being in the youngest year group in school			
5	Completing homework every night			
6	Using a planner			
7	Using a timetable			
8	Having a different teacher for each subject <i>I will only have them for an hour for each subject</i>			
9	Wearing a different school uniform <i>My shirts may not be washed and ready. My mum will sort this for me though – like she does for my sister.</i>			
10	Taking part in science experiments in the science labs			
11	Moving around the school between lessons <i>There is a colour coded map that I will be given. I can ask for help I need to find my way</i>			
12	Eating in the school cafeteria			
13	Packing your bag for school every day			
14	Carrying a schoolbag with you all day			
15	Travelling to school <i>I will get a lift</i>			

16	Getting up earlier in the mornings			
17	Other students being unkind to me <i>I feel confident to talk to staff and can try and ignore if I think people are just trying to get a reaction</i>			
18	Managing my emotions <i>I have got better at this as I have got older. I will know what to do and can ask for help if I need it</i>			

### TO BE COMPLETED BY THE CHILD

#### FAREWELL TO YEAR 6!

**CREATED BY:**

**This booklet gives you a chance to record your thoughts about leaving primary school**

**What will you remember most about primary school?**



**How do you think people will remember you?**

**What will you miss the most about primary school?**

**What are some of the most important things you have learnt at primary school?**

**Is there anyone you would really like to say goodbye to?**

**Who do you think you might stay in touch with? Do you have their contact details?**

**Would you like to write a message to the teachers at your school?**

**Are there any particular staff that you would like to say a special thank you to?**

### What will it be like when I start at secondary school?

**After the summer holidays, I will be starting secondary school.**

**Lots of year 6 children will be feeling sad or nervous.**

**It is ok if I feel like this too.**

**These feelings will get smaller as I get used to the idea of starting a new school.**

**Some of my friends are going to the same secondary school as me.**

**This means there will be familiar faces when I start. I will soon meet new people who might become my friends too.**

**Most children have some worries about changing schools. This is normal.**

**I might feel a bit worried. This is ok.**

**I should talk to an adult if I have worries.**

**The secondary schools are working hard to find ways of helping the new children to feel more relaxed about joining them.**

Even the children with the biggest worries about secondary school are usually ok once they get used to it. Some of them say they were worried about the building feeling really big at first but they say you soon get used to it. They also say that the teachers and pupils are really helpful to the year 7 children.

The changes are a part of life. Children have to move onto secondary school when they have finished year 6.

When I am older, I will be able to look back at the changes in my life and think "well done me, I did it!"

### What should I do if somebody is unkind to me?

Sometimes children make unpleasant comments.

This is often their way of communicating.

These comments can be hurtful and make me feel upset.

It is not very nice and it's difficult to ignore.

This is often how many young people communicate.

They could be doing it because they are bored or because they think it is fun.

Sometimes they may be saying these things to get a reaction.

Lots of children experience this all over the world.

Most people do not like being treated like this, some try to ignore it.

If children make unkind comments to, I could tell them that they have upset me.

They may stop or they may try to get me into an argument.

I could ignore comments and walk away.

If I do this they may think that I am not bothered by their remarks and leave me alone.

If the same people keep making me feel unhappy, I should tell an adult.

They will then talk to the other person to find out why they are saying unkind things..

It is ok to tell an adult. I won't get into trouble.

Secondary schools do not tolerate bullying - if they know about it, they can deal with it.

The staff will feel pleased if they can help me to settle into secondary school.

My family may feel happy if they know I can deal with unkind comments.

### Would it help if your timetable was colour coded?

This is an example of how a timetable can be made simpler to read. It is better to include the full name of the teacher rather than just initials.

Monday	Tuesday	Wednesday	Thursday	Friday
Tutor Mr Green S6	Tutor Mr Green S6	Tutor Mr green S6	Tutor Mr Green S6	Tutor Mr Green S6
Maths Mrs George M10	RE Mrs Baker R4	RE Mrs Baker R4	Maths Mrs George M10	PE Mrs. Mark Gym
Science Mr Smith S6	English Literature Mr Brown E2	ICT Mr Fox IT2	ICT Mr Fox IT2	PE Mrs. Mark Gym
English Language Mr Brown E4	Citizenship Mrs Grange SS1	Maths Mrs George M10	Science Mr Smith S6	PHSE Mrs. Keys SS1
PHSE Mrs Keys SS1	Citizenship Mrs Grange SS1	History Mr Jones H2	English Literature Mr Brown E2	Science Mr Smith S6
PHSE Mrs Keys SS1	Science Mr Smith S6	History Mr Jones H2	English Literature Mr Brown E2	English Language Mr Brown E4

