

**Transition meeting**

**People to invite:**

Primary  
Secondary  
Parents  
Pupil (for part of the meeting)  
Key involved professionals

**Things to discuss:**

**Key information** about the child - consider developing a pupil profile prior to the meeting to share - strengths, interests, concerns, needs, strategies that work. What is the child looking forward to? What are they worried about? (prepare this with the child prior to the meeting). How will key information about the child be shared with secondary school staff?

Standard **visits** on offer and agree any additional visits to looks round - shorter more frequent visits would be better than one long one if possible. Is there a vulnerable group programme in place, could they access this? What would the focus of the visits be - do they need to see a lunch time? Lesson change over? Visit the student support area? Who will facilitate and support the visits? Does the school offer a summer school or youth club for the Y6s transitioning? How is it accessed? What support is there?

**Lunchtimes** - are reasonable adjustments needed?

Does the pupil need to go in first / have a buddy / identify a quiet space to eat / how are meals paid for? What can they access during breaks - lunch clubs? Library?

Can a **key person** be assigned who the child can go to for help / be a point of contact? When can this be done? When will the child be able to meet them?

Is there capacity / a place for the child to **retreat** to if they need to withdraw? How will they be expected to communicate this (card / pass etc)?

Will they have any support initially **moving from lesson to lesson** (buddy system / adult oversight). Is there a need for them to move between lessons before the end of classes so the corridors aren't busy and crowded?

What is the **homework** going to be like. What should parents do / who should they contact if the child isn't coping with the homework demands? Is there a homework club at school they can access?

Will secondary staff **visit / observe** the child in primary?

Who are **key points of contact** for parent and child (prior to starting and after)?

Does the school use **peer mentors**? Will the child have an opportunity to meet them on visits?

Any concerns regarding the impact on older **siblings** at the school? Avoid siblings being responsible for their younger brother / sister where possible?

**Activities - for home and school (arrange who will do what)**

**Summer Term**

- Look at the school website.
- Create a scrap book with information about the school - uniform, school rules, photos of key people, homework, clubs, teams, tutor times. Provide a map of the new school building and highlight important areas e.g. dining hall, locker, hall, tutor room, where to go for help.
- Practise using a planner / reading a timetable. Is it a one week or two week timetable?
- Create a plan of action / discuss scenarios and find out answers e.g. what should I do if I forget my PE kit / lunch money. Write them down so they can be referred to over the summer and parents can reinforce. 'Who Can I Speak To If' (prompt cards to be adapted to address the pupil's specific worries and to be in line with what is available in the new school).
- Use sheets and activities from the transition workbooks as needed / appropriate.
- What will the first day look like, come up with a detailed plan - where will they enter the school, what will their first activity be etc.
- How will they get to school? Consider practising the journey over the summer.
- Familiarise pupil with new uniform, school bag, planner etc. Consider washing uniform several times before first wear if child has sensory sensitivities.

**Summer holidays and beyond**

- Use countdowns and planners to indicate a run up to school starting.
- Look back at the scrapbook as appropriate over the summer.
- Create a checklist of equipment needed each day.
- Set up a system for equipment etc - does the child need to put all school stuff in a special box when they get home and then sort what they need from there.
- Colour code equipment / books/ subjects / timetable / map to help with organisation.
- Set up a homework plan.

Useful resources

[Supporting learners with autism during transition \(autismeducationtrust.org.uk\)](https://www.autismeducationtrust.org.uk)

[https://www.autismeducationtrust.org.uk/sites/default/files/2021-09/aet\\_supporting-learners-with-autism-during-transition\\_pri-to-sec-transition-templates.pdf](https://www.autismeducationtrust.org.uk/sites/default/files/2021-09/aet_supporting-learners-with-autism-during-transition_pri-to-sec-transition-templates.pdf)

[Transition: autism additional guidance - Primary to Secondary and Secondary to Post-16 \(appendix 2020\) - Support for schools and settings \(devon.gov.uk\)](https://www.devon.gov.uk/support-schools-settings/inclusion/transition/transition-autism-additional-guidance-primary-to-secondary-and-secondary-to-post-16/)

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