



Prepare to adapt

Induction plans, planning, timetabling, expectations will all look different once you start working with the child. What you think works doesn't and you suddenly discover you need something you have not thought of.

Keep paperwork up to date. Track new information and any changes.

Be prepared to change!

Have the highest expectations.

Transition is the start of the journey, not the end.

The child is in your care to fulfil their expected potential, or even exceed it, not to 'get by'.

Find out about the child.

What are their interests, strengths, abilities?

What are their challenges and needs?

What has happened previously- what does work and what does not work.

Make sure you have all the evidence

Who is involved with the child-

Collect names, roles, and contact details. Invite them to meetings with plenty of warning.

If it is changing find out the new person.

Keep talking with parents. Keep them informed, ask their advice, be clear, positive and realistic

Make sure you have extra time for liaison, particularly initially, but set expectations and routines early on.

Home/school link books are useful... used properly!

Make sure parents have copies of paperwork

Make sure parents have signed things they need to- Risk Assessments, Health Care Plans, Behaviour Plans, IEPs, referrals

Plan- Staffing, Training

Staffing- you may not need extra staff but think about how and where they are deployed, particularly at the beginning at points of change. If you are choosing staff for specific roles from your current staff think about their skill base and possibly their health if there are physical elements such as Manual Handling or Positive Handling on a regular basis

Training- Communicate in Print updates are easy. Makton will need to be planned. Some training needs to be at least started if not completed before the child starts. Competencies, for example feeding or suctioning, may need to be done before the child can be in school by themselves.

Class teachers may not receive training in specific techniques but they have a class teacher's responsibility and must be aware of the provision for the children in their care.

Plan- Environment, Timetabling, Paperwork

Environment- think about Communicate in Print, Communication Friendly Environments. Think about the edges of rugs, the space between furniture, corners that are tricky to see round. Where the children for whole class teaching in relation to the light.

If you know you need quiet space in the classroom prepare it before September

Think about the hall and playground too, not just the classroom.

Timetabling- plan ahead- what time can you release staff and space. If you don't plan it won't happen.

Think about paperwork- planning for teachers and TAs but also risk assessments, care plans, behaviour plans,

Don't forget PEEPs

Use transition books if they are appropriate