

Queensmill School

Transition Policy

This policy also provides guidance on helping children to cope with major social transitions and loss, such as changes in family circumstance, divorce, loss or bereavement.

Aims:

Given the diagnosis of ASD that each of our pupils has, we recognise that any change must be well prepared for. We therefore aim to make changes as well managed as we can in order to alleviate as much anxiety as possible.

In our experience transition approaches, in particular periods of visits to or from the school, are best kept to a short period so as not to confuse or cause distress. We view a short period of transition as beneficial and more effective in helping any pupil to adjust.

Implementation:

We are aware of the need to prepare our pupils for all of the following transition times:

- From activity to activity in the course of the school day
- Out of class activities: PE, lunch, assemblies, etc
- Staff changes
- Changes in regular routine
- Joining the school at the beginning of the school year
- New pupils arriving mid-year
- Moving to a new classroom with new staff and possibly new peers each year
- Between school and home each day
- Moving on from us to another school.

We use the following strategies in order to make these transitions as smooth as possible:

- Use of visual timetable for sessions throughout the day
- Use of signs, symbols, photos, objects of reference and writing
- Preparing pupils for staff changes where they are known in advance
- Ensuring that all staff who cover in teacher absence have autism knowledge and knowledge of our pupils as much as possible
- Home visits
- Visits to the child's present school before they come to Queensmill
- Visit to Queensmill for the child and their family, and photos taken to give to them
- Visits to Queensmill for staff of previous school
- Preparing pupils in a class for a new peer
- Training and information available for transport escorts
- Home/school book and regular telephone contact with homes to alert school to changes at home
- Transition reviews at Y5, Y9, Y11 & Y13 attended by LA and Adult Services
- Head and Deputy visit secondary schools to stay aware of available provision
- Integration links with local primary schools through recommendation from EP to other schools.
- Integration links to Fulham Primary/Queensmill Unit (FPQU), Q4@Fulham College Boys School and Q5@Fulham Cross Girls School for pupils transferring to these units.

We recognise that moving on from this school to a different secondary school is a major transition for our pupils, and we make the following provision:

- Advice to parents/carers on available secondary schools if Queensmill Secondary is not a suitable placement or not wanted by parents/carers.
- Visits with p/c to those school if requested
- Pupils visit the secondary school
- We make a book about moving on to that school for that child
- Social Story
- Leavers' assembly.

Where children are experiencing major upheaval, stress or unhappiness such as family upset, moving home, divorce, loss or bereavement, we work closely with the family to offer the following support:

- Working as closely with the family as possible, and, where the family is breaking up, working with both parties if at all possible
- Working with other agencies involved, such as social services, psychological services, housing department, etc
- Understanding, and alerting staff to the additional difficulties the child is likely to experience during this period
- Preparing social stories and books about the incident in a way that the child can access and remember
- Reading through their book with them at school, and well as encouraging families to do so at home
- Making different arrangements for the child at times of particular stress, for example letting them have "time out", time away from the stress of being with others, etc.
- In conjunction with the family, preparing a timetable of events so that the child can be reassured, both at home and at school, of the chronology of events

Monitoring

This policy is monitored by the Management Team through noting the experiences of individual pupils, through the quality of advice available to parents/carers on leaving Queensmill, and through on-going classroom monitoring to ensure that the above strategies are in place.

All staff views incorporated Spring term 06

Presented to Gobs curriculum committee May 16th 06

Ratified by Governors: Summer 06

Updated in Spring 07 to include transition during periods of major stress at home

Review date of newly updated policy: Governors' curriculum committee, 11th June 07

Updated: Spring 08, Summer 2012, Spring 2014

Policy reviewed – January 2016

Reviewed by *F Adu*

Date for next review – January 2017