



Cognus

No Limits on Learning

# Autism Acceptance Week Transitions



# Training for Autism Leads in Schools

Autism Acceptance Week  
Transitions

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# Today's session

- World Autism Acceptance Week
  - How was it for you in your settings?
  - Cognus events
- Transitions
  - General transition guidance
  - Transitioning between year groups
  - Transitioning between settings
- Resources and signposting

# Discussion: World Autism Acceptance 2024

- The importance of teaching about autism acceptance
- How was the week/month celebrated in your settings?
- Did you find the AET/NAS resources and assemblies useful?
- What went well? Even better if...
- How might you keep autism in mind throughout the year?



## What helps or hinders my learning? Student voice

- “When there is a lot of instructions given at once I can’t process them and get stuck or muddled”
- “It takes me time to process what I’m told before I can start.”
- “I don’t work well when instructions are vague or open ended”
- “Being able to take a break and step out of class or just reset.”
- “Sitting on the edge (end) of table or more separately- more space to stim and tic and breathe”
- “I can’t do work if I don’t stim.”
- “Some of the objects I like to stim with are not ‘conventional’ fidget toys because I break a lot of the small plastic ones...”
- “Edith Stein gets overcrowded”
- “I don’t fit in quiet spaces ‘coz of (my) tics”
- “Clapping/cheering in assembly.”
- “Sometimes the music or videos they play are loud for no reason”
- “Body sprays”
- “When there’s a lot of people or it is hot”
- “Partner or group work makes me anxious”
- “I find it hard to ask questions or initiate talking if I’m not spoken to first so I therefore tend to freeze up and not ask for help or use my exit card”
- “Blazer feels suffocating”
- “P.E kit feels plasticity”
- “Lanyard gets annoying”
- “I find it hard to find shirts to wear (sixth form rules) . We can’t wear baggy things...It’s hard for me to find clothes that don’t feel awful.”
- “Sixth Form trousers I don’t like but especially in summer but I can’t wear skirt- It’s even worse”
- “Teachers using different lesson structures- too fast or not clear”
- “Whistles (or bells) for teachers are horrible and really scary!”
- “Overcrowding”
- “...the worst is when there is a change like a trip or something and I don’t know what exactly to expect”
- “I socialise with one friend and that’s enough for me, I don’t crave much talking.”
- “I often go to the bathroom to have a few minutes of being alone or stim or cry or unwind”
- “I like to chew on stuff sometimes but mask it because people can find it weird...”
- “Hate assemblies”
- “If we are doing one task for a while or just silent independent answering questions I get very easily unfocussed”
- “Can’t organise revision time and materials”
- “...I struggle to prioritise tasks for them (study periods) and end up taking ages deciding what to do and wasting time”

# Example

Concern	Possible strategies
<ul style="list-style-type: none"> <li>• “It is hard to communicate anxiety”</li> </ul>	<ul style="list-style-type: none"> <li>• Basic sign language embedded throughout the school</li> <li>• Use traffic lights consistently in ALL lessons not just for understanding but to communicate Zones of regulation.</li> <li>• Communication cards (in planner?) for feelings as well as traffic lights for understanding.</li> </ul>
<ul style="list-style-type: none"> <li>• “Teachers do not know what my needs are.”</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Passports printed and laminated for students to have in Blazer pocket.</li> </ul>
<ul style="list-style-type: none"> <li>• “Showing the exit card makes me feel uncomfortable”</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder on the exit card of expectations</li> </ul>
<ul style="list-style-type: none"> <li>• “Oxford road bus stop is so stressful and dangerous”</li> </ul>	<ul style="list-style-type: none"> <li>• SLT add this stop to bus duty if possible</li> </ul>
<ul style="list-style-type: none"> <li>• “Hidden disabilities should be taught in PSHE”</li> </ul>	<ul style="list-style-type: none"> <li>• Survey to ask students what topics they would like covered in PSHE</li> <li>• <u>Consistency</u> across all form tutors</li> </ul>

# Artistic and Autistic



# Autism Acceptance Events 2024



# Transitions

**What is a transition?**

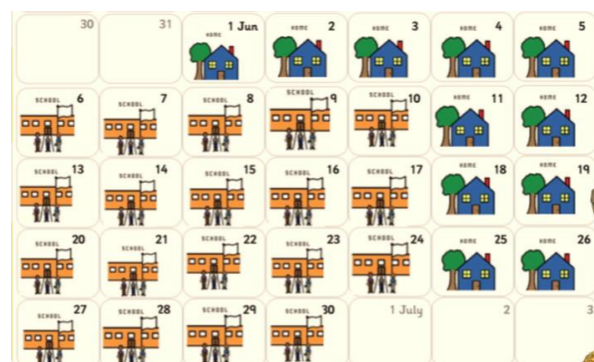


**Why might transitions be difficult for autistic young people?**

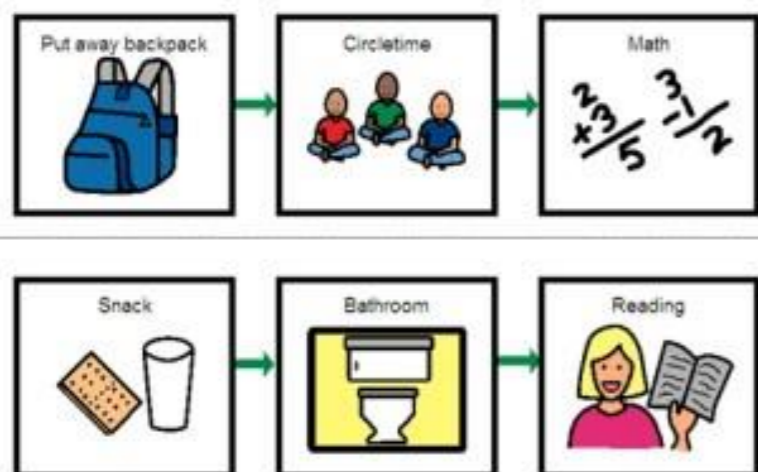




# Transitions – General Tips



Morning Schedule



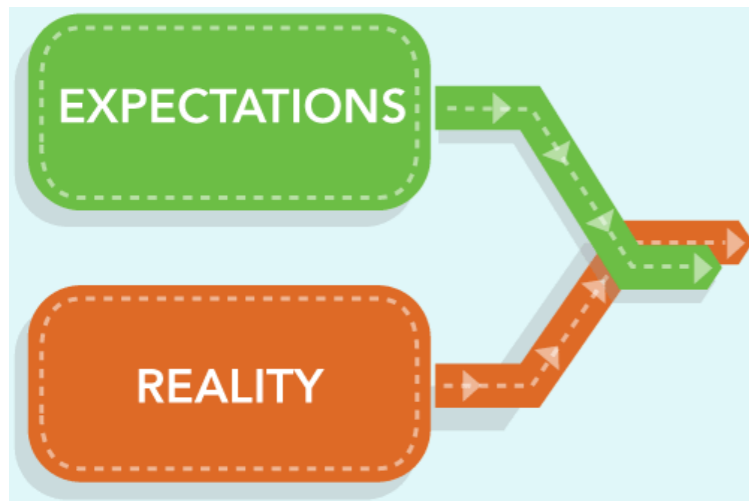
## Clear written / visual plan

Having a clear visual plan helps autistic learners to have a better sense of what is going to and provides a better sense of control. Visual supports can help everyone to understand what will be happening and reinforce verbal communication. Use visuals frequently, particularly if the change is going to take place over a prolonged time.

