









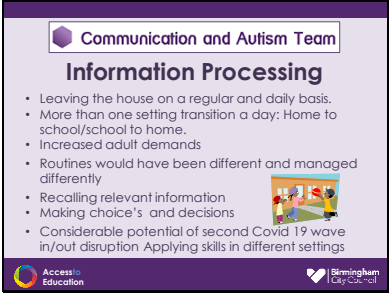
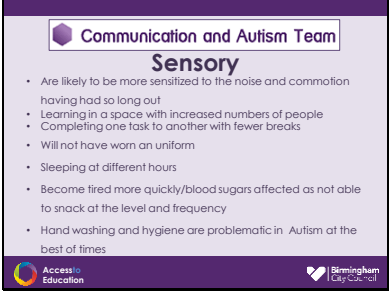
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| <p>Slide 1</p> |  | <p>No notes</p> |
| <p>Slide 2</p> |  | <p>No notes</p> |
| <p>Slide 3</p> |  | <p>Transition for your child may be difficult for many reasons but many of these reasons will lie within the four areas of difference and those differences associated with the Psychological Theories of Theory of Mind (Mind Blindness), Weak central Coherence (Difficulty seeing the big picture and difficulties with Executive Function (Difficulties with managing information, attention, concentration , planning, sequencing, memory etc)</p> <p>Social Communication: Difficulties understanding the non verbal and verbal communication of others. This could result from having to adapt to changes in the communication of different people again, not being able to ‘read’ others in the same way you do your family.</p> <p>Social Interaction: having enjoyed the reduction in stress from less interaction will change as your child is placed with large numbers again at some point. This will mean that the need your child has for a social down-time could well be very much increased until the re-acclimatise. Changes in the peer group may well have changed during lockdown and your child may have been more isolated than typical peers. These lead to increased levels of stress and anxiety. There may well be an increase in bullying as we return.</p> <p>Sensory processing: Your child may not have been able to manage their sensory systems being locked in at home. They may well have difficulty learning to regulate their senses and emotions as they return to a very different environment. They may also have become very sensitised the school environment having not been in that environment for some time.</p> |



The majority of stress and anxiety in this whole situation has resulted from unpredictability and uncertainty
 If we don't, the length of fall out could be significantly longer and the emotional regulation associated with this could be difficult to manage
 We can reduce anxiety by minimising change, implementing change gradually and supporting children's understanding, e.g. through the use of visual supports. Your child is best introduced to new ideas / places / people etc. within a framework of familiarity.
 Preparation is key to supporting your child through changes. However, be aware that it can take time for your child to get used to the change. This is likely to be the same as going back after the Summer holidays but with the added uncertainty about whether we will be back out again, whether they will catch Covid 19 and how it is likely to be a very different world in terms of routines and change when they do go back



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| <p>Slide 4</p> |  | <p>Your child will have had lots of time with familiar people in a familiar setting using familiar language. Remember also, that on a one to one you probably adjust how you speak to your child naturally because you know them and they don't have to compete with others and the environment. You can also immediately support any misunderstandings. This is a significant communication change.</p> |
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| <p>Slide 5</p> |  | <p>Single Page profiles should include input from the child's perspective. Talk to your child's school and ask if a Single Page Profile and or a School Photo Passport is needed. Under the SEND Code of Practice both the Pupil and Parent Voice are paramount and under the amended Children's and Families Act this is specifically identified as important. These give advice on support strategies-from parents, primary school and other professionals involved with the pupil. A photograph of the pupil is added for easy recognition by staff. The Single page profile (SPP) should be eye-catching, i.e. coloured paper. These Single Page Profiles, especially for younger pupils are better when personalised using their special interest and samples of these were freely available on the shefkids website. It is critically important that this is a 1 page profile so that at a glance a teacher knows the strengths and challenges the pupil has and that it is available to ALL staff in contact with the pupil.</p> |
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| <p>Slide 6</p> |  | <p>Passports familiarise the child with the school and share important information about that school. They might include photographs of spaces such as classrooms, hall, cloakrooms, outside spaces , adults-teachers, supporting adults, admin etc. These might specifically focus on changes that have taken place to that pupil's setting and environment or to the relationships they might encounter. However, this should also focus on those elements that have not changed and are therefore predictable and a security to that pupil. You might include a map of the school. These photo books can be kept and referred to regularly and can link school and home. For some pupils these will be required specifically, but others may only need this information provided generically through your school website. If possible, you might consider providing a video virtual tour of the school on your school website with additional positive messages from staff welcoming pupils back to school as this can reduce anxiety about possible changes. This is especially the case when the Photobook is combined with a simple social story to explain changes to staff, spaces and routines.</p> |
| <p>Slide 7</p> |  | <p>Why use Passports? Shares information about the child/Used to provide a positive message to staff/Information is gathered from the pupil about what will help/what works re self-advocacy/Ensure consistency of approach as we return/Let other's know about a child's interests concerns and difficulties/Suggest strategies about how staff can support</p> <p>Has your child's interests changed. The school will need to know so they can include these new interests in learning or so they can reward your child with activities/materials associated with these interests.</p> <p>Is there new information about your child's condition that the school need to know</p> <p>Having taught your child and been responsible for their learning have you noticed any gaps in learning/methods that seem to have worked really well for your child that you think the school should know about?</p> <p>Pupils transitioning to new Secondary Placements:</p> <ul style="list-style-type: none"> • Familiarise the child with the secondary school. • Share important information about that school. • Include a map of the school • Can be kept and referred to regularly. • Can link school and home. • Can reduce anxiety about possible changes. |

