

Autistic Spectrum Condition Transition Plan



Transition can be challenging for everyone but even more so for people on the autism spectrum, their families, parents and carers. Any transition therefore needs careful planning. Unexpected events can cause anxiety which may in turn result in changes in behaviour. Often the more predictable a situation, the more secure a child will be. Similarly, often permanent, visual reminders accompanying a gradual introduction to change can help regulate and reduce worries. This guidance is written with reference to the *2015 SEND Code of Practice*. The class or subject teacher remains responsible for working with the child on a daily basis. Where interventions are put in place by others, the teacher should liaise closely with the SENCO who should offer support for planning and problem solving (*Code of Practice 2015*).

Name of Pupil:	Date completed:
Transitioning from:	Transitioning to:
Strategies to consider	Comments
Explain the transition in plain, simple language – child speak	
Consider 2-way observations across settings by key adults	
Visit the new setting during a quiet time	
Make visits to the new setting purposeful e.g. order a snack; access a lesson	
Introduce only relevant, key people and spaces initially e.g. Learning support base, breakout and quiet spaces	
Make a diary, scrap book, passport, PowerPoint, social story etc. of any visits. Share this with home.	
Rehearse typical support strategies used in moving-on setting in the year before transition e.g. time out cards	
Support CYP to pre-view typical timetables, school structures, uniform etc.	
Record and share successful daily strategies currently in place	
Support parents in home preparation e.g. rehearsing journey to school, organising resources, purchasing food	

Update and share a One-Page Child Profile	
Consider how parent views can be recorded and shared	
Reflect & evaluate post transition	