- Ensure the plan is simple and can be understood by the young person.
- Make sure the schedule is easily available or can be carried by your child so they can refer to it whenever they need to do so
- Use clear language and give the young person time to process what is said.
- Use pictures to help make concepts more concrete.
- When possible, give the young person some choice of activities and the order in which they will be done as this will help with a sense of control, reducing uncertainty and anxiety.
- Make sure that you show outcomes as well as the stages of a process. For example, if you are using visual support to explain a bus journey to school, make sure you use pictures of the whole process, including arriving at school.
- Mark changes to routine on a calendar and encourage the young person to count down to that day.

Things that may change	Primary School	Secondary School
Where and how you get your lunch		
Having all lessons in the same classroom		

# Transitions – General Tips



In 10 minutes  
we are going  
out to play.



## Set expectations ahead of time

Explain what is going to happen and what the expectations are before going into a given situation, making it more likely that they understand what to do before the transition, and will remember what to do and what to expect.

e.g. “We are now going to assembly in the big hall. We will be walking silently in a line, one behind the other keeping our hands to ourselves.”

The result is mostly often that they follow the instructions.

## Count downs

Give learners as much warning as possible about upcoming transitions, giving them time to process and prepare for the change. Using progressive reminders of the upcoming changes can be very supportive.

E.g.

- 10 to 15 minutes before the transition is going to occur, tell the young person what is going to happen, when it is going to happen, and what they need to do.
- 5 minutes before, repeat.
- 2 minutes before, repeat.

Giving repeated reminders of what is going to occur beforehand helps reduce uncertainty and alleviate anxiety.

# Transitions – General Tips

## Use motivators

By sandwiching non-preferred activities between preferred activities, there is always something to look forward to even when the young person has to do something they do not like doing. This strategy reduces uncertainty through increased motivation as people are more willing to do nonpreferred activities if this gets them access to or leads to preferred activities.

e.g. “Resources away, then you can play dominos.”



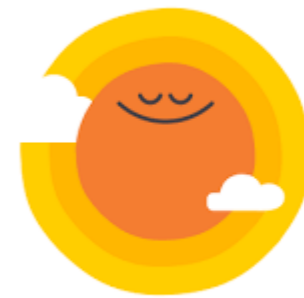
# Transitions – General Tips

## **Be positive about change**

It is common to avoid change as leaving our comfort zones can be scary. It is important however that we are positive about change. Positives of change include personal growth, increased flexibility and progress. Help your students to see change as positive.

## **Consistency**

The strategies work well together. The more consistently there is, the better they work. Do share the strategies with other teaching staff and with the family. When teachers, teaching staff, parents, therapists, etc., are all doing the same thing, the young person experiences less uncertainty and, therefore, less stress. This, in turn, should result in calmer transitions.

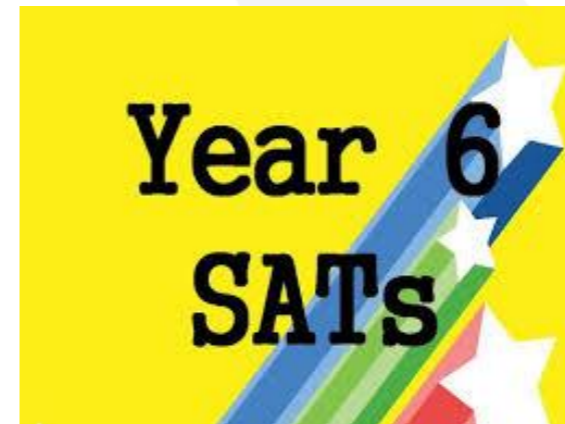




# What are the biggest challenges us as practitioners face with transitions?



mixing  
class



# Transitions between year groups

## Successful transition starts now...

You'll soon be in year (insert threatening year group name here)

They're really confident now...I can't believe how well they are doing compared to September!

It's that time of year when you start thinking of the next year group. You've had two whole **long** terms with your class and have got your strategies and routines down to a T! But soon that could all change.... However, do not fear! With a bit of time and thought you can help make the transition run smoothly for all involved.

### For the new class teacher:

- Start to note down any strategies that you are using with your pupil
  - You may not even realise it is a strategy but anything you do differently, the new teacher needs to know!
  - It could be things like:
    - Using their name to cue them into instructions
    - Counting to 10 in your head when waiting for them to answer a question
    - Drawing pictures to support verbal instructions
- That look that \*\*\*\* gives when he's had a bad weekend? The new teacher needs to know about it. Any quirks or habits you've worked out must be passed on – this could be the difference between a meltdown and pre-empting it.

### For your pupil:

- For the majority of the class, having an introductory lesson with the new teacher will be enough for them to relax over the Summer Holidays. However, for pupils with autism they may have more questions they need answered. Creating additional opportunities for them to transition gradually as well as a visual transition book to take home over the summer, can help reduce anxiety:
  - Arrange for additional informal meetings between the new teacher and pupil.
  - Take photos of the new teacher (and pupil together if appropriate) as well as:
    - The toilets they will be using
    - Where they will eat lunch
    - Where they will have assembly
    - Where they will go home/come into school
    - What uniform they will be wearing etc.etc.
  - Some of these things may be the same as last year, but **STILL INCLUDE** them as then you are answering their questions and it is reassuring to know some things will stay the same.
  - List down any class rules and rewards

## Changing year groups

- Arrange a one-to-one meeting for them with their new teacher.
- Plan a time for them to visit their new classroom when there are no other pupils there.
- Identify a buddy from their new peer group.
- Make sure that their new teacher has an understanding of their individual needs and any strategies that are used to support them in the classroom – a physical document is helpful.
- Make a transition book with them, including things that will remain the same and things that will be different.



# Transitions between settings

**Sutton** Services Council Mayor

Home > Schools and learning

## School admissions

Apply for a school place, in-year admissions or check the distance to schools

- [National offer day for primary schools](#)  
Information about national offer day for primary school places starting in September 2024.
- [National offer day for junior schools](#)  
Information about national offer day for junior school places for September 2024.
- [National offer day for secondary schools](#)  
Information about national offer day for secondary schools starting in September 2024.
- [Apply to start secondary school](#)  
Applying to transfer to secondary school 2024 for children born between 1 September 2012 and 31st August 2013.  
National Offer Day is 1st March and outcomes will be emailed during the evening. More information will follow shortly.
- [Apply to start primary school](#)  
Applying to start primary school 2024. For children born between 1 September 2019 and 31 August 2020.  
National Offer Day is 16 April and outcomes will be emailed during the evening. More information will follow shortly.
- [Apply to transfer to junior school](#)  
Applying to transfer to junior school 2024. For children born 1 September 2016 and 31 August 2017.  
National Offer Day is 16 April and outcomes will be emailed during the evening. More information will follow shortly.
- [In-year admissions and vacancy checker](#)  
For children new to the area, changing schools in-year or without a school. Check our Sutton school vacancy checker.
- [School application, transfer and offer dates](#)  
Find out about school applications, transfers and national offer dates.
- [Check the distance to a school](#)  
Find distances from any home in Sutton to nearby schools.
- [School applications for Ukraine arrivals](#)  
School admissions guidance for families arriving from Ukraine.
- [Apply for a school place from abroad](#)  
If you are moving to Sutton from outside of England (including from Scotland, Ireland or Wales).
- [Apply to delay starting primary school](#)  
How your summer born child can start reception or primary school later.
- [School term dates](#)  
Get term dates for community schools in Sutton.
- [Appeal a school admission decision](#)  
What to do if your child is not offered a place at a school they prefer.
- [Admission arrangements](#)  
Information about admission arrangements for 2024/25.
- [Technical colleges and studio schools](#)  
Technically-oriented courses or skill-based learning for 14-19 year olds.
- [Sixth Form Admissions - for year 12 and 13](#)  
Applying for sixth form education in year 12 and 13.

