



## **Supporting a transition for children with Severe and Profound and Multiple between classes or to a new school**

### **Preparing the class teacher**

- Take time to read the child's EHC plan and the previous Annual Review paperwork. Have a look at learning outcomes and shorter term learning targets the child is currently working towards
- Talk to the child's current class teacher and the teaching assistant who is supporting him/her, and the school SENCo. Ask them to summarise their 10 top tips for teaching the child
- Think about your classroom and any adaptations/alterations you might need to make. E.G:
  - Where will the child be seated within the class?
  - Do you need to identify space for an individual work station?
  - Where will you keep their individualised resources that are easily accessed (by adults and the child)?
  - Do you need to access a space outside the classroom for noisy activities that might disrupt the rest of the class?
  - Are any physical adaptations needed? (Such as a handrail for outdoor steps, wheelchair access, etc.)
  - Is a quiet space needed for meeting personal care needs such as connecting a PEG feed or for medications to be administered?
- Consider the child's social and emotional wellbeing:
  - Find out who their special friends are and consider this when making a seating plan
  - Find out what structured support is needed to ensure the child is included at playtime, lunchtime, etc.
  - Is a buddy system helpful?
  - What responsibilities can you give the child in class that will raise their profile and encourage positive self-esteem?
- Ensure there is ongoing good communication between school and parents/carers. Find out what system has been used previously.
- Identify any key information that the family will need and share it with them, particularly if the child is moving to a new school, for example:
  - check that the parents have had an introduction to the appropriate staff including admin team, home-school-liaison/welfare support teacher.
  - how to do things like pay for school meals/trips etc.
  - where to buy the uniform/book bag etc.
  - how transport to a new school will be supported, if appropriate
- Identify if you have any specific training needs. Talk to your SENCo about how these might be addressed. For example, developing your Signalong skills, employing specific resources and strategies (such as a visual schedule, a whole word approach to reading)

*Record all of the above in a transition document / plan. Many schools have their own format for this, and there is a Stephen Hawking Outreach transition plan attached.*

## Planning for the child/ren in your class with SEND

When planning for these children, identify:

- Those timetabled activities the child can join in with, with little or no differentiation (e.g. PE, music, art, singing, story-time on the carpet)
  - Activities the child can join in with, when there is some differentiation (e.g. practical science lessons, story-time, topic work)
  - Recognise where individualised learning is needed. This is most commonly for literacy and maths
- Refer to assessments, observations and the child's learning outcomes and shorter term learning targets to identify next steps of learning inform planning

## Preparing and supporting the child

The SEND Code of Practice 2015 and Articles 12 and 13 of the UN Convention on the Rights of the Child tells us that "Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account" and that this may look very different for children with SLD and PMLD, and their views should be "given due weight according to their age, maturity and capability"

We suggest that the information shared with the child can best be organised into:

- What will change?
- What will stay the same?

And that these areas can helpfully be explored through:

- Who?  
*At school:* (people- class teacher; teaching assistants; 1:1 teaching assistants; specialist teachers e.g. music; art; P.E; PPA cover teachers; support teachers; admin staff that the child has regular contact with.  
**It is very important that the child is supported to say goodbye to any adults or peers who they will not be seeing again. This can be reinforced by making a card or photo book or taking part in farewell celebrations.**  
*Beyond school:* Staff from health teams e.g. Speech Therapist; Occupational Therapist; Physiotherapist; staff from Social Care teams; staff from Outreach Teams; staff from Support for Learning Service; Educational Psychologist.
- Where?  
Classroom; playground; lunch hall; group learning spaces; therapy and soft play spaces; work station or other learning space in the classroom; swimming pool; social inclusion link school.
- What?  
Learning programmes e.g. See and Learn reading; touch typing; sensory story time; Speech and Language programme; fine motor programme; inclusive swimming sessions.  
Resources e.g. communication aids; mark making supports; visual timetable; special box; choice board; walkers trikes and wheelchairs.
- When?  
Timings e.g. playtimes; lunch time; swimming day; PE day; social inclusion link day.

How much information, which information and how to share it will depend entirely on the child, and what is important to them.

The process of sharing information about key changes must be shared using the visual support system that the child is familiar with, and that it is appropriate to their level of symbolic development. Adults should use objects/ photographs/ symbols/ signing/ simple text accordingly. Resources that can be used to support sharing information about transition with the child include:

- Social story (see example attached at the end of the handout)
- Photo sorting (what will change/stay the same using headings above)
- Our Story or PowerPoint

It is the responsibility of adults who know the child well to ensure that their voice is heard when exploring transition.

