



10 Top Tips: Transition (Revised August 2021)

(moving from one change to another)

We are at a time now where we are not in any form of lockdown linked to the Covid 19 and as the country opens many children and young people are feeling vulnerable and unsure about returning to the life pre covid.

Many children and young people must cope with changes no-one ever thought would happen. Changes can mean anything for a child/young person, it might be going back to school/college, changing school and/or class, transport arrangements, school uniform, short breaks, health appointments, Covid 19 vaccinations, lateral flow testing and many more.

Changes for children and young people are often referred to as being a nightmare and so we wanted to share some more top tips that you might find helpful, particularly as we are coming to the start of a new education term:

1. **Talk** to your child/young person if it is right for your situation, how are they feeling, what are their worries, what are they scared about?
2. **Break it down** into steps your child/ young person will have to go through to manage the change. Make a list of them. Make a plan together and check you made the plan that is right for them?
3. **Walk it through** in your mind what does the change involve and what could go wrong so how can that be managed and planned for, the bus might be late, the drivers/car/escort changed, the short break changed,



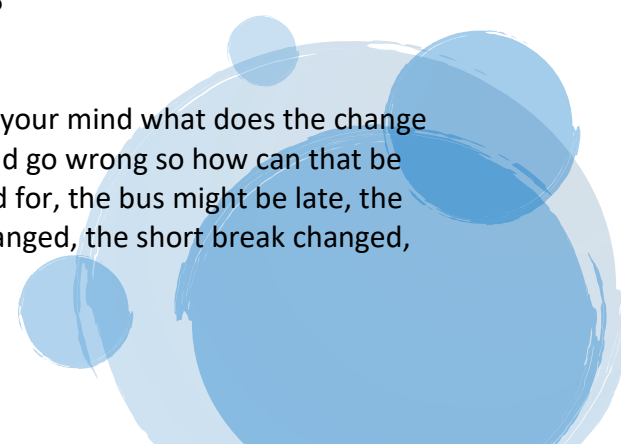
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school rules on mask wearing or bubbles has changed, the journey route might change due to road works, the class teacher is different, the school is different, health appointments are back in clinic settings, a new uniform may need to be worn which might involve sensory issues- try it on, cut out tags etc..

4. **Establish a link** with someone who can help, class teacher, SENDCO, family support worker, SENDIASS, Health Visitor, pediatrician, family members, GP, short break provider, etc. Establish a link with the person who is part of the change, e.g a member of staff at the education setting who can act as a mentor and home-school liaison. Health professional, taxi driver, escort, social worker etc and ask that they introduce themselves first. Set up a home-setting/situation book or fact sheet to pass on/share important information about any worries/concerns or any relevant developments between the change and your child/young person.
5. **Make a plan** – would a social story help, a transition object, a worry object, a visual timetable, a practice run, a map, pre visits and meetings with new people, calendar to mark of the days counting up or down, photographs of what's coming or another person, maybe organise peer support, eg a friendship group or buddy system.
6. **Create** a personal profile with the help of your child/young person to include all the information new people in your child/young persons next step should know about them i.e. need to have frequent movement breaks, don't like particular situations such as loud and busy, new people to them, queues etc and put on this any worries they may have i.e long lessons, being touched, need to say their name first etc.





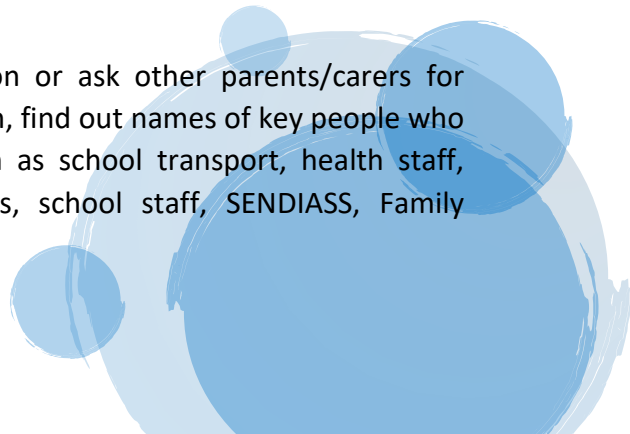
7. Familiarise your child with something that's going to be different to them, e.g. clothing might feel different if back in school uniform so deal with any irritating seams or labels. Practise wearing the blazer/tie for example at home so that your child can get used to how it feels, wearing shoes or having a shorter hair style, managing time and equipment etc.

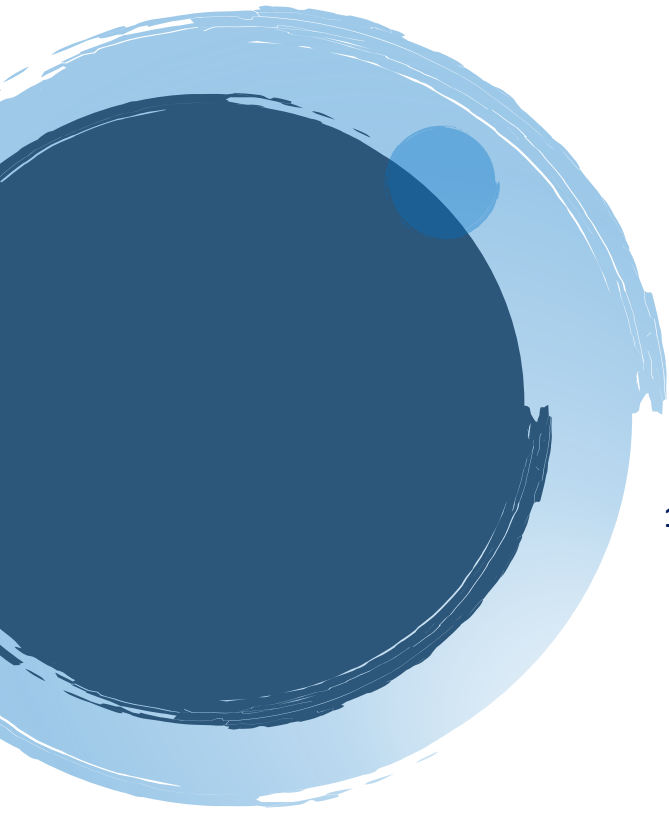
8. Practice a change of routine to help prepare your child or young person, for example, before your child starts school, begin your morning and evening school routines. Have your child wake up at the time he/she regularly would for school, get dressed, eat breakfast, etc. Then leave the house to go on a walk, go to the park, or do another activity outside the home. Practice the journey to and from school, making sure your child knows the location of bus stops, road-crossings, meeting points or anything else significant on their journey. Contact school transport and make sure you know who the driver/escort are and the transport vehicle. Re hearse again keep going until it feels right and your child young person is ready

9. Do some research about what is already out there to see if it will help you and you can use it for your own Child's/Young Person's situation – here are some useful links,

- <https://www.thechaosandtheclutter.com/archives/transition-strategies-for-kids>
- <https://www.youngminds.org.uk/professional/resources/supporting-school-transitions>
- <https://www.theschoolrun.com/moving-onto-secondary-school-with-sen>

Find some information or ask other parents/carers for sources of information, find out names of key people who you can contact such as school transport, health staff, short break providers, school staff, SENDIASS, Family support workers etc..





10. Review your plan – review your child’s Individualised Education Program (IEP), EHCP, Care plan ensure new people in your child’s life has had a copy, highlighting any special requirements. Don’t assume the next person their life knows about your child/young person, share your information, you might have something new such as medical letter/report.

SENDIASS Steering Sub Group and SENDIASS Team – August 2021