## [School admissions - Sutton Council](#)

Enquiries: [suttonadmissions@cognus.org.uk](mailto:suttonadmissions@cognus.org.uk)

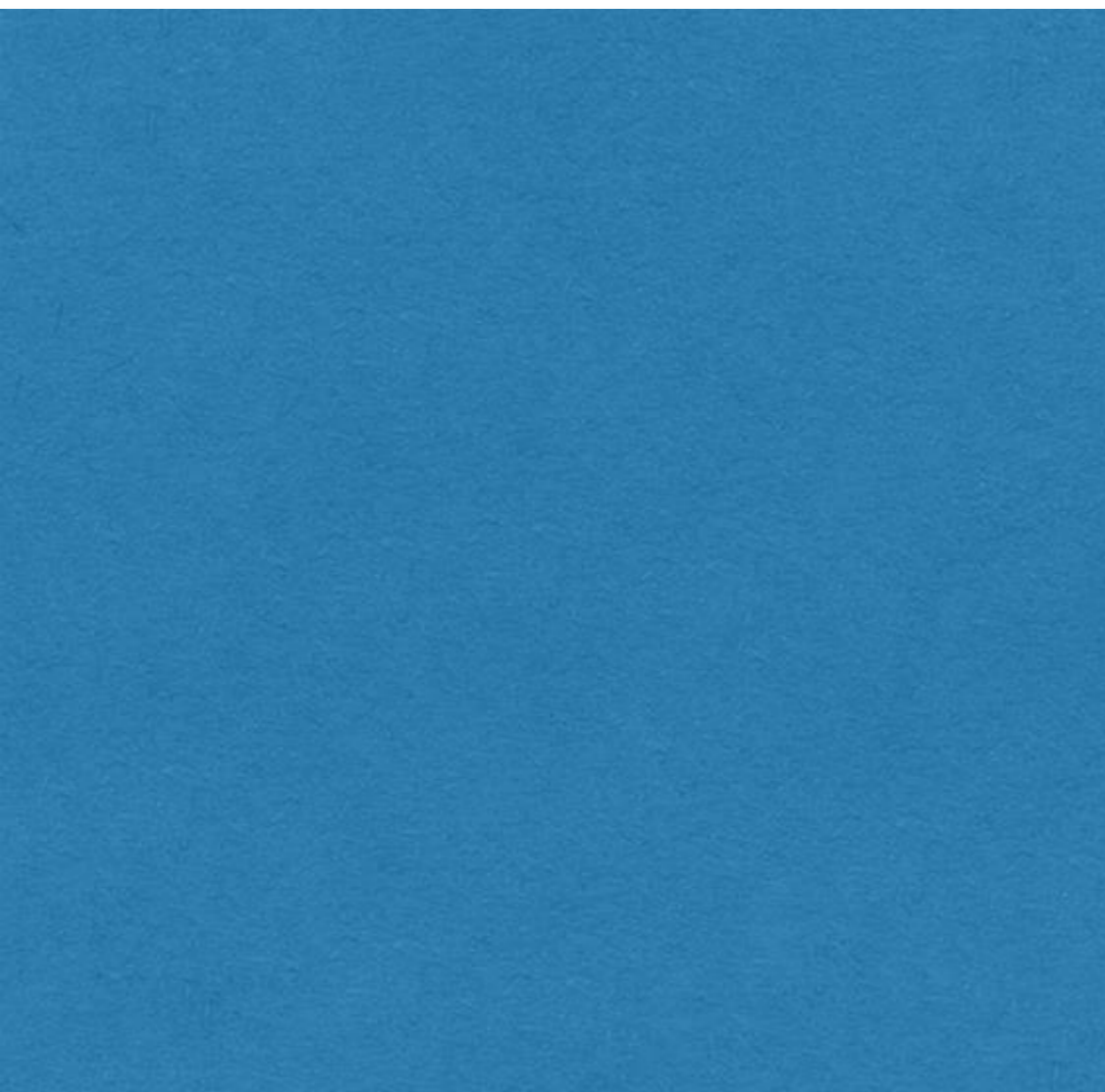
# Transitions between settings – Top tips!

- **Clear communication** between schools, parents and young people.
- A **personalised** process to meet the needs of pupil.
- Advanced **planning** involving all parties.
- **Arranged visits** or **transition days** to the new education setting so that the young person can become familiar with the environment and teaching staff, as well as take photos.
- Create a **transition booklet** with accessible information that they can refer back to (this should include new school's expectations such as uniform, structure, routine, homework, subjects).
- Create a **personal passport** with each young person so that they can share this with their new setting (this should include a simple explanation of needs, motivators, likes, dislikes, how staff can help).
- Encourage the young person and their family to **practice the route** to their new setting.
- Marking the end of one setting with **celebrations** and ensure **closure**.
- Organise **peer support**, e.g. a friendship group, special interest club or buddy system.
- **Share all information** (in writing but even better via email) with pupil, parents/carers, new school (SENCO).

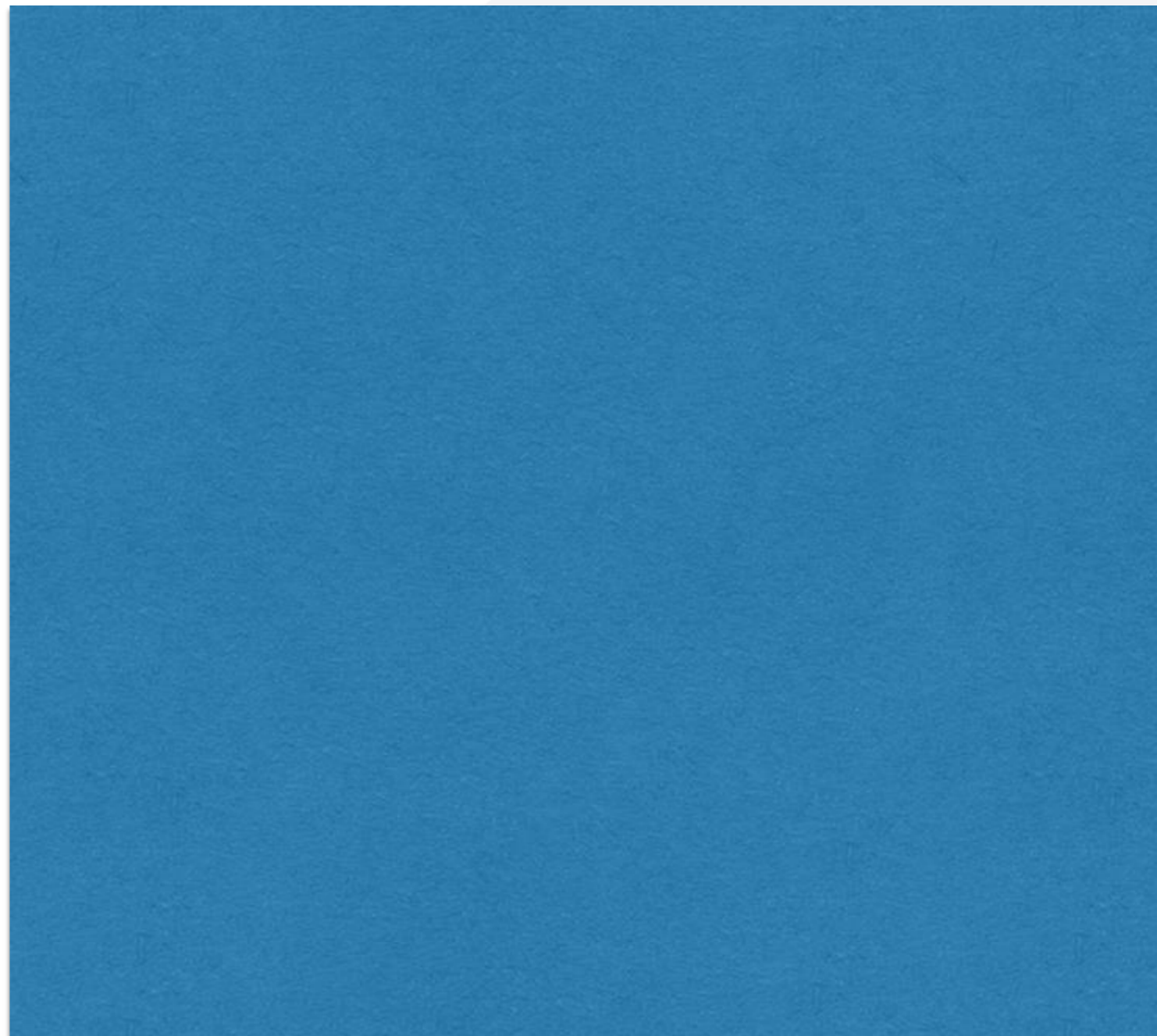


# Listen to their voices too!

What might their worries or concerns be?