Depending on the child's communication and cognitive stage it may be appropriate to support them to express their feelings about upcoming changes. Again, this must be facilitated through the visual support system that they use on a day to day basis, and may include one or more of objects / photographs / symbols / signing / simple text.

Some resources that can be used to support the child to share their views and preferences about transition and their day to day learning with adults and peers who are going to be new to them include:

- About Me book
- Communication passport
- One Page Profile
- Our Story (free Open University app that you can download onto any Apple device here: <https://apps.apple.com/us/app/our-story-2/id1474216884>) or PowerPoint
- Outreach transition plan at the end of this handout can be completed with the child if appropriate

Do seek advice and support from the Stephen Hawking School outreach team. We are here to support you.

Summer 2020

With huge thanks to our colleague James Dodd (Speech and Language Therapist) and the staff and children at Shapla Primary School for sharing the fantastic example social story at the end of this handout.

**Outreach transition plan:****Name:****School and class:****STEPHEN HAWKING SCHOOL****What is the transition?** Year X– Year Y**What is working well that we should keep?**

- Opportunities for playful activities
- Routine
- Visual timetable
- Now, next
- Structured talking activities
- 1:1 adult led reading sessions using graded books
- SLT sessions
- Key peers he works/plays well with- especially those sharing his home language
- Having breaks and access to an outside space
- Lots of humour and fun!

**Which key resources should be kept for the first weeks (and possibly beyond)?**

- Box of figures
- Visual timetable
- Work station in the classroom
- Now/next board and visuals
- Key word reading cards

**What will stay the same?****Who**

- children in the class
- SLT and SENCO

**Where**

- Shared spaces- lunch hall, assembly hall

**What**

- Planning structure
- Key strategies using visual prompts
- work station in the classroom

**What will change?**

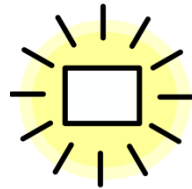
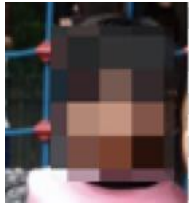
- Class Teacher
- Possibly TA
- Less outreach support
- Classroom
- Outside space used for breaks (possibly)
- Workstation may now be too small

**Are there any potentially tricky issues to be aware of?**

- Sometimes noise levels in classroom mean Child prefers to work somewhere else. Balance between this and inclusion with his peers needs to be maintained.
- Need to consider how appropriate it is for a Year 5 child to use Early Years space frequently- particularly as he now uses most of the equipment confidently. Age-appropriate outside space for breaks will be essential in Year 5.
- Less support from Stephen Hawking outreach team- school will need to consider how to support class teacher's planning and differentiation
- Child's understanding of change- he may need a great deal of reinforcement before and after the summer holidays. His progress has slowed in the past after a long break.

**Actions**

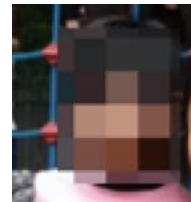
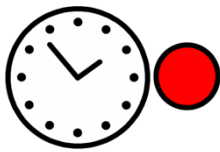
- Class Teacher will make a folder on the computer to store Child's planning and resources that is easy for his new teacher to locate
- SENCO will allocate an appropriate outside space for learning breaks in Year 5
- SENCO will send the overview for Year 5 in the next week to enable Ruth to create a list of key texts and activities that would support meaningful inclusion for Child in Year 5, linked to class learning.



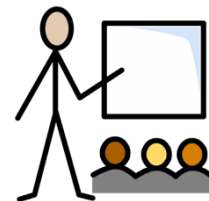
N's

new

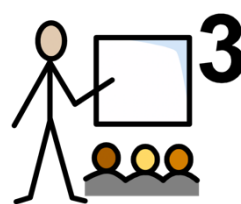
class.



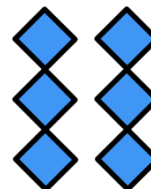
After the holidays I



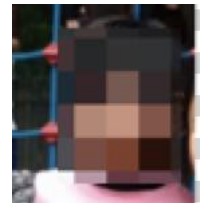
am going to pink class.



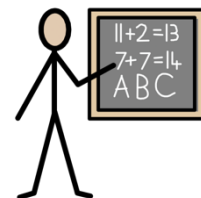
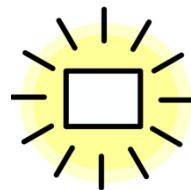
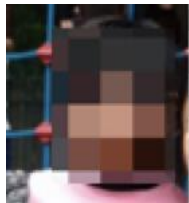
Pink class is Year 3.