HOMEWORK TIMETABLE EXAMPLE – SHOWS WHEN HOMEWORK IS GIVEN AND DUE IN. STUDENTS CAN THEN WORK OUT HOW MANY PIECES TO DO EACH NIGHT.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Maths		→					
English	→						
Science	→		→				
L.T.			Completed	in	class		
Religious Studies		→					
History	→				→		
Geography		→					

## Homework

At school we work hard. Sometimes the teacher asks us to do some work at home too.

Maybe research a project, finish a piece of lesson work or read a book.

My teacher or support assistant will make sure I understand what to do. If I am still unsure, I should ask them to tell me again.

At secondary school, I will need to write down what my homework is in my planner.

Homework helps us to understand the work more and shows the teacher that we have listened and learnt in the lesson.

All the children are expected to do their homework.

At secondary school, I may get detention if I don't hand in my homework.

Some children set a time to do their homework.

It could be just before dinner or after.

It is useful to set a time limit so you do not do too much or too little – half an hour for each subject is about right.

I will try to set a time to do my homework.

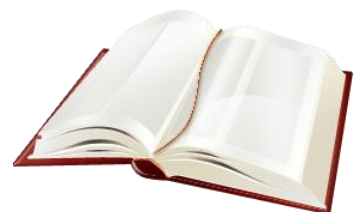
At secondary school, I could go to homework club to get my work done.

I should remember to take my homework in on the day it needs handing in.

My teacher will be happy with me if I try to do the homework.

I may be happy with myself if the homework helps me to do better in school.

<p><b><u>Spellings for this week</u></b></p> <p>_____</p> <p>_____</p> <p>_____</p>
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**If I can't find my way to class....**

- ✓ If I have a map in my planner, I could look at it and try to work it out.
- ✓ I will try to ask someone in my class.
- ✓ I will ask a teacher.
- ✓ I will ask the secretary in the school office.

**If I forget my homework....**

- ✓ I will tell my form tutor.
- ✓ I will tell the subject teacher when I get to the lesson.
- ✓ The teacher will tell me where to put my homework when I bring it in tomorrow.

**If I arrive late.....**

- ✓ I will go to the school office and tell the secretary I have arrived at school.
- ✓ She will mark the register.
- ✓ I will go to my lesson.

**People who can help me.....**

- ✓ Mr ..... - form tutor.
- ✓ Mrs ..... - senco.
- ✓ Miss ..... - LSA
- ✓ Mr ..... - mentor
- ✓ Miss ..... - secretary

**Travelling to and from school**

I must keep myself safe.

- First I get bus number 291 to St. Patricks and walk to Plumstead Bridge.
- Then I get either bus number 469 or 177 to St. Paul's

If I need help, I should:

- Take some deep breaths; this will help me calm down.
- Call my mum or dad from my mobile.
- Ring St. Paul's 020 8311 3868 (press 1 for reception)
- Go into a shop and ask the staff to help me.
- Ask a policeman or a community policeman.

**WHEN I NEED HELP****If I don't understand I can...**

Reread the instructions



Quietly ask a friend for help



Ask the teacher for help

**If I'm frustrated or stressed...**

I can walk away or ignore



I can ask for a break



I can find an adult to ask for help



Evening checklist

- Check **my planner** to see what homework I have to do tonight.
- Complete **my homework**.
- Put **my homework** in my school bag
- Check **my timetable** to see what lessons I have tomorrow.
- Pack **my bag** with the books I need for my lessons.
- Make sure I have the correct equipment for my lessons.

