

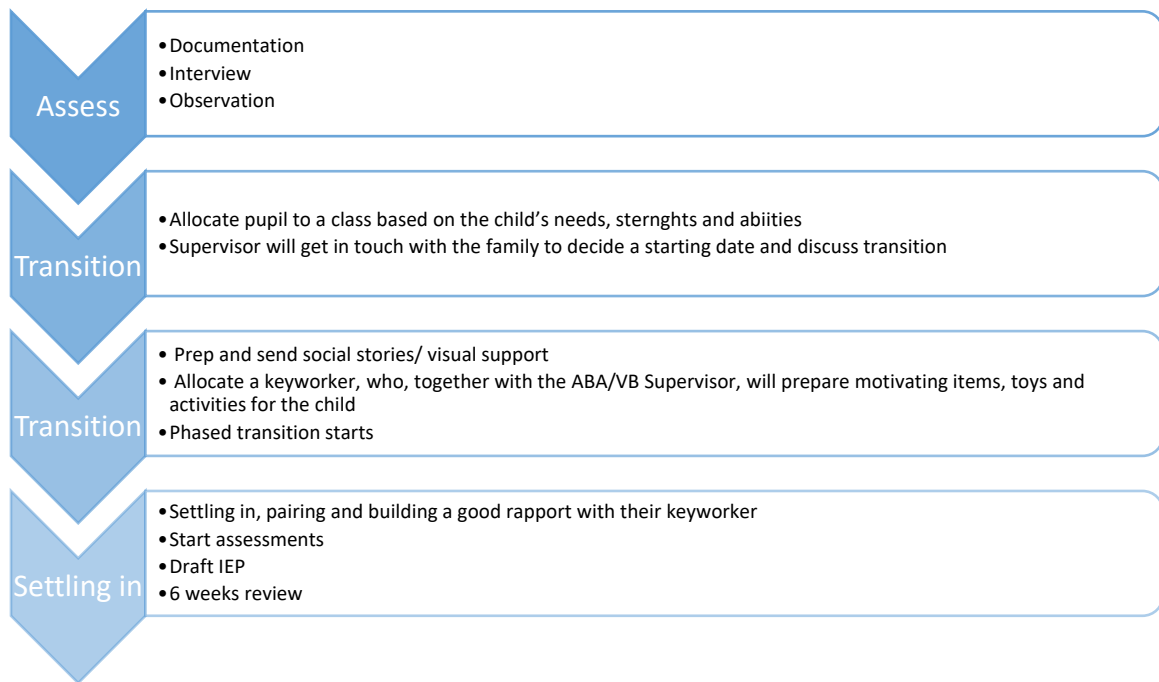


Transitions in Snowflake School

Individuals with autism spectrum disorder (ASD) frequently have difficulty with transitions, which can cause confusion and anxiety; consequently, planning for successful transitions is critical for children with autism (Stoner et al, 2007). According to Hume et al. (2014) transitions support can be implemented to help assist children in big changes to their routines. These supports increase predictability and create positive transitioning routines, increasing appropriate behaviours during transitions, decrease need of adult prompting and encourage successful participation in the new setting (Sterling-Turner and Jordan, 2007). Hume et al (2007) describe 4 steps to a successful transition support: identifying transition, selecting appropriate transition support, implementing transition support and collecting data.

At Snowflake school we use the following model to support new pupils transition into school successfully:

1. Thorough assessment process: after reading the new perspective pupil's legal documentation, our ABA/VB Supervisors will observe them in their current setting (nursery, school, home), will conduct an assessment interview with the parents/ carers and will invite and assess the child in Snowflake school
2. Once Snowflake school has been named on a child's EHCP (Education, Health, Care Plan), the ABA/VB Supervisors will allocate pupil to a class based on the child's needs, strengths and abilities. Following this, their allocated Supervisor will get in touch with the family to decide a starting date and discuss transition.
3. Transition: Usually, but based on the child's needs, transitions are preceded by social stories/ visual support (these would contain: pictures of the classroom, staff, keyworker, playground etc). Transitions will usually be phased, children would start joining half days and gradually increased to full days. However, this process is very flexible and personalised to each child's individual needs.
4. Before the child starts, they will be allocated a keyworker, who, together with the ABA/VB Supervisor, will prepare motivating items, toys and activities for the child.
5. During the first 6 weeks, once the pupils has settled in and paired/ built a good rapport with their keyworker, we will start assessing the child's levels of attainment, even though we will have already reviewed all information from a previous setting. Based on our assessments and their EHCP outcomes, we will identify and write the child's targets, their IEP (Individual Education Plan). This will be reviewed with the parents during the 6 week review meeting.



When children move from our primary site to our secondary site, a similar model will be used based once again on individual needs. Children will have the opportunity to visit the new site before moving there, look at photos and/ or videos of the building. Keyworkers of children will stay consistent to avoid adding extra changes to their routines. Pupils, depending on their abilities, will also read social stories with their tutors.

Lastly, we also thrive to support our pupils to have successful transitions post Snowflake. Some pupils will continue in educational settings, whereas others might move into the working field. During their last few years at our secondary school, in preparation to Adulthood, pupils will be exposed to numerous vocational tasters in order to establish their preferences. Indifferently to what path they choose to go on post Snowflake, our team will ensure a smooth transition by following the above mentioned steps, providing the new setting with as much relevant information as possible, expose and gradually transition the pupil to the new setting prepping them beforehand with visuals, videos and other appropriate methods.