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| <p>Slide 8</p> |  <p>Communication and Autism Team</p> <p>Social Interaction</p> <ul style="list-style-type: none"> • Struggle to cope with impact of everyone talking at once about their experience and the amount of sudden uptake in social interaction • Going back in a room with 30 when you have been in a room of 2 • Out of social skills for a long time • Friendship grouping changes • Lack of understanding of proximity and social distance <p>Access Education Birmingham City Council</p> | <p>Difficulties processing multiple conversations and instructions in an already busy environment will possibly be more problematic</p> <p>Friendship groups might have altered and left them behind due to difficulties staying in touch on-line/and in the real world</p> <p>Social anxiety that has reduced may well re-emerge and be heightened along with an increased need for periods of time out of the social interaction surrounding them.</p> |
| <p>Slide 9</p> |  <p>Communication and Autism Team</p> <p>Information Processing</p> <ul style="list-style-type: none"> • Leaving the house on a regular and daily basis. • More than one setting transition a day: Home to school/school to home. • Increased adult demands • Routines would have been different and managed differently • Recalling relevant information • Making choice's and decisions • Considerable potential of second Covid 19 wave in/out disruption Applying skills in different settings <p>Access Education Birmingham City Council</p> | <p>Pupils have been locked down in one space with little freedom physically and mentally now for some time. That freedom and choice might feel overwhelming for your child and therefore become difficult for you and others to manage.</p> <p>Remember that your child is likely to have spent more time during lockdown engaging with self directed and/or preferred activities but will now be required to engage with more adult directed tasks that involve starting and stopping activities (some of which might be preferred)</p> <p>If there is a second wave of the virus it may mean a second lockdown and difficulty managing a change to an expected routine</p> <p>Speed of change would have been slowed down and prepared for in ways that are much more personalised than is likely in a school</p> <p>Transitioning from one lesson/room to another will restart in school and this might be made worse by having to move from room to room and teacher to teacher. These teachers may be unfamiliar, and your child may not even be in their own school but in a hub school. This is all very uncertain.</p> <p>There is less requirement for independence in home and so their reliance on choices and getting relevant information may have been managed for them.</p> |
| <p>Slide 10</p> |  <p>Communication and Autism Team</p> <p>Sensory</p> <ul style="list-style-type: none"> • Are likely to be more sensitized to the noise and commotion having had so long out • Learning in a space with increased numbers of people • Completing one task to another with fewer breaks • Will not have worn an uniform • Sleeping at different hours • Become tired more quickly/blood sugars affected as not able to snack at the level and frequency • Hand washing and hygiene are problematic in Autism at the best of times <p>Access Education Birmingham City Council</p> | <p>Your child is likely to have adjusted to the sensory environment in one setting and the change to the stimuli in a new setting again might be initially overwhelming.</p> <p>Your child is likely to fatigue very quickly having not been exposed to the processing pressure for some time</p> <p>Due to heightened anxiety for change everything is going to feel more intense and less manageable and so their emotions may be more difficult to regulate and manage. Their behaviours may become more unpredictable.</p> |

