

Transition – Awareness and Practice



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Aims

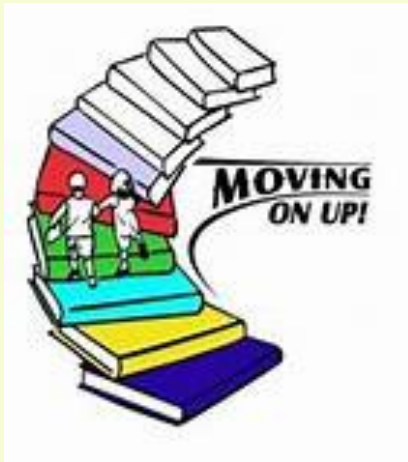
By the end of the session you will :-

- Have an increased knowledge and understanding of transition
- Be aware of some of the factors to consider when planning transition for pupils
- Have ideas to use as part of transition opportunities with SEN pupils

What is transition?

Definition

The process or a period of changing from one state or condition to another.



Activity

On your table think of possible transition situations SEN pupils could experience.

Here's one to get you started...

- *Moving from Infant School to Junior School*
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Code of Practice

To support transition schools should:

- That support for pupils with SEN should include **planning** and **preparation** for transition between **phases**.
- **Share** information with the school, college or other setting the pupil is moving to.
- **Agree** with parents and pupils the **information** to be shared as part of this **planning process**.
- Where the pupil will **stay** at their new school for Post-16, the planning should include **consideration** of how to **provide** a high quality Post-16 study programme.

(paragraph 6.57)

Feelings

isolated

anxious

eager

nervous

vulnerable

uncomfortable

fear

scared

loss

excited

tension

worried

apprehensive

frightened

embarrassed

Professional opinion

“Anxieties are raised by lack of certainty and predictability. Staff need to know the specific needs of children entering their school, predict challenges that will face them, and plan ahead to accommodate their best interests”.

Dr Jill Willows, June 2015

Outcomes for Successful transition

Indicators

- Developing new friendships and improving self-esteem and confidence
- Parents feel they have settled
- Show interest in school work
- Getting use to new routines and organisation
- Experience curriculum continuity – building on previous learning



Good Transition

Points to consider:

- Pupil voice
- Planned
- Timely
- Parental involvement
- Communication
- Review, evaluate, celebrate and plan further
- Transition Policy



Factors to consider

- Environment



- Increase in independence levels



- New peers



- New members of staff/relationships



Suggested ideas

These ideas can be adapted and altered to meet one of the many transitional arrangements at a level that is suitable for your setting.

- Develop a booklet of information aimed at SEN audience – photos, simple text, who's who,
- Write letters/postcards/send emails asking questions to the new setting – pupils/adults respond
- Arrange visit(s) - both ways
- SENCo meetings/lunches to talk about and collect information

Suggested ideas

- Arrange Teachers/TA meetings to talk about the pupil
- Whole school transition days
- Peer mentors/buddies
- Secondary ready sessions planned and delivered in Primary setting
- Extra transition days for specific SEN pupils
- Create pupil passports/one page profiles

One Page Profile

My Name _____

Overlay photo here

What people like and admire about me...

What's important to me.....

How best to support me.....

Observing practice



Supporting Documentation

Moving onto Secondary School, Foundation for People with Learning Disabilities

<https://mentalhealth.org.uk/learning-disabilities/our-work/employment-education/moving-on-to-secondary-school>

Nasen – Transition

<http://www.nasen.org.uk/resources/resources.transition.html>

Helen Sanderson Associates

<http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates/>

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