

## Autism Advisory and Intervention Service (AAIS)

### Moving from P7 to Year 8 – tips for parents

#### Transfer resources to access with your child

[www.bbc.co.uk/bitesize/topics/zjgck2p](http://www.bbc.co.uk/bitesize/topics/zjgck2p) - a series of cool animations helping children see what starting secondary school is really like.



[www.twinkl.co.uk/search?term=primary+to+secondary+transition](http://www.twinkl.co.uk/search?term=primary+to+secondary+transition) free access to sign up to twinkl resources using code CVDTWINKLHELPS

Supporting moving to Secondary School

[www.supportingneurodiversity.co.uk/resources-and-tips](http://www.supportingneurodiversity.co.uk/resources-and-tips)

Moving Up Booklet – activities to do with your family.

[www.manchesterhealthacademy.org.uk/wp-content/uploads/2015/05/activities.pdf](http://www.manchesterhealthacademy.org.uk/wp-content/uploads/2015/05/activities.pdf)

Encourage your child to fill in a countdown calendar to starting their new school (see Countdown Calendar below)



#### Information for Parents

Your child's transition from primary to secondary school can be an anxious time for the family. Sometimes as a parent it can be difficult to know what or how much to be involved in the transition process. Here are some ideas of things that you can do to make your child's transition more successful.

- Despite your concerns, try to remain positive and upbeat about the transition in front of your child. It is important that they do not pick up on any of your worries about the move.
- Work through transition materials during the summer holiday.
- Practise skills such as using the bus, planning the route to school, rehearsing for cafeteria systems and organising bags and equipment e.g.

Bus travel: Where to wait – using a bus pass or having correct money – bus times – allowing enough time to reach bus stop – who to go to with problems – what to do if

the bus does not come – where to get off the bus – what to do if the bus is empty or full? Or what to do if they miss their stop? or what to do if other pupils are noisy, misbehaving? etc.

Organise a friend to travel with them on the first few days

- Support making friends by exploring clubs and activities that they may share with new peers or those that may be held within the school site
- Practise homework skills
- Practise with the uniform – make sure it is comfortable – wear in new shoes, take out labels, wash clothes until soft, practise new skills e.g. tying a tie
- Prepare for what if scenarios (e.g. what if you forget dinner money, or what if you forget to do a homework etc.) – possibly record the plan visually
- Produce checklists for equipment and uniform to scaffold independence
- Organise an easy to use wallet and/or key ring for dinner money and locker key
- Keep a copy of the timetable at home
- Help your child to organise homework and equipment for each day
- Keep 2 sets of stationery – 1 at home and 1 at school – possibly a spare set in school
- Colour code books according to subject as per timetable
- Store materials for different subjects in clear plastic wallets or similar

### **Websites to support parents through Transfer to Post-Primary School**

ParentingNI: Parents' Guide to school transitions

[www.parentingni.org/blog/parents-guide-school-transitions/](http://www.parentingni.org/blog/parents-guide-school-transitions/)

NAS parent tips <https://www.autism.org.uk/professionals/teachers/transition-tips.aspx>

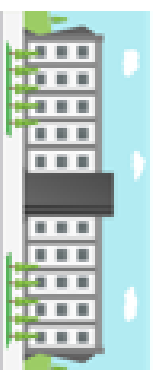
Rough Guide to Social Media Use for Teens with Autism

[https://www.ucl.ac.uk/grandchallenges/sites/grandchallenges/files/rough\\_guide\\_to\\_social\\_media\\_use.pdf](https://www.ucl.ac.uk/grandchallenges/sites/grandchallenges/files/rough_guide_to_social_media_use.pdf)

*\*You may also find it useful to make a Student Passport with your child that they can then share with staff at their new school. (See template below)*

# My Countdown Calendar to starting my new school

July 2020

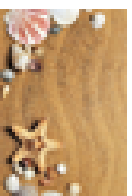


Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Remember



Remember



Example

## Student passport: Joe Black

Photo or  
drawing

My date of birth is: 3<sup>rd</sup> June. I am in Year 8

My Form Teacher is: Mr Trainor

I would like you to know that I have autism. It affects me in 4 ways

<b>Talking and Listening:</b>	<b>Interacting with others:</b>
I love to talk about my interests. However, I find it hard to listen and understand a lot of what you say and mean. I find it really hard to plan my thoughts to compose a piece of writing. I may not always remember to ask for help with things.	I find it hard to make new friends because I can feel shy and say the wrong things. One boy I get on with is Paul from my primary school.
<b>Thinking; learning and behaving</b>	<b>Sensory stimulation and sensations</b>
I like to know what will be happening before I do it. I don't like when things change without warning. It makes me very anxious. I also find it hard keeping all my books in my bag. Also I don't always understand other people's point of view. I take things literally.	Loud noises, strong smells, crowded corridors make me feel sick inside. Also I tend to find it hard in PE to catch a ball or run as fast as others. When I get worried I tend to need to need to go to the toilet.

<b>My strengths and interests</b>	<b>I don't like</b>
<ul style="list-style-type: none"><li>* love computers, especially Minecraft</li><li>* good at maths</li><li>* love doing 1000 piece jigsaws</li><li>* my cat Sooty</li><li>* honesty</li><li>* swimming</li></ul>	<ul style="list-style-type: none"><li>* writing – find it hard to think and write.</li><li>* writing and drawing makes my wrist sore</li><li>* doing PE – playing team games</li><li>* smells</li><li>* crowded places</li><li>* being touched</li><li>* loud noises</li><li>* scary films like Harry Potter</li></ul>

<b>Things I find difficult</b>
<ul style="list-style-type: none"><li>* listening to and following instructions</li><li>* creative writing</li><li>* understanding when someone is just joking</li><li>* working in groups</li><li>* getting changed for PE quickly</li><li>* non-uniform days</li></ul>

<b>How to help me</b>
<ul style="list-style-type: none"><li>* clearly tell me what I need to do <i>First / Then / Finally</i></li><li>* write down what I have to do in short steps</li><li>* ask me to tell you what I have to do to make sure I have got it right</li><li>* write down my homework for me</li><li>* if I get upset or worried allow me to use my 'time out' card to go to Mrs Green's room (SENCO)</li><li>* allow me to leave class 2 mins before the bell goes to get to my next class to miss crowds</li><li>* I like to be please my teachers and do what is right</li></ul>

# Student passport

Photo or  
drawing

My date of birth is:

My Form Teacher is:

I would like you to know that:

<b>Talking and Listening:</b>	<b>Interacting with others:</b>
<b>Thinking; learning and behaving</b>	<b>Sensory stimulation and sensations</b>

<b>My strengths and interests</b>
* * * * * * * * *

<b>I don't like</b>
* * * * * * * * *

<b>Things I find difficult</b>	
* * *	* * *

<b>How to help me</b>
* * * * *