How might we be able to alleviate some of those worries?



# Creating a transition booklet

- Photos:
  - Entrance and important areas within school
  - Key staff
  - Playground
  - Dining Hall
  - Library
  - Safe space
  - Map of school
  - Toilets

## If I need to leave class, I must:

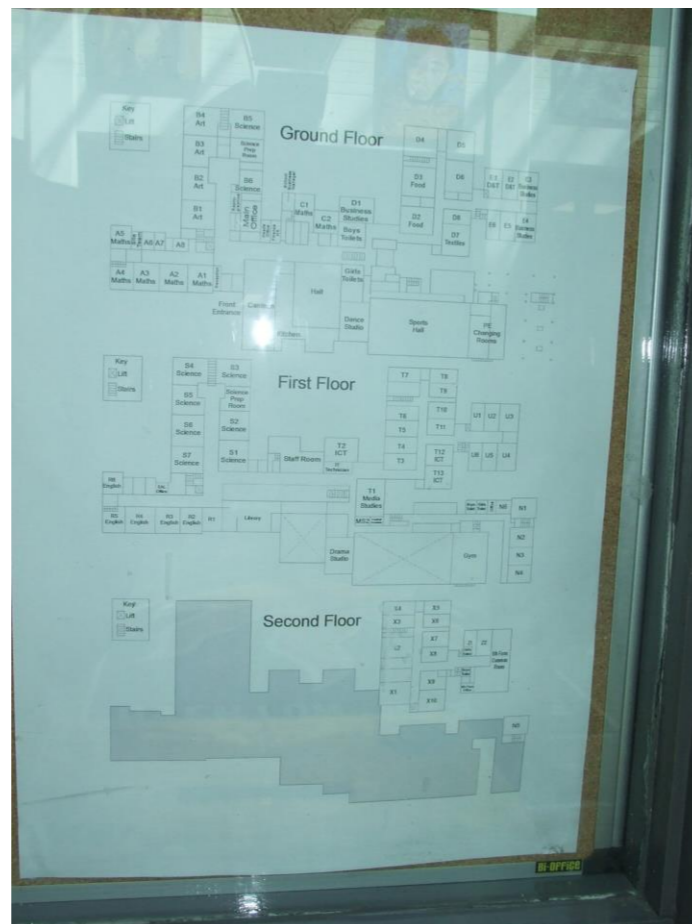
- Tell my teacher or LSA, "I need Time Out."
- Show them my Time Out Card
- Go to see Ms Fisher
- If someone stops me in the corridor I need to show them my Time Out Card

There are rules in lots of different places. The rules keep us safe. If we break the rules then there are always consequences. It is important that we make the right decision.

These are the rules at school and the consequences if we break the rules:

1. Late to school	30 minute after school detention
2. Not being where you are suppose to be. For example not being in lessons	One hour after school detention
3. Walking out of lessons without permission	30 minute after school detention
4. Not following a teacher or LSA's instructions.	30 minute after school detention
5. Wearing incorrect uniform	Internal exclusion and offered the correct uniform to wear
6. Wearing big earrings	Earrings need to be put in your bag
7. Wearing make up	Make up needs to be removed using a face wipe
8. Chewing gum	30 minute after school detention

- Names and roles of important people including those who can help and how to ask for it
- School Rules, rewards and sanctions
- Uniform expectations
- Timetable, planner, lesson resources for each lesson
- New/key vocabulary
- Daily checklist



**Form Tutor** – the teacher who takes you AM and PM register and supports your pastoral care in school.

**Change over** – the 5 minutes you have between lessons to get to your next lesson.

**Period** – a lesson. You have 5 periods a day.

**Week 1 and week 2** – you will have a 2 week timetable to follow.

**Timetable** – your own personal guide of what subjects you have for each period, what classroom it will be in, who the teacher is and what week it is.

**The badge** – the badge on the floor at the main entrance of the school. You often meet here for school trips.

**The black box** – a black box opposite the canteen where you put reply slips for school trips.

**Student services** – at the front of the school where you can ask a member of staff for help.

**Blue slip** – a slip you receive from a teacher about improvements you are making in lessons.

**Orange slip** – a slip you receive from a teacher about how well you are doing in lessons.

**Vivo** – a point you receive for being a good student. You can spend your points on small gifts for yourself.

**Yellow slip** – a slip you receive from a teacher about poor behaviour in and out of lessons.

**Isolation** – a room you sit in silently all day on a Wednesday if you haven't met school expectations and displayed poor behaviour.

**The cage** – the playground only for year 7 students.

**Show My Homework** – an online page where you learn what your homework is and submit it. You will get a login and password for this.



# Example



## Welcome to Greenshaw

This is the main entrance, where you will come into school every day.



These are views of the new reception area and the main corridor leading down to the playground.



Food at Greenshaw is very good. On the left is the Cool Zone where you can buy sandwiches, cookies and fruit at lunchtime.



In the Dining Hall, on the right, you can buy a selection of hot food before school, break, lunchtime and after school.



On the left is one of the Food Technology classrooms.



On the right is the Dance Studio.



Some views of the two playgrounds.



Our astro football pitch.



This is the entrance to the Language Building.

The Speech & Language Department and the Inclusion Team are based upstairs.



On the left is one of our classrooms.

On the right is our computer room where we have homework club at lunch time and afterschool.

Everyone is welcome to attend!



All the staff in the Speech & Language Department and Inclusion Department look forward to meeting you all in September.

Have a lovely summer holiday.

# Example

## Daily Check List



### Equipment to remember every day:

- Planner
- Pencil Case
- Books for today only  
(Check your timetable to see what books you need)
- P.E. kit  
(Only if you have PE today)
- Packed lunch  
(if needed)
- Letters/reply slips  
(if needed)



### The following equipment is compulsory for lessons:

- Greenshaw school bag and exercise books
- Large see through pencil case
- Three black or blue pens
- HB pencil
- Glue stick
- White board (provided by the school)
- White board black marker pen
- Rubber
- Sharpener
- 30cm ruler
- Protractor
- One highlighter pen
- Scientific calculator
- School journal
- Reading book
- 2B pencil, size 6 paintbrush (only for art lessons)
- P.E. Kit (only on P.E. days)

Have a good day at school!



