

Social Communication and Autism Team

Top tips for transition Year 2 to Year 3 – for schools

- Create a **virtual tour** of the school, share it with pupils and put it on the school website if possible. This will support pupils who have not had the opportunity to take a tour of the school.
- Create personal **transition books** in order to provide the pupil and parents with key information about rooms, staffing and routines. Use photographs wherever possible and include all staff who will be working directly with the child.
- Ensure **one page profiles/ pupil passports** are up to date so that **all** new staff have an understanding of individual needs. Remember to recognise strengths and interests, including special interests. Ensure all new staff have read it prior to the child starting school.
- **Visual support** – using photographs/ pictures/ symbols with text will support organisation, predictability, independence and reduce anxiety. Don't underestimate the significance of visuals especially during times of stress. If the child has previously had an individual visual timetable, ensure they have one on their desk from the first day back.
- **Social stories** help CYP to understand social situations and prepare them for change. They help independence and support the development of social skills. They present information in a clear way that can provide increased structure by giving information about what may happen and how to respond.
- Have an understanding of what makes the CYP anxious and **strategies to help them calm**. Be aware of sensory sensitivities that may be heightened at times of change and stress. If they need a sensory box, ensure this is set up for the first day.
- Identify a **safe space** and a named member of staff to support them ready for times needed and to check in with them regularly.

Communication with parents and carers is crucial for the best possible transition.

