

Transition Timeline for child/YP with ASC moving from one setting to another

Name of Child/YP:..... DOB..... Name of parent/carer.....Permission to use tool ?

Sending setting:	Receiving setting:
Named Person: Tel No	Named Person: Tel No

TIMING	SENDING SETTING/HOME	✓ or n/a	RECEIVING SETTING	✓ or n/a	Child/YP / PARENT / CARER	✓ or n/a
Information gathering before transition is due to take place – Early Years 1 month before if child starting at age 2.5 years	Discuss options with parents / carers and child/YP if appropriate.		Provide information on setting		Begin to discuss the individual needs of the child / pupil / young person.	
	Use a review/assessment process to highlight the individual needs and how these can be best met by any new setting.		Consider ways in which the setting is marketed. Does this include clear, visual information eg via a video guide on the website, DVD?		What does a new setting need to provide to meet these needs?	
	Communicate regularly with the parent/carer and support their decision making process.		Consider using paperwork with accompanying symbols / photographs.		Who is the person you need to talk to? Eg Senco. Find out as much as possible through discussions / visits.	
	Support the application process as appropriate.			Make a decision re the best options and check availability of places. Notify sending setting of choice. Follow the application process as appropriate.		

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Once placement is confirmed –	Notify all relevant staff of the choice made and the transition outline plan.		Send letter of welcome to parent / carer and the pupil, acknowledging place and making this personal to the new setting.		Ask for prospectus. Look at new setting with child with pictures, on web site or through prospectus pictures.	
	Agree on named member of staff who will oversee / co-ordinate the process.		Send letter to Sending Setting to confirm place and outline the transition plan.			
	Ensure appropriate level of staff cover is available to support the process.		Agree on named member of staff who will oversee / co-ordinate the process.			
	Sending/home setting to invite member from receiving setting to observe.		Organise training for staff to ensure understanding of autism and to enable setting to meet the needs of a child with autism. Complete training analysis attached.			

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<p>Arrangements for first visit to new setting -</p> <p>Early Years 1st visit max of 6 weeks prior to starting. Take into account school holidays and number of visits needed. Plan visits as close to starting as possible. If long school holidays, consider transition visits starting in the new term itself and gradually building up to leaving child.</p>			<p>Child's first visit to the new, receiving setting.</p>		<p>Accompany and support the child during this first visit.</p>	
			<p>Named person to arrange a convenient time for the child and parent / carer to make an initial visit to the new setting when not in daily operation.</p>			
			<p>Arrange for two adults from the new setting to accompany this visit, one to act as the host, the other to act as an observer – this may be a parent and one adult.</p>		<p>Begin to gather information about new skills (independence and organisational) which will be of future help to the child.</p>	
			<p>Provide a set of photos / picture story of the new environment. Child to also take photos if able (remember they are likely to want photos of things which are important to them).</p>			

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<p>Before transition is due to take place, visits to current setting or home -</p>	<p>Named member of staff/parent ensures all informed.</p>		<p>Named member of staff arranges initial visit to meet child in their current, Sending Setting/home.</p>		<p>Encourage child to talk about the visits and what they are learning about the new setting.</p>	
			<p>Provide child/parent with photographs of self, relevant TAs and other staff who will teach them.</p>			
<p>Early Years 1 month before or maybe home visit</p>	<p>Room / time made available for visit.</p>		<p>Spend individual time with child/parent beginning to get to know them and gathering specific information for an individual Profile.</p>		<p>Encourage the development of any new skills which will be needed and look for opportunities to practice these at home.</p> <p style="text-align: right;">Section continued overleaf -</p>	
			<p>Focus on the positive aspects of “moving forward”.</p>			
	<p>Child informed in advance of visit.</p>		<p>Arrange time for additional information gathering via conversations with staff who teach / support the child.</p>			
			<p>Subsequent visits to meet child in their Sending Setting Provide further information about new setting and members of staff. Emphasis on the different people the child will meet and their different roles.</p>			
	<p>Member of support staff available for initial introductions.</p>		<p>Show samples / describe the type of work that can be done in new setting.</p>			