<p>Oyster card - needed for travel on buses.</p> 	 <p>Stuff for my locker... and the combination or the key!</p>	<p>My school planner,</p> 	 <p>My school timetable.</p>
<p>All the books I need for today. Check my timetable!</p> 	 <p>Check that there is money on my account.</p>	<p>Sports kit,</p> 	 <p>Have I let my family know what time I will be home?</p> <p>Is there an after-school club today?</p> 
 <p>Front door keys</p>	<p>My mobile phone... is it charged? Do I have credit?</p>  <p>Remember phones cannot be used in school!</p>	 <p>My completed homework</p>	<p>Pack my bag the night before.</p> 
<p>Set my alarm clock.</p> 	 <p>Take responsibility for getting a good night's sleep</p>	<p>Make time for breakfast!</p> 	<p>Write important numbers down - in case you misplace your phone!</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Mum - 8123 4567 John - 8765 4321</p> </div>



# Creating a pupil passport

**Important Information about me:**

**MY NAME:**

**DATE OF BIRTH:**

**NAME OF MY PARENTS:**

**MY HOME ADDRESS:**

**MY HOME TELEPHONE NUMBER:**

**MY DIAGNOSIS (or MEDICAL CONDITION):**

**MEDICATION YOU NEED TO KNOW ABOUT:**

**MY SPECIAL DIET:**

**Personal Passport  
of**

**I am moving from**

**to**



**Important things about me:**

**Things that I like to do:**

**Places I like to go:**

**My strengths:**

**Things I may need help with:**

**Things I like to eat and drink:**

**Things I do not like that may upset me :**

**If I become upset, you could help by:**

**My favourite thing to talk about is:**



# Further resources and templates

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## In this section

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Themes: [Education for all \(Inclusion\)](#), [Special Educational Needs & Disabilities \(SEND\)](#) -  
Audiences: [Families](#), [Professionals](#)

## Resources

Please choose from the options below

- [Social communication](#)
- [Tips to support your autistic learners](#)
- [Top tips video](#)
- [General resources](#)

### Social Communication

[Autism Service Resource List](#)

[AET Transition-Toolkit](#)

[Secondary school transition pack template](#)

[Autism Service Pupil Transition Booklet](#)

[Passport A5 Doublesided leaflet](#)

[Example of child's primary transition book](#)

[Template for transition book for receiving teacher](#)

[Transition between year groups Y8 demo book](#)

[Transition tips for all year groups](#)

**[Tips to support your autistic learners](#)**

# Education Wellbeing Resources – School Staff



Starting College: Reaching Your Goals - Student Webinar Part 4/4

36 views • 1 year ago



Starting College: Managing Worries About Change - Student Webinar Part 3/4

41 views • 1 year ago



Starting College: Self-Care & Maintaining Positive Wellbeing - Student Webinar Part...

69 views • 1 year ago



Starting College: Introduction to Wellbeing - Student Webinar Part 1/4

109 views • 1 year ago

[Education Wellbeing Service](#)  
[- SWLSTG - YouTube](#)



# Young Minds Resources - School Staff

[Supporting school transitions](#) | [Resources](#) | [YoungMinds](#)



The video player shows a teacher and a student in a classroom setting. The teacher is pointing at a whiteboard while the student looks on. A circular graphic in the top right corner of the video frame says 'YOUNGMINDS 360 schools'. Below the video frame, the title 'Find your feet' is displayed in large white letters on a purple background, with 'Teacher Training' in smaller yellow text below it. Logos for 'ASDA foundation' and 'YOUNGMINDS Find Your Feet' are visible at the bottom of the video frame. Below the video frame, the video title 'Find Your Feet - Staff' is shown, along with 'Unlisted' status, the YoungMinds channel logo (4.63K subscribers), and a 'Subscribe' button. At the bottom right, there are icons for 'Like' (0), 'Dislike', 'Share', 'Download', 'Clip', 'Save', and a menu icon.

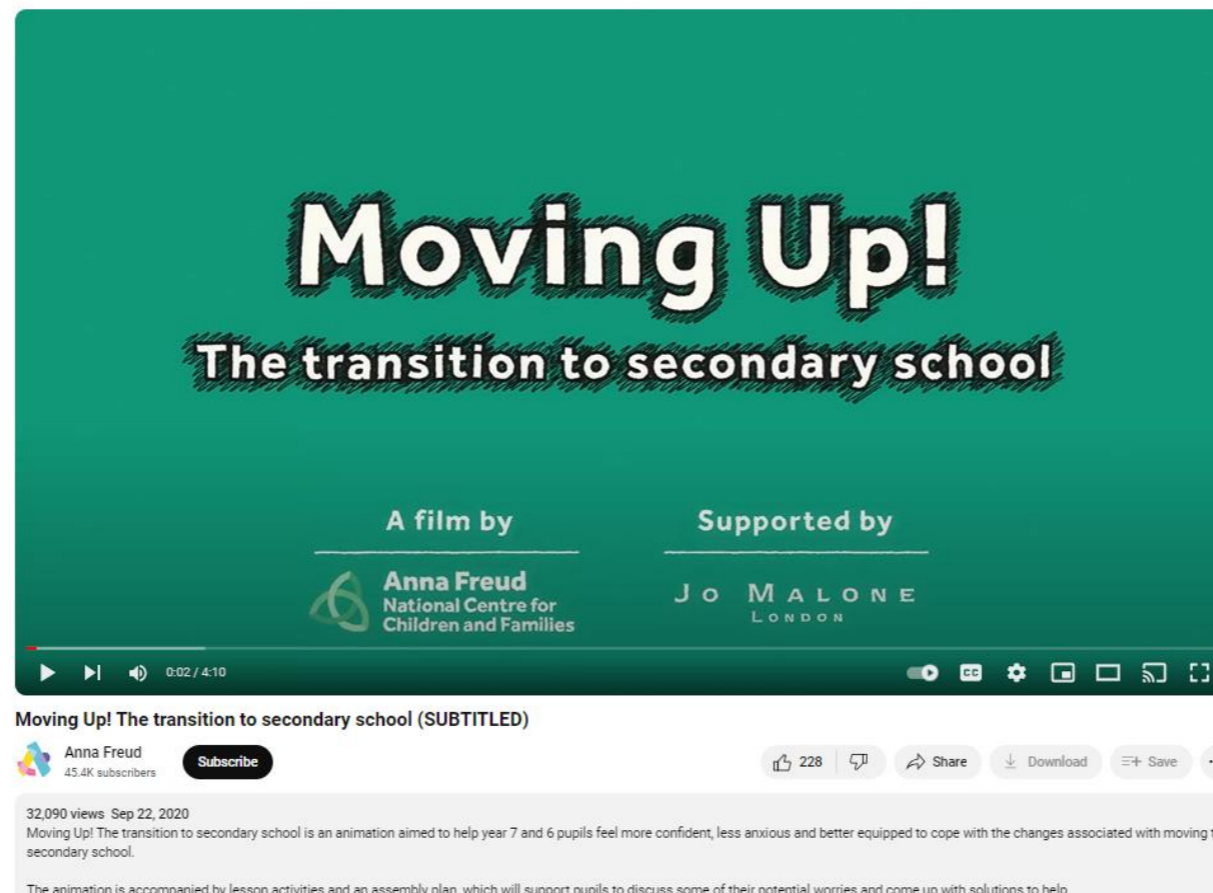
[Find Your Feet - Staff \(youtube.com\)](https://www.youtube.com/watch?v=...)