My friends will be the same.



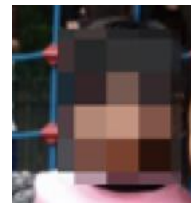
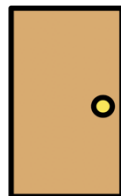
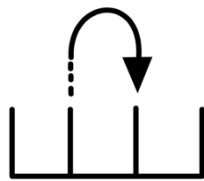
K will be working with me.



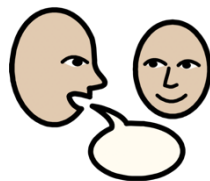
M will be my new teacher.



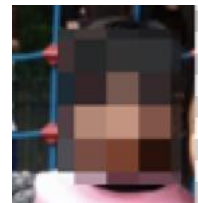
L will be teaching purple



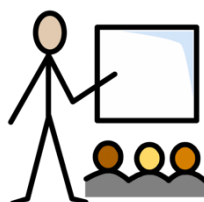
class next door to me.



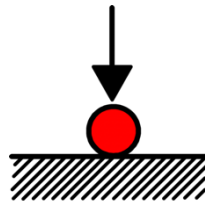
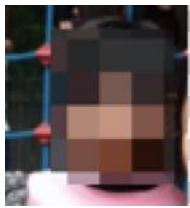
I can say hello to L.



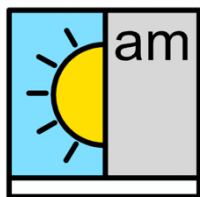
R will be working with me



in pink class.



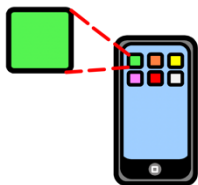
I will come here in the



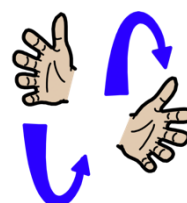
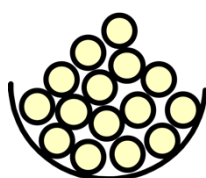
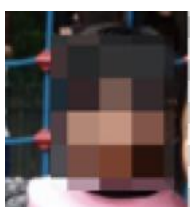
morning to the big playground.



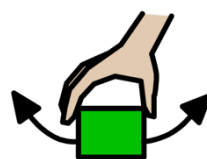
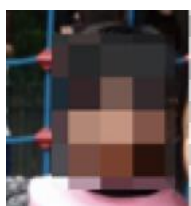
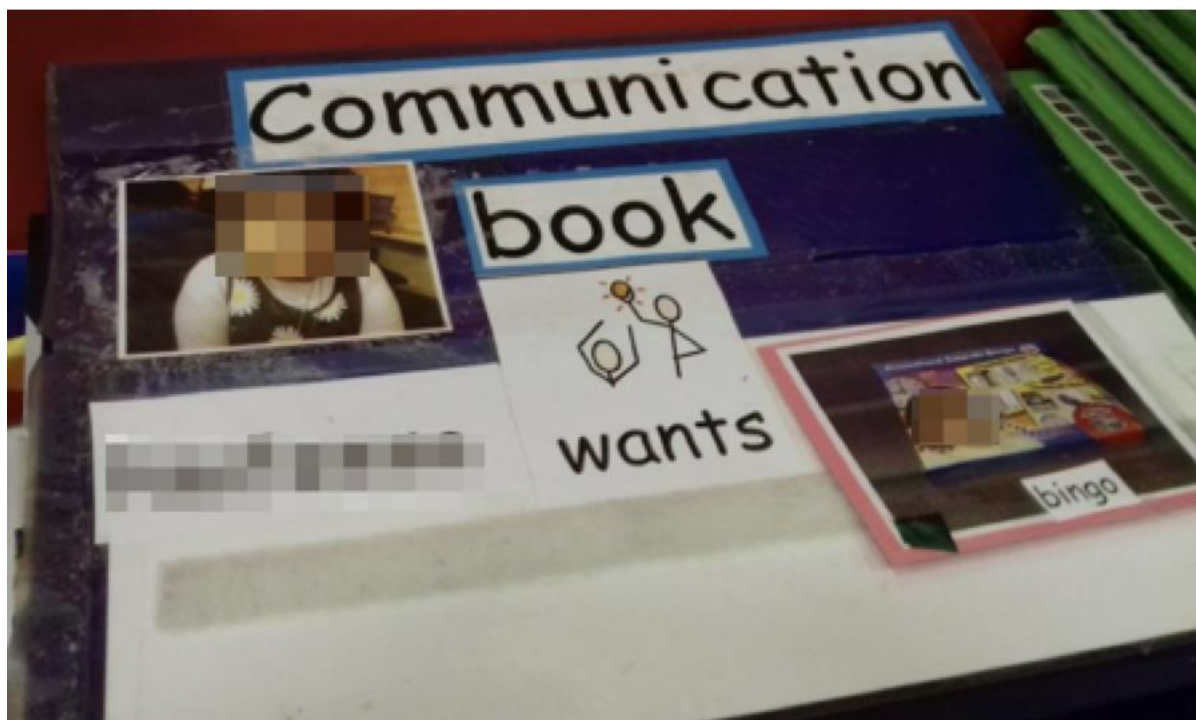
I will use my talking