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	<p>Teaching / support staff given time for additional discussions with visitor from receiving setting/parent.</p>	<p>Use a visual timetable if appropriate to prepare the child for their first visit to the new setting and exactly what will be required of them in that session.</p>			
		<p>NB: The aim is to develop the child's confidence whilst they are still in their "comfort zone". Arrange child's first visit to new setting during the operational day. Make sure that the day and time are convenient for all involved.</p>			

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First visit on operational day -	Member of support staff / parent can accompany the child, taking a back seat role as a "safe place".		Arrange visit for optimum time of day eg from 9.30 until just before or after morning break.		Help to prepare the child for their visits to the new setting.	
	Accompanying role to be phased out.		Provide an individual work place / workstation.		Encourage them to keep some form of record of their visits.	
	Staff at Sending Setting begin to work on activities for closure with the pupil.		Ask child to complete a very structured, easily completed task which will engender their confidence.		Plan and discuss with child how they will travel to their new setting once the transition has been made.	
	Activities may include creation of a book, farewell cards, photos etc.		Arrange 2 or 3 further visits to the new setting. Extend their work to include completion of simple tasks either as an individual or a member of a small group.		Ensure that key contacts for the new setting are known and what the preferred mode of contact will be eg phone / e-mail etc.	
	Consider running a group about making friends in the next setting.		Include a major walk around the setting, using maps, stickers, puzzles.			
			Gradually extend visit times to cover breaks, lunchtimes etc. if appropriate.			
			Discuss homework issues and adjustments to curriculum (differentiation) / timetable issues.			
			Final visit to be on main allocated visit day for all children. This visit to include the new TA / support adult who will be working with the child.			

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<p>Just before child leaves sending setting –</p> <p>Nb not from home to new setting</p>	<p>Complete closure activities</p>		<p>Finalise whole setting plans for meeting the specific needs of the pupil: Send the parents / carers details about arrangements for the first day. This may include a photo story, social story or special timetable.</p>		<p>Practice making the journey to the new setting.</p>	
			<p>Check that clear plans are in place for potentially challenging times of day eg breaks, lunchtimes, assemblies, transitions between lessons, changing for PE etc</p>		<p>Go over the materials made about the new setting eg looking at photos, social story, special arrangements plan etc.</p>	
			<p>Consider provision of quite/safe zone for use during breaks/lunch.</p>		<p>Buy and name any necessary new equipment / uniform etc.</p>	
			<p>Identify a key contact for parents / carers and clarify communication route eg e-mail / phone.</p>		<p>Encourage child to practice preparation for new setting eg packing bag, putting on uniform, fastening shoes etc</p>	
			<p>Plan for any necessary ASD specific modifications to the settings behaviour management policy.</p>		<p>Practice reading the timetable.</p>	
			<p>Consider a system for child to be able to 'break out' when needing to calm, reduce anxiety.</p>		<p>Near the time of the transition read through the details for the first day.</p>	
			<p>Identify members of staff who have received specific ASD training and whose knowledge, understanding and experience of the condition make them best placed to deal with any difficulties which might arise.</p>			
			<p>Consider peer buddy and adult mentor.</p>			
			<p>Clarify the arrangements for the above 4 points in written / visual form. Make this available for parents / carers to help reduce any unnecessary uncertainty / anxiety.</p>			
			<p>Consider setting up a Home / School liaison book or email contact for at least the first term.</p>			

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<p>After transition is made -</p>			<p>Establish a regular monitoring system to check on how child is coping with all aspects of life in the new setting.</p>		<p>Inform Receiving Setting of things which are going well and anything which is causing concern.</p>	
			<p>Named “key” adult to maintain regular contact with parents / carers, possible via home / school book, email plus regular meetings.</p>		<p>Continue to support the child’s organisational skills.</p>	
			<p>Ensure child knows who to contact if they have a difficulty.</p>		<p>Participate in the review giving clear feedback on all aspects of the transition.</p>	
			<p>Arrange a special review meeting at which all participants (child, setting staff, parents / carers) can share information together, eg 4 weeks and 8 weeks. If all going well cease meetings, or continue if still issues.</p> <p>Complete evaluation for adults involved – parent, key adult in receiving setting. (Appendix 1) Support child/young person to say how the transition went for them (Appendix 2)</p> <p>Keep evaluations on file and send a copy to Pamela.breslin@wokingham.gov.uk WBC LD/D service, Highwood Annexe, Woodley, RG5 3RU</p>			