

Derby City Transition Project Rationale

Introduction

The Social Communication and Autism team are experienced teachers and education practitioners who support mainstream schools across Derby City with inclusion for pupils with Social Communication needs and Autism.

This toolkit has been developed from a project that reviewed current transition practice in schools across Derby City, using information from pupils, school staff and a small number of parents. Further guidance and information can be found from Derby City Council Schools Information Portal.

<https://schoolsportal.derby.gov.uk/media/schoolsinformationportal/contentassets/documents/step/s/covid-19/Transition-Guidance-to-Schools-and-Settings.pdf>

<https://schoolsportal.derby.gov.uk/media/schoolsinformationportal/contentassets/documents/step/s/covid-19/Transition-for-CYP-Trauma-or-Adversity-June-2020.pdf>

Thank you to the following schools for their contributions to meetings and for sharing their resources:

- Silverhill Primary School
- Pear Tree Junior School
- Firs Primary School
- Alvaston Infant School
- St James Junior School
- Derby Cathedral School
- Allestree Woodlands School
- Landau Forte College
- Alvaston Moor Academy

Thank you to pupils, parents and staff at the following schools who gave valuable feedback regarding their transition experiences:

- Lees Brook Community School
- Derby Cathedral School
- Allestree Woodlands School
- Landau Forte College
- Alvaston Moore Academy

Thanks to everyone involved in producing the Opportunity Area Primary to Secondary Transition Timeline that we have merged with our own timeline.

The purpose of this toolkit is to:

- Form part of a whole school approach to achieving inclusion of all pupils.
- Form part of a whole school approach to managing change and transition for pupils with Social Communication needs and Autism.
- Provide information and advice towards achieving successful transitions.
- Trigger ideas and prompt discussion in the development of transition plans.
- Identify who the stakeholders are and who should be consulted and involved in the process.
- Identify resources useful to support the transition plan.
- Provide templates for use in the planning process.

Transition for Autistic children

Many autistic children have difficulty adapting to change, whether those are small transitions between daily activities, or life changing events such as moving to a new school. School transitions can pose particular challenges for autistic children, who often crave routine and “sameness”. Given ample time to anticipate, understand and practice dealing with anticipated changes, most autistic children can learn to successfully cope with transitions.

Types of transition

For the purpose of this toolkit, the term transition refers to moving to different year groups or changing schools, but transition can also be used for smaller daily changes in a person’s life.