# Anna Freud Resources – School Staff

## [Moving up! The transition to secondary school | Anna Freud](#)

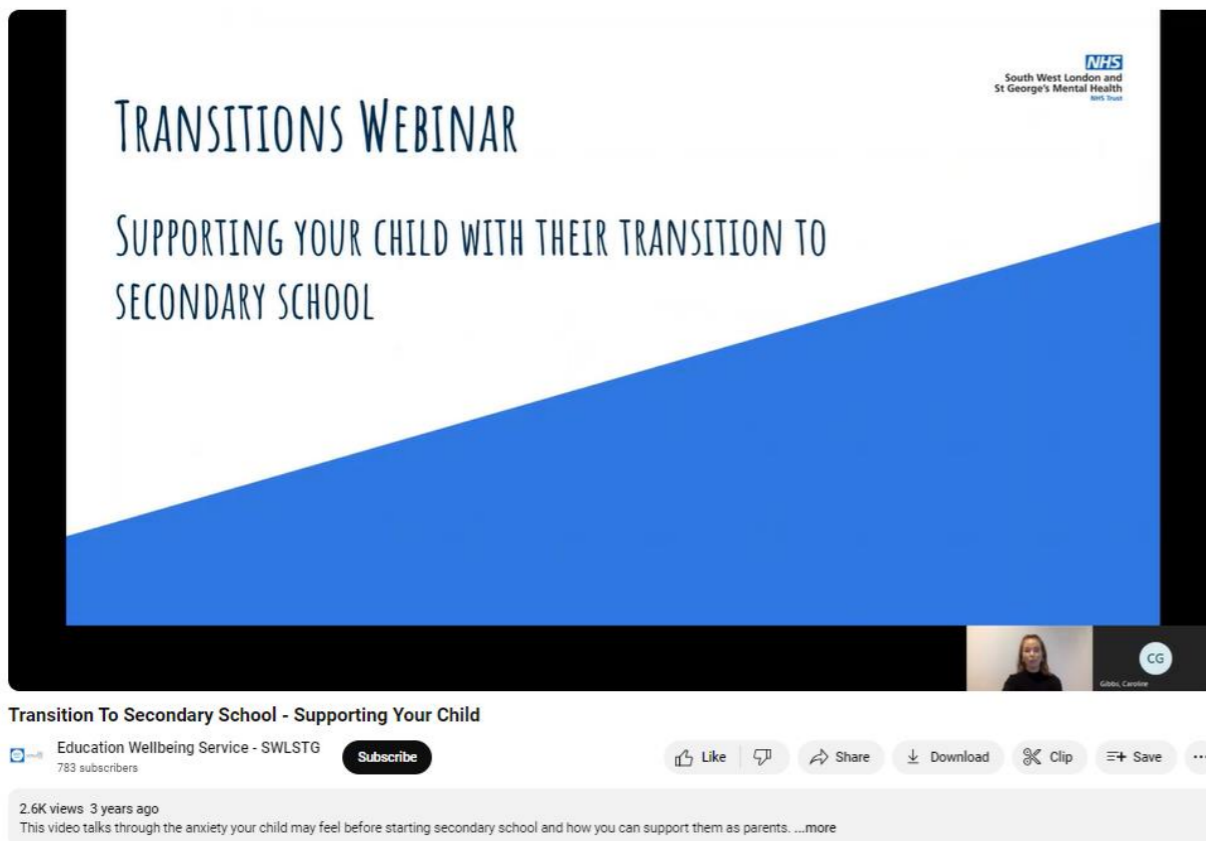
The Teacher Toolkit for school staff to use alongside the animation includes:

- a Lesson Plan and various lesson activities
- an Assembly Plan and PowerPoint slide show
- a list of helpful resources
- a copy of the animation script
- a blank signposting poster for you to print and use in school.



[Moving Up! The transition to secondary school \(SUBTITLED\) \(youtube.com\)](#)

# Education Wellbeing Resources – Parents



The image shows a YouTube video player interface. The video title is "TRANSITIONS WEBINAR" in a large, blue, serif font, followed by "SUPPORTING YOUR CHILD WITH THEIR TRANSITION TO SECONDARY SCHOOL" in a smaller, blue, sans-serif font. The video content area is mostly black with a blue diagonal shape at the bottom. In the top right corner of the video frame, there is a logo for "NHS South West London and St George's Mental Health NHS Trust". Below the video frame, the channel name "Education Wellbeing Service - SWLSTG" is visible with 783 subscribers and a "Subscribe" button. Interaction buttons for "Like", "Share", "Download", "Clip", and "Save" are present. The video has 2.6K views and was uploaded 3 years ago. A description snippet reads: "This video talks through the anxiety your child may feel before starting secondary school and how you can support them as parents. ...more".

[02 SURI 40s AlfieVO \(youtube.com\)](https://www.youtube.com/watch?v=02SURI40sAlfieVO)



The image shows a YouTube video player interface. The video thumbnail features a green road sign that says "College Just Ahead" in white text, set against a background of a blue sky with white clouds. A black box in the bottom right corner of the thumbnail displays the video duration "35:04".

Supporting Your Teen With The Transition To College - Parent Webinar

240 views • 1 year ago

[Education Wellbeing Service - SWLSTG - YouTube](https://www.youtube.com/channel/UC...)



# Young Minds Resources – Parents

**Choose health**

Know what affects your child, what makes them grumpy, hyper, disconnected...

Do they need snacks throughout the day?  
Do they need lots of sleep?  
Do they need to get out and about and do exercise?  
Do they need time alone?

Trust that you know your child and give them the basics that they need to cope with difficult days

**Work together**

Share ideas about how to:

- create action plans
- have a problem-solving approach
- enjoy achievements
- be forward-looking
- show them that we can all get things wrong

**Move on up**

Encourage independence:

- help them to move positively from child identity towards teen identity
- increase their responsibilities
- be positive whenever they act maturely

Be aware of your child's changing needs. Sometimes it might feel like one step forwards, two steps back.

**Be calm**

Try to stay calm whilst your child is feeling distressed.

Your child may show:

- highs and lows
- melodrama
- anger
- blame
- self-centredness

**Communicate**

The small things you do make all the difference:

Keep talking, texting, listening, hearing, hugging, sympathising, smiling, reassuring, checking, sharing, suggesting, encouraging, respecting

**Get learning**

Be involved, find out more and talk about:

- social media
- internet benefits and dangers
- new music
- language and slang
- current affairs
- what it's like to be young in the current world

**Be wise**

As they discover new things, try to:

- be interested
- be non-judgemental
- guide
- give boundaries
- see it from all sides
- listen to their point of view
- choose your words carefully
- act on warning bells

**Be the anchor**

In times of change you are:

- constant
- family
- familiar
- routine
- in-jokers
- irritating
- comforting
- home

**Have fun**

Provide lots of light relief:

- be silly
- be embarrassing
- play games
- laugh together
- do stuff together
- make jokes
- make things
- be outside

**Look after yourself**

Support yourself, to best support your child:

- lean on friends
- offload on other family
- find 'me time'
- see the GP
- relax, exercise, sleep well, eat well
- remember tomorrow is a new day