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| <p>Slide 11</p> |  | <p>Your child is likely to feel like a stark difference in teaching and learning...transitioning from potentially higher levels of support to less/speed of learning will increase/amount of learning will increase/sustained length of time learning will increase</p> <p>There will be less choice about what they learn and how they learn and it is less likely to be set in their interests and may present them with themes etc that they struggle to cope with</p> <p>There will also be likely problems where this learning has to be shared and the child will need to accommodate the ideas of friends/adults rather than sticking on their own agenda and having their own ideas and interests/learning paths. They will also have an increase in the requirement to 'wait' for a number of things including equipment, materials and turns. They may have to learn to work and play co-operatively again.</p> |
| <p>Slide 12</p> |  | <p>For some children lockdown will have been a real blessing as they have had less exposure to all that stresses them. For others i.e. those with co-occurring conditions like ADHD it will have been problematic as boredom will have set in and stress will have risen in the house due to its management. Stress may have increased from parents who cannot get the child to work and it has been a common theme now that as time has gone on, it has been more and more difficult for parents to engage their child with learning.</p> <p>Stress may have come due to uncertainty and the idea of bringing school work and teachers on video links into the only safe place they have has been more than any Autistic pupil can manage!!!</p> <p>Going back for some will be great as it is a return to routine and predictability/sameness and less uncertainty</p> <p>The worry of germs and an increase in Obsessive Compulsive Disorder behaviours may have been problematic and if not it may well now be problematic as we go back and Covid is out there without a vaccine.</p> |

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| <p>Slide 13</p> |  | <p>Practice gaining your child's attention and supporting them to give you their attention on request Check that your child has understood and remembered what you have said Practice increasing the numbers of instructions your child can follow in one go i.e. 1 step: Get in the car/2 step: Get your coat and get in the car/3 step: Say good bye to dad, get your bag and get in the car Teach your child to talk to you using the wh question words Who What Where When Finish Teach your child how when they might need to ask for help if they need it</p> |
| <p>Slide 14</p> |  | <ul style="list-style-type: none"> • Use of a calendar to count down the days before returning to school may help some pupils • Does your child need a timetable for the week/the day as they go back? • Does your child need morning routine checklists re-implemented i.e. get up/have a wash/get dressed/have breakfast? <p>Draw up a weekly timetable in home showing your child what is happening in the morning and what is happening in the afternoon. Try to incorporate a play break and snack time as well as 'activity times' so that your child starts to get used to having a routine again if they have not had this.. Get your child used to going out again...start with something they like/move on to something you choose followed by somewhere they want to go. Build it up. If they will not leave the house, take them for a drive Extra visits into school prior to return and before peers return might be something you could discuss with your child's school. They may even suggest or provide a virtual tour on their website or Facetime/video chat with their teacher in preparation for the return Get your child used to this stop and start of lesson activity by counting them down or giving timers for things they are doing at home and practice changes of activity. Regular meetings with staff on an individual basis once they go back will be important in order to review how things are going. Does your child need a 'Back to School' Social Story? Social Stories: Individually tailored for the pupil. Teach social skills explicitly through improved social understanding. Explain the day to day activities that we take for granted and yet people with an ASC find difficult. Help the individual understand the feelings and perspectives of other people. Lead to improvements in behaviour. A positive way to rehearse specific situations. These can be referred to when needed. Examples of these have been provided and can be discussed with your CAT worker.</p> |


 Communication and Autism Team

Sensory and Physical Strategies

- Re-introduction to the sensory environment
- Re-introduction of school uniform
- Prepare for changes to Lunch and eating arrangements
- Changes to toilet routines may need to be planned
- Consider re-introduction of supports



You might consider asking your child's school if they will consider avoiding the first day when everyone is back to graduate the return. Could your child start the second day in?

Will your child cope going in the through the front door/different door in the short term?

Consider a reduced timetable and planned return if your child is highly stressed about the return. This is something that you will need to discuss and negotiate with your child's school. Your child's school may consider an alternative return rather than straight into lesson timetabling: Which aspects of school might be best avoided- Assembly?/Which lessons/activities would provide a calmer/quieter

School uniform should be re-introduced early. Does your child need a visual schedule to help them dress/undress independently again as you may have been helping them. Practice dressing/undressing independently again ready for P.E.

