

## **00 Transition Preparation Ideas**

These suggestions for transition activity ideas are not designed to be prescriptive, and those of particular relevance should be chosen for individual pupils. It may be helpful to complete some activities on a 1-1 basis, and others as part of a group. For some activities, including neurotypical peers as part of a small group may be beneficial. Including families, and the pupil voice is crucial.

### **1. Creating a pupil passport: Pupil Voice.**

Work with the pupils to create a pupil passport in order to share information about them with the new teacher/school. It is really important that this is done with the child/young person and family, so they feel that their voice is heard, in whatever way is comfortable for them. This can be an effective way for parents to be able to reassure them during the summer holidays, as they can refer remind the child/young person that this information has been shared with the new school.

Resources:

- 01 pupil passport single page
- 01 Pupil profile Booklet template - symbols
- 01 Pupil profile booklet template – text
- 01 about me likes or dislikes ideas
- 01 Sensory profile discussion
- 01 sentence openers

### **2. About my new school**

Work with the pupil following a transition visit to create a booklet to provide some basic information about their new school. Some information may be provided directly by the school, and some may be available from the school's website. Even if the new school provide this information, time with a trusted adult to review it is really helpful in managing worry.

Resources:

- 02 My new school information booklet - symbols
- 02 My new school information booklet – text

### **3. What ifs...?**

Work with the child/ group to consider things they might be worrying about, or information they may want. Ideally this should be completed after an initial look round, but prior to an additional visit / discussion with a member of staff from school. If this is not possible, many schools have online tours, so perhaps reviewing this may start the discussion. Any questions generated could be emailed to school. Creating a document to record information we need to find out / questions to ask, and compiling the answers alongside this can provide a tool for reassurance.

Resources:

- 03 What ifs exemplar
- 03 What ifs blank template
- 03 What ifs discussion topics

#### **4. Journey board.**

Prior to the session, work with the family to explore how the child / young person will get to school. Consider creating a journey board with some key landmarks on to break down the journey. Google street view is a good resource for exploring what the journey to school / home might look like.

Resources:

- [Discover Street View and contribute your own imagery to Google Maps.](#)
- 04 journey board parent questionnaire
- 04 Journey board template

#### **5. Role play scenarios / help scripts**

Consider a session/several sessions around role playing scenarios that the pupil might encounter in school. Focus more on the everyday scenarios, rather than all potential possibilities, as the aim is to provide reassurance, not frighten with horror stories. However, if an individual child has a significant anxiety about a scenario, it may be helpful to rehearse it. For the different situations, consider creating a short script / response that the young person can use. It may also be helpful to make an 'emergency help card' with a short script / instruction about what to do if they feel they cannot cope. They can keep this in their pocket / bag / pencil case so there is always a strategy available.

Resource:

- 05 Role play scenario cards
- 05 Help script guide and personal help card

#### **6. Resources for school – packing my bag**

Begin to prepare the pupil for the resources they may need for the school day. Consider playing a game with a school bag and some objects, and create some discussion through the objects chosen. This may feedback into the 'what ifs' task, and generate further questions.

Resources:

- 06 Packing bag game ideas sheet
- 06 Executive function support tools

## **7. Managing worry – calming / relaxation techniques**

Recognise that this transition may cause additional worry, and provide reassurance that this is a common feeling for everyone faced with something new. Try to provide a couple of techniques to allow the child to manage their emotions, and practice them regularly, for example, breathing techniques, grounding, visualisation. Consider gathering a couple of calming materials, and putting them and a reminder of the technique into a little bag to help manage worry.

Resource:

- 07 My personal calm down kit suggestions
- 07 Breathing techniques
- 07 Grounding techniques
- 07 Affirmations
- 07 Resource list

## **8. Countdown calendar**

Creating a personal countdown to when the transition happens may allow the pupil to 'see' how long is left until the transition happens. Including images / details of interest to the individual may increase their engagement with it.

Resource:

- 08 Calendar

## **9. Using strengths-based approach**

Creating time and space to think about strengths, and developing a proactive, positive approach will be beneficial in developing self-esteem and self-worth in preparation for the challenges and experiences ahead.

Resource:

- 09 Strengths based approach to transition (PERMA model)

### **10. Top 10 tips for parents**

Involving, empowering and supporting parents to manage this transition, particularly during the summer holidays can be fundamental to the success, and a calm summer for everyone.

1. Family
2. Routines
3. Route to school
4. Uniform
5. Information sharing, including sensory support
6. Communication
7. Organisation
8. Count down
9. Strengths based support
10. Digital safety