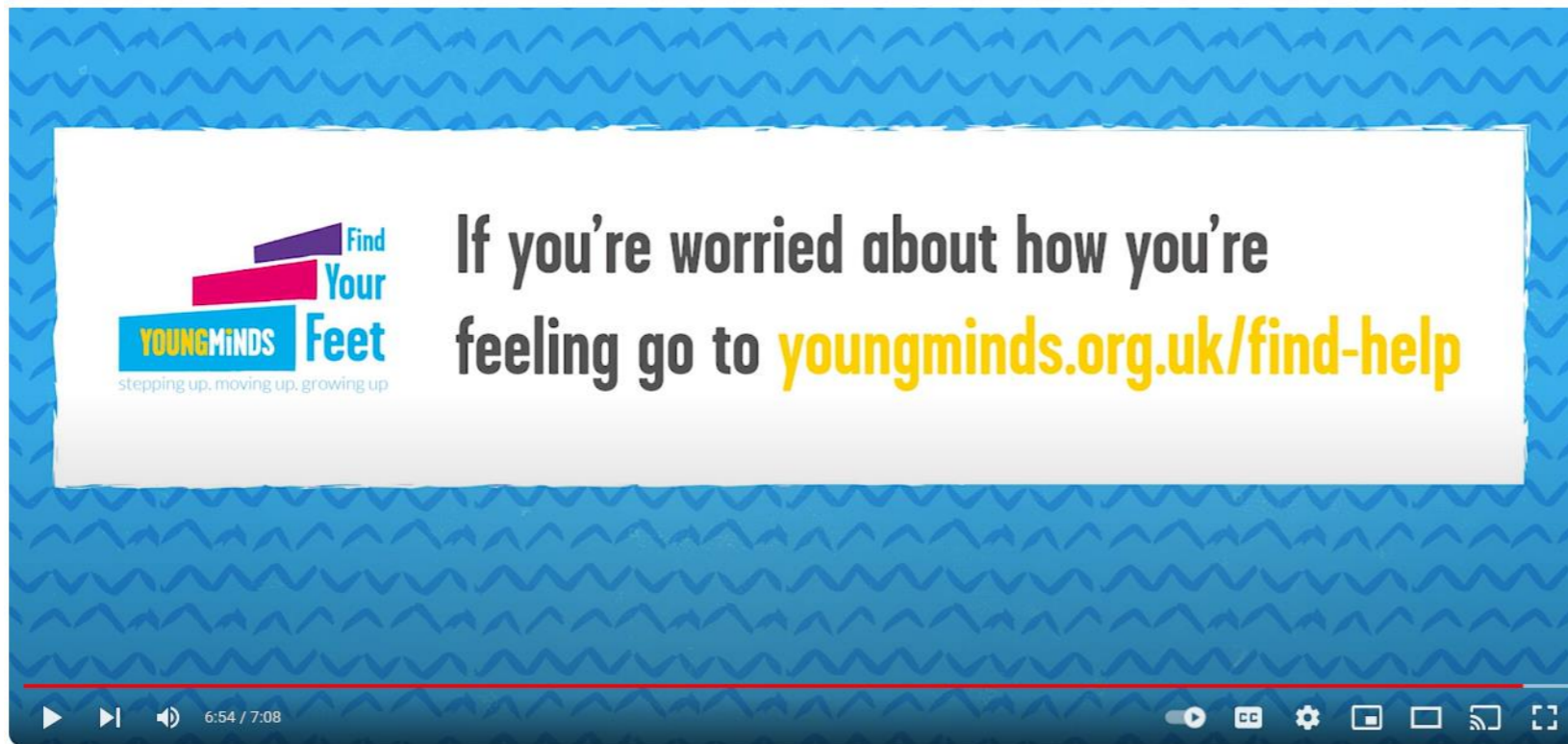


## Ten Ways for parents to help children cope with change



[Find Your Feet - Parent session \(youtube.com\)](https://www.youtube.com/watch?v=...)

# Young Minds Resources – Pupils



**Find Your Feet Schools Resource**

YoungMinds  
4.63K subscribers

54 | Share | Download | Save

27K views 5 years ago  
Transitioning to secondary school can be a difficult time for children. Find Your Feet is about helping children cope with this transition and preparing them for any other changes and challenges they will face in life.

## [Find Your Feet Schools Resource \(youtube.com\)](#)

[pupil-resource.pdf \(youngminds.org.uk\)](#)

[fyf-teacher-resource-year-6.pdf \(youngminds.org.uk\)](#)

[fyf-teacher-resource-year-7.pdf \(youngminds.org.uk\)](#)

# Your suggestions

Would anyone like to comment on ways that they support transition in their schools and the impact of this?

Does anyone have anything that they would like to share with secondary schools that would support a smoother transition?

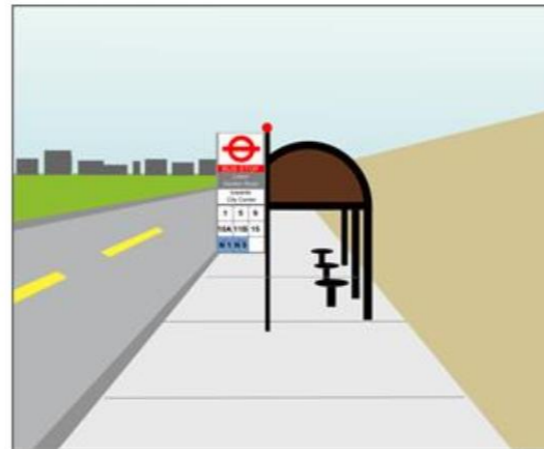


## The ITT programme

The individualised travel training programme includes:

- one-to-one personalised travel trainer support
- journey planning
- road and personal safety skills
- time management
- emergency strategies
- stranger awareness
- contactless payment methods

Draw yourself walking along the pavement in the safest place.



Clue: It is always best to stay furthest from the road.

Why is this the safest place to walk on the pavement?

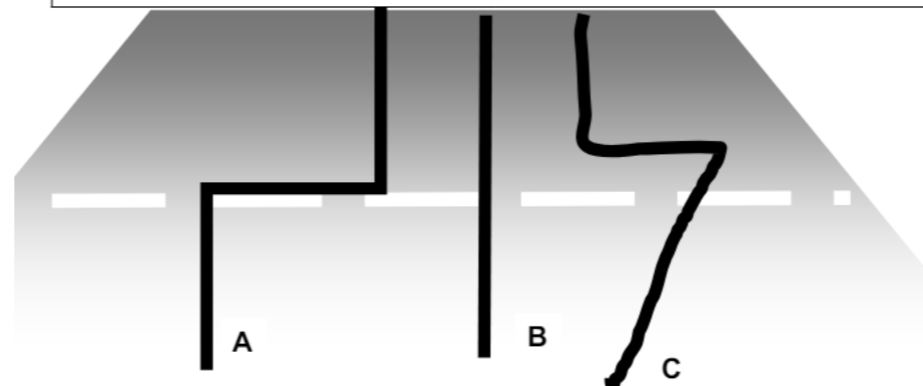


### Max and Maxine – Keeping safe.

Max and Maxine want to cross over the road.

Which route should they take?

Use your ruler to measure the length of the lines. Have you chosen the shortest route for them?



## [The Independent Travel Training Programme – Kcil](#)

The Sutton Independent Travel Team run 1:1 sessions for young people with an EHCP who are currently receiving transport.

They ran a workshop during World Autism Acceptance Week and they are planning to host another workshop in the Summer Term, date to be confirmed.

If you have young people currently using assisted transport, they may be eligible for the travel training programme. Please share this information with families and direct them to the above website.

To support young people to become more independent, they have shared their workbooks (KS2/KS3). These will be sent through to you all and can be used to support independence.

# Autsera



[My Blog – My WordPress Blog \(autsera.com\)](http://autsera.com)

# Quad Emo by Autsera



**Free**  
45 min

## Emotion Regulation Workshop



### Introduction 10 min

Meet QuadEmo  
4 animals:  
blue whale,  
green bird,  
yellow mouse  
and red bull



### Story time 10 min

Read and  
discuss  
QuadEmo  
storybooks  
about emotions



### Discussion 10 min

Talk about  
what makes  
children happy,  
sad, etc..., and  
regulation  
strategies



### Activity 15 min or more

Play QuadEmo  
and do  
QuadEmo paper  
activities to  
reinforce  
learning

Developed by

Autsera

**Book Now**

hello@quademo.com

<https://www.quademo.com/workshops-form/>





# Quad Emo by Autsera



## Emotion Regulation School Resource



QuadEmo game app helps children  
**Understand, Express,  
and Regulate Emotions**

through engaging game play  
that aligns with

**KS1 PSHE curriculum**



# Quad Emo by Autsera

## How it works



Children learn to recognise emotions and identify them in their animal quadrants.

Children learn to link social situations to emotions and emotion regulation strategies.

You save time and enhance learning experiences with the in-built teaching plan.

You monitor progress and generate automatic reports at the touch of a button.



Developed by

Autsera

**Book Now**

hello@quademo.com

<https://www.quademo.com/workshops-form/>

# Feedback



<https://forms.office.com/e/wvWVa4VUne>

The Autism Service is commissioned by the London Borough of Sutton. How the support is provided must reflect the support that is needed.

