

Social Communication and Autism Team

Top tips for transition Year 6 to Year 7 – 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. It is important to have **key members of staff** introducing themselves. This may be in a separate clip. Consider welcome cards/ letters from current pupils or creating welcome video messages. Consider providing translations in different languages.
- Create personal **transition books** in order to provide the pupil with key information about rooms, staffing and routines. Use photographs wherever possible.
- 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.
- **Visual support** – using photographs/ pictures/ symbols with text or just text if appropriate will support organisation, predictability, independence and reduce anxiety. Don't underestimate the significance of visuals especially during times of stress.
- **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.
- **Sticker Strategies** can be used as prompt cards for a range of situations that may occur and identify steps to take for example:
"If I arrive late to school... I need to go to the school office and tell..."
- 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.
- Identify a **safe space** and a named member of staff to support them ready for times needed and to check in with them regularly.

- Provide clear, easy to follow **maps** and **timetables** well in advance. Colour code the map to show: where different lessons take place, landmarks and important places – form room, library, Learning Support. Colour code the timetable – use one colour for subject area, room, Teacher and teaching assistant name.
- Organise **buddy support**, circle of friends or friendship groups. Consider **linking Y6 pupils to current students** at the school that they can contact with any questions. Use email as a form of communication if students cannot meet.
- Consider having an interactive school platform where Year 6 can chat and ask questions.
- Consider how you can facilitate face to face transition sessions for some pupils if appropriate.

Free videos to support transition for staff and parents <https://www.schudio.tv/> .

Resources for Year 6 transition and Year 7 settling in can be found at <https://youngminds.org.uk/resources/school-resources/>

Communication and sharing of information with parents and carers will reduce anxieties and increase confidence to enable the best possible transition.