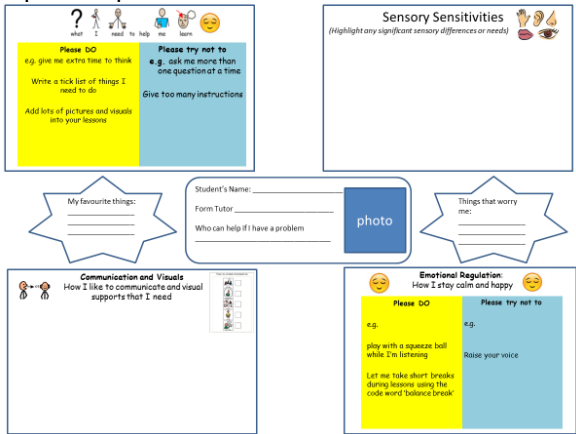




Tip	Example
Transition Plan	<p>To reduce anxiety and uncertainty at this time it is important that a fixed return to school timetable is agreed with all staff and parents regarding the child/YP attendance expectation.</p> <p>Consider the child individually with the family, shorter days may be appropriate.</p> <p>Encourage family to gradually adjust sleep and eating patterns to fit with school day timings. (15 – 30 minutes every day or 2)</p> <p>Ensure the child/young person is aware of what will be happening and when in advance of any transition.</p> <p>Give the child time to re-explore the school / classroom / outside environment.</p> <p>Look for signs of attachment issues after spending so much time with their families and now being back at school.</p>
Daily Timetabling	<p>This is your most important strategy to decrease anxiety and increase motivation.</p> <p>Ensure visuals used are at the appropriate level.</p> <p>Plan for familiar routines with low demand tasks within your visual timetable.</p> <p>Routine start and end of day activities.</p> <p>Balance of physical and focussed activities.</p> <p>Consider sensory and movement breaks.</p>
Calm Place	<p>Ensure a calm space is available at all times, e.g. a pop-up tent, possibly with a box of self-regulating sensory items / favourite toys / books.</p> <p>Ensure that the calm place is visually represented as a strategy on the back of an emotional regulation card.</p> <p>Practice going to the calm place when the child is regulated.</p>
Pupil Voice	<p>Consider Pupil Voice in returning to school. Some children/YP may be looking forward to returning to a more known routine but some may have anxieties about going back to school if they have found being at home easier.</p> <p>What are your pupil's views on returning?</p> <p>Use the following questions.</p> <p>What I am looking forward to?</p> <p>What I am not looking forward to?</p> <p>What I need staff to help me with now?</p> <p>What am I excited about?</p> <p>What am I worried about?</p> <p>You can use this PowerPoint template to assist with this. Please adapt to your child's emotional understanding and subject/ setting prompts.</p>

	<p>Pupil Passport:</p>  <p>All Pupil Passports should be updated as children/ YP transition back to school.</p> <p>Ask your Autism Advisory Teacher for more information.</p>
<p>Emotional Wellbeing and Regulation</p>	<p>Consider the child/YP emotional wellbeing at this time. All previous emotional regulation strategies must be in place. Strategies such as emotion cards, the 5 Point Scale, and Zones of Regulation will be helpful to use as prompts throughout the day. The Covid 19 Time Capsule is a resource for understanding pupil voice in relation to emotions, ask your advisory teacher for resources.</p> <p>Be aware that some families may be experiencing stress, sorrow, sadness and could be grieving. All children respond to this in different ways so be flexible and supportive at all times.</p>
<p>Masks</p>	<p>Current Government guidelines do not advise the necessity for masks in a school environment. However, if staff are wearing face coverings we would recommend clear face shields if possible to ensure children/YP are able to see and recognise the faces of familiar staff and read their emotions.</p>
<p>Visual support for change of environment</p>	<p>To support the transition, create a “Back to School” book.</p> <p>Include photos of school / familiar adult from school, uniform and shoes (check they still fit).</p> <p>Feedback from parents/carers about strategies they have found helpful during this period, both learning and emotional regulation</p> <p>Here is an example (from Whittings Hill School) of a Reception to Year 1 transition book. Use a similar structure:</p>

	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Hello tables in Year 1</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Good Bye tables in Reception</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>
<p>Fun and Familiar Activities</p>	<p>Cook and Talk – Ask your advisory teacher for a Power Point for this activity incorporating talking about experiences and cooking.</p> <p>Possibility of discussion and reflection about their experience during the Covid 19 period.</p>
<p>Sensory processing</p>	<p>Children may have additional sensory needs when they return to school, consider how the environment can be low arousal.</p> <p>Allow repetitive behaviours that help them stay calm, as long as the behaviour does not harm themselves or others</p> <p>Offer sensory toys.</p>

Resources for transition including editable Transition Books and Worksheets

<https://www.reachoutasc.com/resources/transition-to-new-class>

Extra support for transition:

<https://www.schudio.tv/courses/take/preparing-autistic-send-children-for-going-back-to-school/lessons/12474279-finding-hope-in-the-familiar>

Barry Carpenter’s Recovery Curriculum:

<https://barrycarpentereducation.com/2020/04/23/the-recovery-curriculum/>
<https://barrycarpentereducation.files.wordpress.com/2020/04/recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic.pdf>