

Secondary Transition Workbook



**PREPARING OUR STUDENTS WITH AUTISM
(THROUGH YEAR 4, 5 AND 6)**

NAME OF STUDENT: _____

YEAR: 4 - 5 - 6
(CIRCLE AS COMPLETED)

SOUTHWARK AUTISM SUPPORT TEAM

SOUTHWARK ASC TRANSITION WORKBOOK

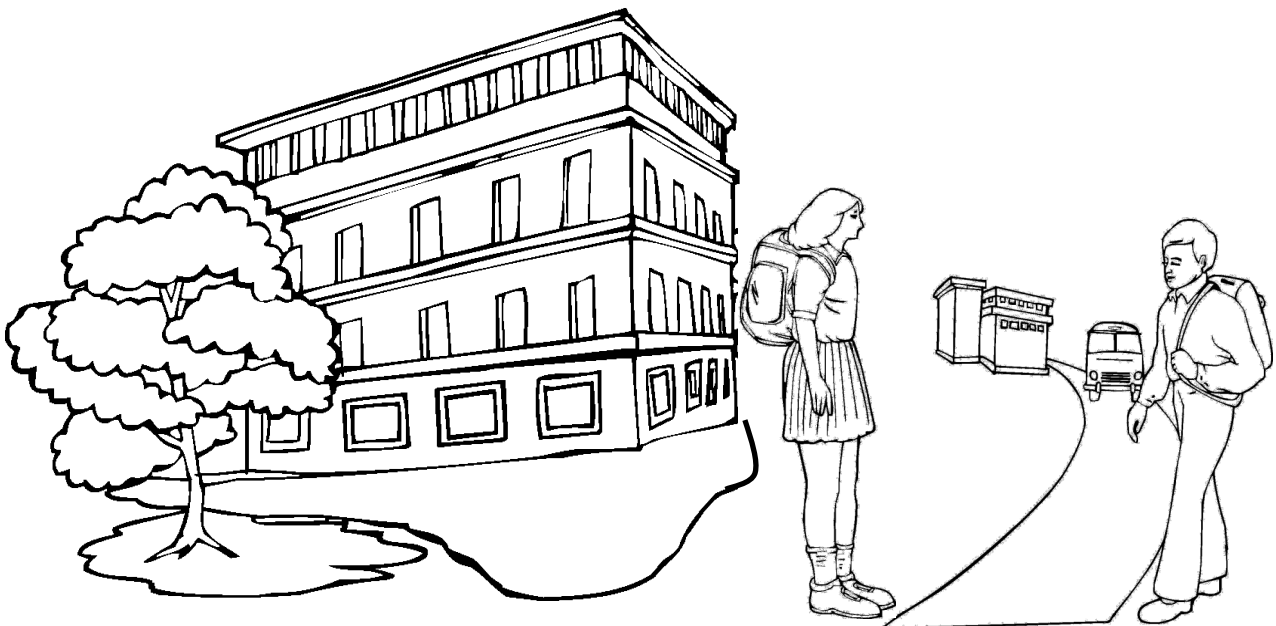
Welcome to the Southwark Autism Support Team Secondary Transition Workbook.

This guide is aimed at supporting SENCOs and Inclusion Managers through the transition process from

Year 4 – Year 7. There is also detailed information for you to share with parents/carers.

It is important to get things right as we only get one chance at making the transition from Primary to Secondary School successful.

We suggest you put this pack in a binder with dividers to form a detailed transition plan for each student with autism.



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WORKBOOK COMPLETION RECORD

Year 4

Completed by: _____

Date: ____/____/____

Year 5

Completed by: _____

Date: ____/____/____

Year 6

Completed by: _____

Date: ____/____/____

Year 7

Identified Secondary School: _____

SS Contact person: _____

Year 7 Keyworker for student: _____

Secondary Transition Timeline

YEAR 4		
Autumn	Spring	Summer
SCHOOL Discuss how to enhance experience of student in relation to secondary transition.		
YEAR 5		
Autumn	Spring	Summer
SCHOOL Forward planning meeting with SENCO of present school Outside agencies visit to monitor progress		Develop Transition plan
PARENTS Secondary placement meeting Parents to visit schools Annual Review		
YEAR 6		
Autumn	Spring	Summer
SCHOOL SENCO to organise review meeting to discuss individual students Implement programme and monitor	Prepare student for Secondary Transition Passport developed	Transition Passport sent to new school
School to request support of outside agencies if needed.		
PARENTS Complete Secondary Placement forms (October) Annual Review	Parents find out placement (February) Southwark SEN complete all Year 6 statements	Transition Review Parent Partnership meeting about Secondary transition
Maintain regular contact with your child's designated link person.		