Your child is likely to have had a much for familiar food menu tailored to them whilst in lockdown. This is likely to change. Do you need to talk with school about any adjustments that might be made in the short term to 'step' your child in to eating a broader range of foods again. Could they have adjustments to snacks and snack times?


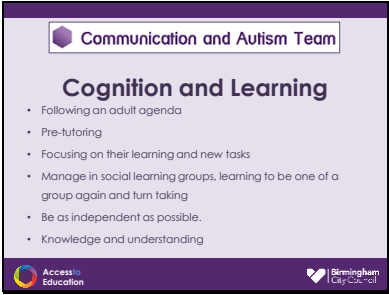
Practice sitting at the table for small amounts of time before leaving the table as this is something that some schools do. Build this wait up again.



Whilst in lockdown your child could go to the toilet at any point. Now they will be required to wait or ask to go. If your child needs additional help with toileting, speak to the school to discuss what arrangements will be made. Practice asking for the toilet/using a symbol toilet schedule to increase independence/encourage appropriate times i.e. before you go out or before bed i.e. just to get your child into thinking about when to go


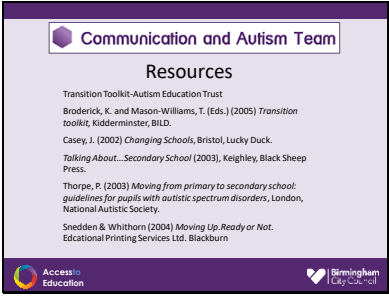

If your child struggles with attention give them a fiddle toy while you ask them to do a job or wait at the table. Get them used to having supports again. Do they need their wobble cushion if you have one or could you use a cushion just so they know where you want them to sit. You may need to re-introduce the idea of sitting on the floor. You could do this to do a jigsaw.

Practice dressing up with younger children and wearing things like Spiderman masks as wearing masks may well become something we all have to do and this will either be something we have to de-sensitise them to in sensory way or will have to de-sensitise them to in an emotional way to stop them becoming scared of others wearing masks (scary anyway but also a change)

For younger children get some messy play and water play going so we can get them used to regular hand washing and potential new hygiene routines.

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| <p>Slide 16</p> |  <p>Communication and Autism Team Relationship Support Strategies</p> <ul style="list-style-type: none"> • Photo-books and other methods of visual support i.e. video/email/PowerPoint might be needed to remind your child about relationships • Does your child need planned play dates? • Will your child need any of the following if they are provided by the school: <ul style="list-style-type: none"> -Lunch Club -Circle of Friends -Buddy Systems -Having known friends and preferential groupings -Mentoring System-older pupil at the school <p>Access to Education Birmingham City School</p> | <p>It is likely that friendships have changed during the lock down period. This might mean that your child has lost contact with friends or may have made different friends virtually via video link or via xbox chat etc. Either way you will need to re-establish a real world connection.</p> <p>Do you/can you organise friends to travel with your child on the first few days to help each other Can they(if they have not already) have virtual contact/phone contact with friends to build his back up. Perhaps, given social distancing rules, they could plan to walk to school/into school with friends. Teach social distance physically i.e. what does two metres actually mean. What do they say to people if they come to close and how do they say it? Social stories have ben provided to help teach this. At this point we may or may not know how the government want schools to re-include and what will happen inside schools</p> <p>Teach rules of basic hygiene with social stories. Remind your child what others are thinking and feeling in respect of this virus in a gentle and careful way i.e. nobody wants to catch it and may worry if you cough n them etc</p> |
| <p>Slide 17</p> |  <p>Communication and Autism Team Cognition and Learning</p> <ul style="list-style-type: none"> • Following an adult agenda • Pre-tutoring • Focusing on their learning and new tasks • Manage in social learning groups, learning to be one of a group again and turn taking • Be as independent as possible. • Knowledge and understanding <p>Access to Education Birmingham City School</p> | <p>For young children slowly build up the length of activities you complete with your child and try to develop the number of simple activities in one sitting. i.e. share a book with your child, encourage them to play with activities that they will experience at school such as puzzles, threading beads, building blocks, playdough, small world play, role play, art and craft activities (cutting, sticking, painting, mark making), sand and water play. Encourage packing away activities before starting the next.</p> <p>Start to build up the number of routine expectations you have but do this with a new reward system. This could be earning 10p a day for making their bed etc.</p> <p>Teach your child a new skill watering the plants/planting a seed etc. Introduce this as a nice outside garden activity and then establish this as a table top activity inside.</p> <p>Try to work as a family around one table for short periods to build up resilience to group activity. This could be achieved by playing a simple game of Monopoly/snakes and ladders etc but does not have to be the same activity. It could be each person doing something different.</p> <p>Make your child a simple list of fun jobs to do. This could be turned into a game by writing little jobs on pieces of paper so they can pick them out of a jar for a surprise. Build up small rewards for doing this. Ask school for a 'heads up' on the topics that will be covered and the vocabulary that might be introduced so that you can spend the last two weeks of learning pre-tutoring your child for what is coming up as this will prepare them and make the change easier.</p> |

