



INFORMATION SHEET

Age Group: **Children**

Sheet Title: **Transition from primary school to secondary school**

Careful planning between the primary and secondary school is essential to ensure that the transition is as successful as possible. The following guidelines are suggested when planning to meet the needs of students with Asperger's Syndrome during transition.

Primary school

Year 5

Incorporate targets into the Individual Education Plan to address potential difficulties with transition.

Consider staffing issues: Has the student had the same Teaching Assistant for some time? If so, planning should start now for increased independence and experience of relating to different adults.

Year 6

A transition meeting should be scheduled for early in the summer term to share information and plan strategies to address areas of concern. Parents, outside agencies and the Special Educational Needs Co-ordinator (SENCO) of the primary and secondary schools need to be invited.

Arrangements should be made for information provided by all present at the transition meeting to be communicated to all staff within the secondary school.

Arrange extra visits in addition to those provided as standard induction. A Teaching Assistant could accompany the student, providing the secondary school agree. For some students, visiting the building after school hours may be helpful.



Secondary school

Provide a visual guide of the school in booklet form to include photographs of key staff (e.g. Form Tutor, SENCO, Head Teacher, Head of Year, office staff, etc) and key areas in the secondary school, e.g. dining hall, toilets, office, tutor room.

Provide a map of the school with key places highlighted.

Plan how the student will be supported during unstructured times. Some students may need adult support to transfer from lesson to lesson for the first few weeks.

Write down these arrangements so that the student will have a copy for reference.

When there is to be a designated Teaching Assistant (TA), provide opportunities for them to observe or work with the pupil in the primary setting during the summer term.

Year 7

Provide additional information about how to read the timetable, including a written explanation of abbreviations. Some students will benefit from colour coding subject areas for easy reference.

Ensure all adults working with the student are aware of their specific difficulties, and the strategies implemented to date.

It is important that school policy is to make all staff aware exactly where such student profiles (including all SEN and other needs details) are kept.

A class seating plan will help reduce the student's anxiety and address their need for routine.

Consider whether it is appropriate to inform the peer group about Asperger's Syndrome. This will depend on the student's awareness of their diagnosis. Parental and student consent must then be sought.

Additional adult support may be necessary during the first few weeks for key times, such as moving between lessons, using the canteen, break times etc. This will



enable the student to become familiar with the new environment and will reduce their anxiety.

Be aware that using the school toilets can be a cause of anxiety, e.g. it should not be assumed that an alternative toilet can automatically be used when the designated one is out of action, or a student with AS may have problems with going to the toilet when others are present.

The student will not necessarily communicate this to an adult and could therefore go all day without using the toilet.