

*Saint Joseph's Primary School and Nursery Unit
Bessbrook*

Transition Policy and Procedures for ASC/LSC



Sept 2020

Definition of Transition

Preparing the child for transition to and from an LSC/ASC

“In the context of education, transition refers to the way in which children move from one setting to another (example: from home to school, from one school to another school and from school to Further Education, training or employment)

Transition is part of the educational experience for any child and children respond to this experience in different ways. For a child with Autism, the move to or from an ASC, whether it Primary or Post-Primary stage is potentially stressful.

Preparation is key in pre-empting possible situations which may distress the young person and identifying and using strategies that can make this process less stressful for them. Dissemination of information about the child from parents, professionals and other relevant agencies, along with the views of the child, is vital. The transition process may be made easier through good communication, careful planning/preparation and by ensuring that all staff in school, colleges, further education and the workplace have a knowledge and understanding of Autism and how to make reasonable adjustments based on each child or young person’s needs. “

Autism Specific Class Provision: A guideline for Mainstream Schools.

At St Joseph’s we believe that these principles may be applied equally to children transitioning within a Learning Support setting.

Ways in which a school can prepare a child or young person for transition to/from an ASC/LSC

- Initial contact made by parent.
- Visit offered to parent.
- If placement is confirmed by the EA and school, second visit is offered to parent and child, meeting key staff and getting familiar with the setting. (In the case of the child moving from LSC1 to LSC2 or ASC to LSC2 child will visit with present teacher)
- Parents asked to complete a profile of the child (what they like to eat, drink, play with, relevant medical information, routines etc) Other relevant information e.g. social care issues, toileting and personal care issues, new special educational needs not identified on Statement of Special Educational Needs, looked after child etc (all compliant with Data Protection Act.) will be shared on a 'need to know' basis, as per Child Protection Policy.
- Current teacher will complete a pupil passport to be sent to new teacher detailing difficulties/triggers and strategies. (see Appendix 1)
- Parents provided with welcome pack and school information booklet and starting date.
- Social story for new school setting sent home including photographs of new class, toilets, assembly hall etc.
- Teacher to contact previous placement if necessary.
- Children will be phased in depending on their individual needs (this is down to the discretion of the class teacher, needs of the individual pupil and the needs of the other individuals in the setting).

Role of parents/carers.

- Use countdown and calendars to indicate starting of the new school placement.
- Familiarise child with new school uniform, school bag etc.
- Practise the journey to and from school.
- Visit the school with your child.

- Establish links with a contact person at the school.
- Establish a homework routine.
- Read and sign the home/school diary every night and comment where necessary (if appropriate)

Transition Toolkit

Transition from LSC/ASC to mainstream (integration)

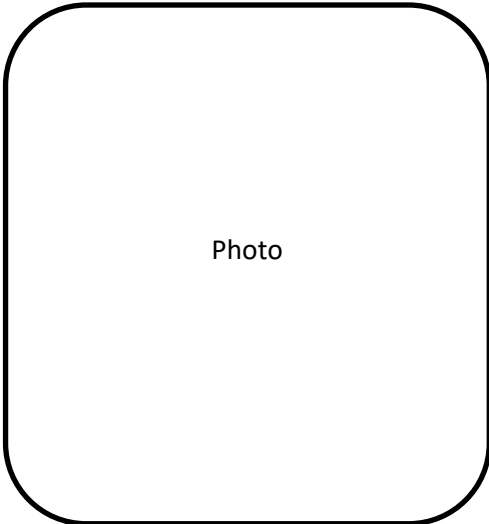
- LSC/ASC teachers to meet with peer group teachers to discuss opportunities for integration or/and reverse integration (depending on the needs of each individual children).
- Integration teacher to visit LSC/ASC and meet pupils in their own familiar setting.
- Integration timetable drawn up. (Opportunities for Integration will be based on children's needs, strengths and areas of interest).
- Individual Education Plan (I.E.P's) and integration observation forms discussed and given to integration teachers.
- Pupil Profile drawn up by LSC/ASC teacher/Integration teacher/pupil using school template (See Appendix 2) and shared with the class prior to commencement of integration.
- Opportunities for whole-school integration eg outside play, participation in assembly, participation in school concerts etc dependent on children's ability to integrate in mainstream classroom (down to the discretion of teacher/adults working with individual).
- The child will visit with classroom assistant/teacher on initial visit and where appropriate there-after.
- When integration commences Integration observation to be completed by integration teacher.
- Termly Integration Evaluations completed with class teacher and integration teacher at the end of each term and signed by both teachers. (see procedures for Integration)

References

- *Autism Specific Class Provision: A guideline for Mainstream Schools.*
EA: Children and Young People's Services.
- *Transition Toolkit: Helping you support a child through change.*
Alice Stobart, Autism Education Trust

name

Pupil Passport



Summary of Statement of Special Educational Needs

Family info:

Travel:

Academic

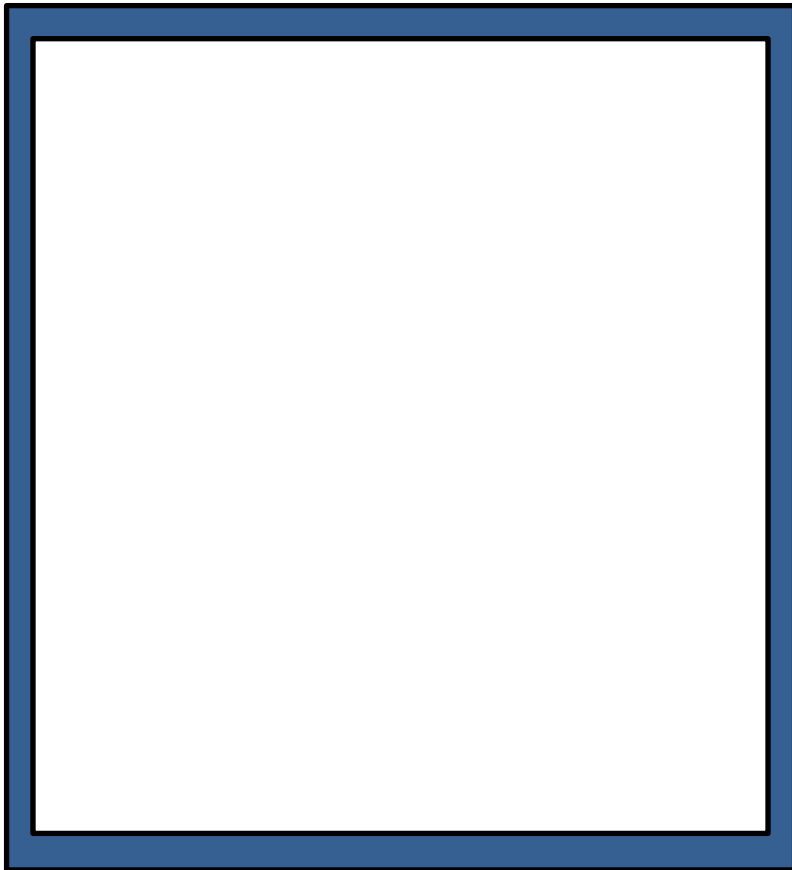
Other info:

Social/emotional/behavioural (Triggers/**Strategies**)

Difficulties

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Hi, my name is



Things I like

Things I don't like