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| <p>Slide 18</p> |  | <p>Create a calm space at home if you don't already have one and teach your child to go to this calm 'den' regularly.</p> <p>Think about and plan for stress and have a calm down plan. This is something you could talk to your CAT worker about.</p> <p>Refocus your child away from the going back to school, onto the thing they are looking forward to. Talk to your child about all the positives and use the word excited. Try not to allow your concerns to spill over onto them.</p> <p>They might need a physical prop to help them return i.e. something to take with them i.e. a photo of the family pet/soft toy etc Talk this through with school</p> <p>Discuss with school the possibility of having a supportive / familiar member of staff checking in with your child. Could the staff plan to greet your child and support them emotionally as they return?</p> |
| <p>Slide 19</p> |  | <p>Change can be exhausting for your child and it may take time for them to get used to the changes. You may experience changes in your child's behaviour due to them being unable to predict what is happening, from being tired from longer days or the greater expectations and social pressures. During the period of change try and keep home as calm as possible and minimise your expectations until they have fully settled. Try and avoid introducing other changes that are not necessary, e.g. new foods or new tasks. Continue to use familiar routines such as their bedtime routine.</p> <p>When your child comes home from school it can be helpful for them to understand that school has finished if they change out of their uniform. They may be hungry and may need a snack as their eating routine has changed significantly. As they have worked for extended periods, they will be tired and will need time to recharge their batteries in a way that works for them. You might also want to consider creating a quiet area at home for them to use. Can your child cope with a full week from the start?</p> <p>Try to create a new routine at home round about the time school normally finishes i.e. call your child to the dining room table for an afternoon drink and snack/let them watch their favourite tv programme.</p> |

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| <p>Slide 20</p> |  <p>Communication and Autism Team</p> <p>Next Steps</p> <p>How do we sell coming back into school to the child?</p> <p>Activity: Make a Plan</p> <ul style="list-style-type: none"> • How and when will you contact school? • When do you start the transition for your? • How will you reduce/introduce the flexibility of routine and begin to establish timed routines back? • How will you practice going out for a specific purpose? • How will you reconnect with friends? • Who needs to be involved? <p>Access Education Birmingham City School</p> | <p>No notes</p> |
| <p>Slide 21</p> |  <p>Communication and Autism Team</p> <p>Resources</p> <p>Transition Toolkit-Autism Education Trust</p> <p>Broderick, K. and Mason-Williams, T. (Eds.) (2005) <i>Transition toolkit</i>, Kidderminster, BILD.</p> <p>Casey, J. (2002) <i>Changing Schools</i>, Bristol, Lucky Duck.</p> <p>Talking About...<i>Secondary School</i> (2003), Keighley, Black Sheep Press.</p> <p>Thorpe, P. (2003) <i>Moving from primary to secondary school: guidelines for pupils with autistic spectrum disorders</i>, London, National Autistic Society.</p> <p>Snedden & Whithorn (2004) <i>Moving Up, Ready or Not</i>, Educational Printing Services Ltd, Blackburn</p> <p>Access Education Birmingham City School</p> | <p>No notes</p> |
| <p>Slide 22</p> |  <p>Communication and Autism Team</p> <p>Websites</p> <ul style="list-style-type: none"> • www.autismeducationtrust.org.uk (Autism Education Trust) • www.blacksheep-epress.com (Talk About School/Secondary School/Friends Pack) • www.thegrayscale.org (Social Stories and comic strip conversations) • www.youngminds.org.uk (Mental Health) • www.autismwestmidlands.org.uk (Autism Support/Resources and Helpline) <p>Access Education Birmingham City School</p> | <p>No notes</p> |