Please scan the QR code now and share your feedback.

Or email your thoughts to [theautismservice@cognus.org.uk](mailto:theautismservice@cognus.org.uk).





# Cognus

No Limits on Learning



### **Transition tips - a guide for higher education professionals**

All colleges and universities have autistic students. The key to their success will be a good transition, where staff get to know students and how to meet their needs.

It's important for further and higher education settings to create a culture of inclusion and aspiration, as this will lead to progression and positive outcomes for all learners.

While autistic students may struggle with aspects of college and university life they have skills and strengths which should be valued. Enthusiasm, punctuality, determination and reliability are among the many qualities that students on the autism spectrum may bring.

### **Preparing an autistic student for entry**

Here are some ways that you can help prepare an autistic student for entry.

- Have clear information on access arrangements in the prospectus and on your website.
- Ensure there are clear signs around the campus or site and maps that are easy to understand before potential students visit.
- Once you have established an applicant is autistic, contact them to discuss their needs and concerns.
- Provide support to help successful applicants find suitable accommodation if appropriate.
- Have a 'safe' space on campus for the individual to go to when anxiety levels get too high and highlight this to autistic students before they start their course.
- Provide information in a visual format if necessary eg photos of campus, site or staff.
- Ensure that you are linking with the schools of future students to create clear and robust transition plans and understand the individual's needs. This could include attending annual reviews, transition visits for the student to college and college staff visiting and their current school to shadow staff.
- Understand and recognise the rights and needs of autistic learners by: listening to their views and those of their family; personalising programmes and supporting them to reach their chosen destination.
- Identify someone, usually the disability co-ordinator or officer, who has responsibility for supporting autistic students and ensure that applicants are aware of this contact.
- Provide mentors who are more experienced students that want to be help support new autistic students with the more challenging aspects of college, such as walking through busy corridors and unstructured times.
- Effectively support transition for all learners, both from school to college and from college into higher education, ensuring they are working and living as independently as possible.
- Ensure that all college staff have an understanding of autism, and that teaching staff draw on specialist expertise to adapt the curriculum and develop inclusive teaching methods.
- Ensure all staff are given information about a student's needs.

These adaptations may benefit all students, particularly those that may have other disabilities.

It's useful to link in with local or national organisations that can provide support and ensure that students have the information they need. For example, Disabled Students' Allowance (DSA) can be claimed by students in England, Wales, Northern Ireland and Scotland.

### **More information**

Find out more about [autism](#)

Read our [transition information](#) on leaving school and starting college or university, specific to England, Northern Ireland, Scotland and Wales

Read [Supporting autistic people to transition into university life](#)

Organise [Understanding autism training](#) for your staff

Find out about our other [training and conferences](#)

# Secondary – college/university/work

## Going to college or university

The following information has been put together with the help of an experienced lead from a specialist unit within a mainstream school.

### Plan, personalise and prepare

- Ensure that careers education and planning programmes form part of the young person's transition plan and appropriately reflect their individual requirements (National Transition Support Team, 2011).
- Help them to choose goals that are realistic and achievable, but don't limit them.
- Support and encourage them to reach their full potential and work hard towards their goals.
- Plan well in advance with the key people involved - the young person, their parents/carers, SENCO, advocate (if necessary), teachers and staff from the new setting, eg teacher, lecturer, support worker, employer.
- Use visual aids, eg videos and photographs of key people and buildings.
- Start travel training early. It may be a long and intense learning process, but one that can be very rewarding as you see autistic pupils become more independent.
- Be aware of the importance of social skills and social confidence.
- Organise familiarisation visits to the new college or employer. These can be as staggered, eg trip to gate, trip to outside college and then a separate trip to inside.
- Have college staff visit your school to meet specific students.
- Organise peer support, eg a friendship group, buddy system if the young person is moving to the school's 6th form.
- Arrange visits from students/employees who are already at the future college or place of employment.
- Advise that staff at the new education placement or employer have understanding autism training.

## Further help from our charity

Read our [transition information](#) for parents on starting or changing school. It contains information about how school and parents can work together and is specific to England, Northern Ireland, Scotland and Wales.

Read [Autism transitioning from primary to secondary school](#)

Find out about the [Brain in Hand](#) digital self-management support system



# Secondary – college/university/work

[Spring School | Spring School provides children with the specialist, intensive and integrated support to enable them to learn, thrive and achieve.](#)

[Share Community | Wellbeing and independent living skills for disabled adults](#)

1. Sign up for NAS Sutton Branch. They have just got up and running again and have some great opportunities to socialise. To find out what events are on offer, you will need to sign up, as they only advertise to their members. Recent events include discos and rock climbing! [Membership – NAS Sutton Branch](#). More info and activities are signposted here: [Children & Teens – NAS Sutton Branch](#)
2. Sutton Library has Inclusive events for young people and adults [Events & Bookings | Sutton Libraries](#).
3. [Disability Activities | Sutton | Keen2Go](#) offers activities and opportunities to socialise.
4. Use the Sutton Info Hub as well to find opportunities: [Search results | Sutton Information Hub](#)
5. [Events in Greater London | The Autism Directory](#) offers standalone events that may interest you.
6. Depending on your interests, and the frequency in which you'd like to meet, regular groups like these may be more suited. These particular ones are inclusive rather than autism/SEND specific:

[Sutton Games Club | BoardGameGeek](#)

[Belong Sutton](#)

1. Here are some local work-based opportunities, which are aimed at specifically at adults with SEND – these companies may be able to advise you on how they fundraise and how their services support people with SEND looking for work (which may be useful for researching for you CIC):

[Learning disability support | Nickel Support | England](#) and [Interestingly Different | Home](#)

Hill College who offer internships and courses to support young people and adults with the acquisition of life skills amongst other course: [workstart.me.uk/courses/supported-internships/](http://workstart.me.uk/courses/supported-internships/)

1. [WorkStart courses - Orchard Hill College,](#)

I do hope the information is helpful. I'll be in touch once I have heard back from Orchard Hill College.

1. [Legacy Youth Zone | Home](#)

## Free courses:

### **A guide to the mental health experiences and needs of autistic teenagers**

The aim of the module is to increase understanding of autistic experience, autistic mental health experiences and to explore supportive strategies to support young autistic people's mental health.

Module outcomes

- Identify some of the autistic experiences relating to the autistic young person they are supporting
- Identify some of the mental health experiences relating to the autistic young person they are supporting
- Adjust their practice and make reasonable adjustments to better support their autistic young person.

### **Managing money**

This module is offered by *MoneySuperMarket.com* in association with the National Autistic Society, this module is free of charge and covers a wide range of money-related topics. It can be completed in one visit or accessed section by section over as many visits as required. The module was created to help learners to recognise their strengths as well as the challenges they may experience with managing their money. It shares real-life experiences of autistic people about the sorts of difficulties they encounter, and how they successfully manage their money.

Module outcomes

- General information is provided on how to manage money, set up a bank account, use a cashpoint, and so on.

### **Finding employment**

This module is free of charge, thanks to our sponsors The City Bridge Trust, and focuses on finding out more about the steps involved in applying for work, interviewing tips and starting a role.

There is an undiscovered workforce of motivated autistic people who are having serious difficulty finding work. Our employment module has been designed to support autistic adults and young people into employment. It looks at the steps involved in applying for work, interviewing tips and starting work. We aim to allow users to create a personalised profile, which they can then use when attending interviews or starting work.

Module outcomes

- Identify your autism profile
- Build your personalised CV and cover letter
- Disclosure document
- A reasonable adjustments request form

## Resources

### England

[Finished at school guide](#) – Ambitious about Autism

[Preparing for adulthood](#)