app.



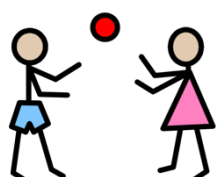
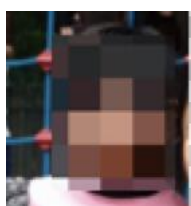
I will do lots of signing.



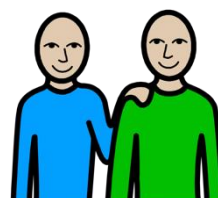
I can use my



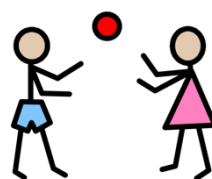
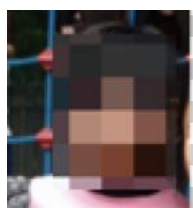
communication book.



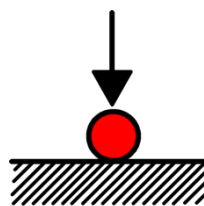
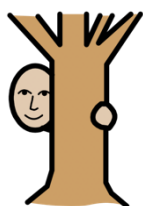
I will play in the big



playground with my friends.



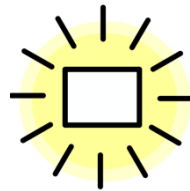
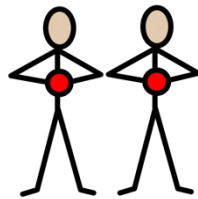
I can play



hide and seek here.



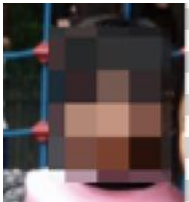
I can go into the garden.



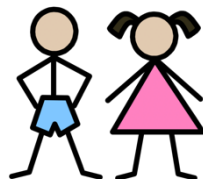
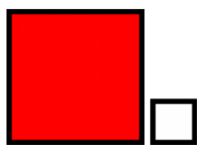
J will be our new



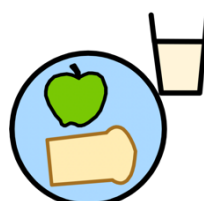
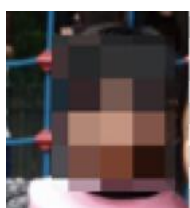
headteacher.



I will go to a different toilet



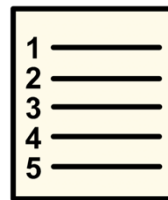
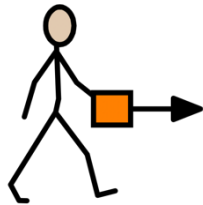
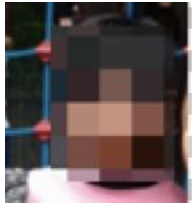
for big children.



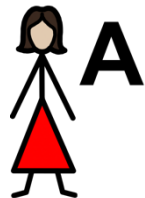
I will eat lunch



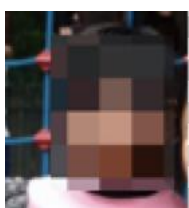
in the hall with my friends.



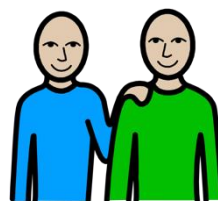
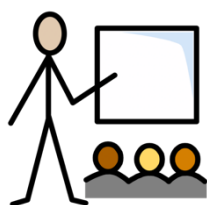
I will take the register



to A.



I will be happy in pink



class with my friends.