Secondary Transition Preparation and the SEND Code of Practice

The new SEND Code sets out the basic principles on which the reforms are based:

- **Early identification of needs, and early intervention to support them.**
- **High-quality provision, assessment and planning.**
- **Achieving the best possible outcomes, through the knowledge, skills and approach of everyone working with children and young people.**
- **Inclusive practices and the progressive removal of barriers to learning and participation in mainstream education.**
- **Collaborative working between agencies (education, health and social services) to ensure children and young people receive the right support.**
- **Support for successful transition to adulthood with high expectations and aspirations for what children and young people can achieve.**

The Code emphasises that successfully identifying and meeting SEN is a whole-school responsibility.

The quality of teaching for pupils with SEN should be a core part of schools' performance management arrangements, and their approach to professional development for all teaching and support staff.

The Code also emphasises schools' duties under the Equality Act 2010 to make reasonable adjustments for individual pupils with SEND. These duties are anticipatory; they require thought to be given in advance to what pupils might require and what adjustments might be needed to prevent them being put at a substantial disadvantage.

Year 4



First Steps

Successful Secondary Transitions begin in Year 4.

You should try to:

- Identify student's strengths and needs
- Create a 'year to year' transition model for Secondary (identification of methods and needs of support can be put into practice)
- Look forward to consideration of Secondary Placement
- Solidify, maintain and generalise, where necessary, existing supports in place for the student

YEAR 4		
Autumn	Spring	Summer
SCHOOL Discuss how to enhance experience of student in relation to secondary		

MY OUTCOMES AND WHAT NEEDS TO HAPPEN TO REACH THEM

Key outcomes for _____ and how we plan to achieve them

* taken from Section E of the EHC

Keystage _____ outcome for _____

Education, Health & Care Outcomes	Desired Outcomes (what this will mean for)	How will we know if the outcome is being met

MY EDUCATION PROVISION

Provision for _____

Type of provision

* taken from Section E of the EHC

How often this will need to happen and how will it be reviewed	Who will provide the support?	Whatneeds to support him / her

YEAR 4 SKILL REVIEW: LEARNING

	Yes	No	Date Attained
1. When the teacher is talking to the whole class, I know that they are:			
a) Talking to me as well (<i>I am included in the class, as a member</i>)			
b) That this is the start of a lesson			
c) That I need to listen			
d) That I am being given information that I will use later			
e) That there is a reason why I am being told things (<i>L.O.</i>)			
2. During the teacher talk, I know that:			
a) I might not understand something			
b) If, I don't understand, I can tell teacher, and they will help			
c) To ask for help I put my hand up			
d) If the teacher asks a question of the class, I am included			
3. I know that the teacher talk ends with information that I need to do a task:			
a) I can understand 'task instructions'			
b) Translate into getting and materials and equipment needed			
c) Move independently from 'listening' to 'doing'			
4. When I start a task (writing, drawing etc), I know that this is based on what the teacher has been talking about (Task based on knowledge).			
5. To get into work (task) I can:			
a) Organise my materials			
b) Begin work independently			
c) Have a sense of the whole task (beginning, middle, end)			
d) Keep going (minimal self-distractions)			
e) Be comfortable with having a difficulty			
f) Be happy to ask for help			
6. As necessary, I know that my peers (as well as my Teacher / Support Teacher) are a resource I can:			
a) Ask for help / information			
b) Work in 'two's' or a group			
c) Watch and mimic if I am unsure			

	Yes	No	Date Attained
7. I know when I have completed what I have to do:			
a) I am happy to check back to see if I have done all I can			
b) I am happy to improve on / redo bits as necessary			
c) I am happy to let Teacher know I have finished			
d) If I can't finish on time, I am not anxious			
e) I don't mind resuming where I left off at another time			
8. I know what I learnt in this lesson will be helpful in the next lessons (joined up working)			
a) I can transfer skills (ie use math skills in science)			

YEAR 4 SKILL REVIEW: WHOLE SCHOOL FUNCTIONING

	Yes	No	Date Attained
The whole school environment:			
a) I know my way around the school			
b) I know that the school is divided into 'areas' - staff,			
c) I can work out short routes to places			
d) I am happy to interact with staff generally, not just those who 'work with me'			
e) I know there is a 'hierarchy' - Head, SENCO etc			
f) I know that adults have different functions and that it is important to how I deal with them and how they can help me			
g) I interact with a range of peers - class, year, other			

YEAR 4 SKILL REVIEW: PERSONAL DEVELOPMENT

	Yes	No	Unknown
Personal development:			
a) I can look after my belongings			
b) I mimic behaviour as a learning resource			
c) I know the difference between 'good' and 'bad' behaviour when I copy peers			
d) I know how to seek help			
e) I seek help as necessary			
f) I have general self-help skills			
g) I know and follow the class and school routines			
h) I can cope with change and the unexpected			

Note: All children get confused, don't understand, need help and clarification. Part of the skill involved in understanding a lesson revolves around having the skills to ask for and receive help in an appropriate way.

