Top Tips for Helping Autistic Children Return to Educational Settings after Covid 19

- Planning for the transition of Autistic pupils back into the setting should be located within the leadership teams plans for 're-opening'

Before The Transition Back To Attending Nursery/School

- Devise a personalised, detailed and robust plan to support the child to transition back to the setting.
  Include information on:
  - Dates and times
  - Staff
  - Any changes the child may not be expecting (room, adults, peers, environment etc.) Include these in the child's social story/photo book
  - Additional adjustments to support wellbeing and happiness during the transition period.
- The plan should be shared with parents, the pupil (as appropriate) and all staff who will be working with the child.

- Work closely with parents to devise the plan taking account of the child's: responses to lockdown and social distancing measures; emotional and mental wellbeing; cognitive development and understanding. Use this information to update the child's pupil passport and sensory profile.

- Clear visual information about what will happen when the setting re-opens including any changes. The pupil should be provided with a personalised social story/photo book (example available from: http://www.starsteam.org.uk/coronavirus-resources) for family members to read with them in the week before the return to class

  Back to School Social or Nursery Story.docx

  Early years Transition Book (after Coronavir

  When viewing this document electronically – click on the icon to open the resource. These can then be saved separately

- Allocate time for staff to plan and prepare resources for the child, in preparation for the first day back.

During and following the transition back to attending Nursery/School

When the child returns to nursery/ school they may need additional adjustments in place. These should be determined through observations of the child, discussions with child (where appropriate), family, school/nursery staff and will probably include:

- Use of the approaches, systems and strategies that supported the child before Covid 19 lockdown and social distancing.
- Additional opportunities for 'breaks' or 'chill time' (planned and responsive), where the child can follow their own agenda for short periods of time (communicated visually using a means appropriate to the child (Objects of Reference, Visual Timetable, Break Cards etc.)

	breaktime	relax	

- Additional opportunities for the child to regulate their sensory needs (planned and responsive); allowing the child to gain extra sensory input they make seek or to have a break from the sensory and social demands of the setting.

- Use the child's current special interests within play and learning opportunities to promote focus and engagement.

- Planned special interest time (using current interests) in order to increase happiness and well-being (communicated visually using a means appropriate to the child (Objects of Reference, Visual Timetable, Break Cards etc.)

  special toys

- The child may need to arrive later than peers and leave earlier than peers in order to avoid busy, noisy periods (in addition to social distancing measures). This should be discussed and agreed with parents.

Further advice to support children's emotional and mental wellbeing may be available from:
Mindmoose – www.mindmoose.co.uk
Camhs – www.camhs-resources.co.uk