Packing my bag checklist

- ✓ **Planner**
- ✓ **Books for each subject**
- ✓ **Pencil case with pens, pencils and a ruler**

**I might need extra equipment too**

**If my timetable says I have:**

- Maths – I might need my calculator**
- Science – I might need my apron**
- PE – I will need my PE kit**
- Food Technology – I might need my apron and ingredients for cooking**

Classroom routine

- **Go to seat.**
- **Give in homework when asked.**
- **Listen to teacher.**
- **Complete my work.**
- **Raise my hand to ask or answer a question.**

Mrs. Jones' Math Class


I Need:

- green textbook
- green notebook
- green pencil case
- calculator

Routine:


- go to seat
- put homework in green basket
- get assignment
- copy notes
- listen to teacher
- raise hand to answer question

math




- pencil
- textbook
- paper
- calculator
- ruler
- markers

geography



- pencil
- textbook
- atlas
- binder
- ruler
- markers

science



- pen
- textbook
- paper
- folders
- laptop
- headphones

**Break Card**

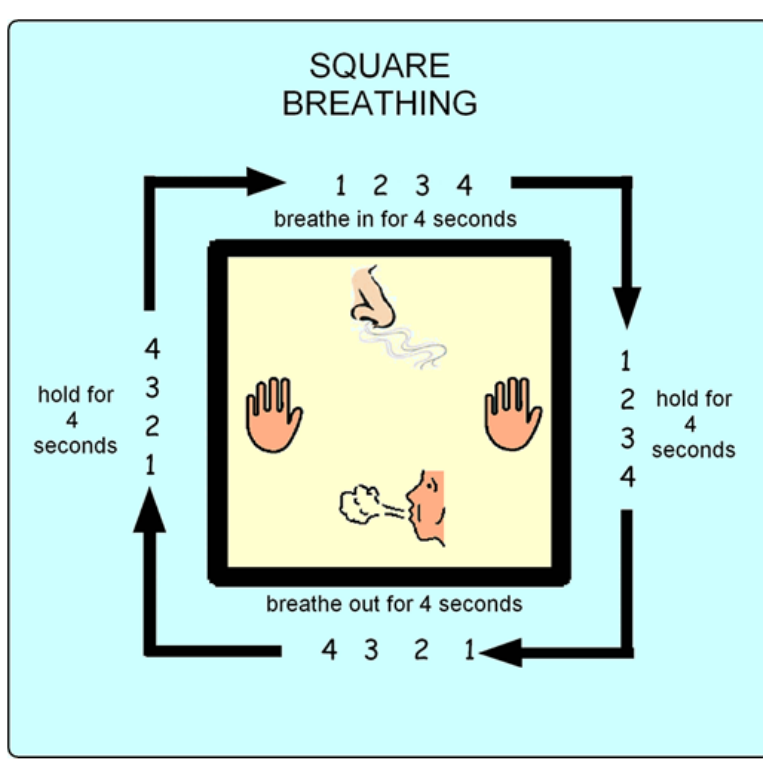

I need to leave the room for 2 minutes.  
 This will help me to self-regulate. I can  
 then come back to class and focus on my  
 work.

I stop and listen



wait

I can talk

**Some things to know about me.**


Name:	School:
Key person:	Form tutor:
LIKES	DISLIKES
I may need prompting to remember .....	

**Creating a Transition Passport can be useful for secondary staff. You can include lots of useful information to help staff understand how best to support you.**

- Important information about me.
- Things I am interested in and things or people that are important to me.
- Things I'm good at (at school and at home.)
- Things I find difficult.
- How I communicate (and any difficulties I have with communicating.)
- How I need you to communicate with me to help me understand.
- Things that help me to work well.
- Things that make it difficult for me to work well.
- When I'm stressed I.....
- If I'm stressed it helps if I can....
- How you can help me.


### Things that make it difficult for me to work well

- A very noisy classroom
- Having the sun in my eyes
- Not understanding the task
- Working with someone who won't listen to my views




### Things I find difficult

- Working in a very noisy classroom
- Making friends
- Writing fast and neatly




### When I'm stressed I.....

- Get upset
- Bite my nails
- Find it hard to concentrate
- Get worse IBS symptoms
- Raise my voice
- Think everyone is cross with me




### Things that help me to work well

- Clear instructions
- A reasonably quiet environment
- If we are working in groups / pairs, it helps to be with someone I trust




### How I communicate (and any difficulties I have with communicating)

- I sometimes find it hard to understand expressional communication.
- Sometimes I don't understand some peoples jokes
- Sometimes I think people are cross with me when they are not
- I do not always interpret language in the same way as other people and will not always understand when you think I have done something wrong. Please try to let me explain what I think I was doing rather than assume I am being difficult.



### How I need you to communicate with me to help me understand

- If you raise your voice when you speak to me I can think that I am being told off.
- If I am not 100% sure what to do, I will probably ask you to repeat some of the instructions



**Why not have a go at making one!**