It should be remembered that most children know (instinctively) what a lesson is. Nobody does a lesson on 'What is a lesson?', however a student on the autistic spectrum may need to be taught this. The key is for them to understand: *A lesson is when a Teacher talks to you and then you do things.*

Lessons/sessions vs. 1 room/1 teacher should be recognised as the new norm.

Task Checklist

☐☐☐☐☐☐☐

MULTI-STEPS TO INDEPENDENCE

Student: _____ Target Skill: _____

Beginning Prompt Level: _____

Describe each step, in order, for the behaviour. Then, for each date on which the behaviour is practiced, record the level of independence for each step of the behaviour. Use the following symbols for your records:

I	Independent, Correct (ideal)	V	Verbally Prompted (better)
M	Modeled, Gesture (transitional))	P	Physically Prompted (intrusive)

Step	Description of Step	Date:	Date:	Date:	Date:	Date:
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Year 5



Establishing Supports

Year 5 is the critical year for Secondary Transition preparedness.

You should try to:

- Prepare parents for Secondary Placement decisions
- Focus on creating opportunities for greater independence
- Focus on expanding opportunities for positive peer interaction
- Continue to establish successful routines and supports which can be carried on in Year 6
- Relate curriculum differentiation to Secondary model

YEAR 5		
Autumn	Spring	Summer
SCHOOL Forward planning meeting with SEN-CO of present school Outside agencies visit to monitor progress		Develop Transition plan
PARENTS Secondary placement meeting Parents to visit schools Annual Review		

MY OUTCOMES AND WHAT NEEDS TO HAPPEN TO REACH THEM

Key outcomes for _____ and how we plan to achieve them

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Keystage _____ outcome for _____

Education, Health & Care Outcomes	Desired Outcomes (what this will mean for)	How will we know if the outcome is being met

MY EDUCATION PROVISION

Provision for _____

Type of provision

* taken from Section E of the EHC

How often this will need to happen and how will it be reviewed	Who will provide the support?	Whatneeds to support him / her

YEAR 5 SKILLS REVIEW
A. Self Help Skills

Pupils should be encouraged to

Target Behaviour	In place	To be put in place	Date for Review
Be self-sufficient and self -organised in school -			
Plan to bring equipment for a range of different lessons- e.g. PE, IT etc			
Use their own initiative and use problem solving strategies			
Follow written instructions			
Work independently			
Recognise when they don't understand something			
Be able to ask for help in an appropriate way			

B. Key Skills

Pupils need to have experience of

Target Behaviour	In place	To be put in place	Date for Review
Whole class teaching, with students taking notes of important points without prompting			
Identifying key points which need to be recorded			
Taking notes from text books			
Developing research and study skills – reading for meaning, summarising, answering questions from a text, interpreting information and putting it into their own words.			
Reading and following instructions on their own			
Using dictionaries, calculators, computers			

Target Behaviour	In place	To be put in place	Date for Review
Recording homework tasks accurately			
Getting on with work with less teacher input and monitoring. Being able to initiate, and complete work. Use of Visual Supports: timetables, schedules, checklists etc.			
Being responsible for their own books/equipment between lessons			
Exposure to different styles of teaching & teacher expectations re. Behaviour, interaction etc. Delivery of instruction from more varied teachers and support staff.			

C. Having a sense of urgency

Pupils need to have experience of

Target Behaviour	In place	To be put in place	Date for Review
Developing a sense of time and time planning - without adult prompting. I.e. knowing how long it takes to get from one place to another... setting off in enough time.			
Moving promptly between lessons and from break/lunch to lessons			
Arriving promptly at all sessions			
Getting changed quickly – for P.E. etc			
Moving round school on their own – taking messages, working in other classrooms, getting books from the library, etc and in returning to			
Finishing a piece of work in one session, clearing up and getting ready for the next session very quickly			

D. Working to a Timetable

Pupils need to have experience of

Target Behaviour	In place	To be put in place	Date for Review
Interpreting a Timetable			
Following a weekly timetable			
Using a Day Book, Journal or Diary – knowing what information should be recorded and where. Understanding the value of the information contained in the book.			
Working on time limited activities			
Getting things handed in on time – with minimal reminders			
Doing some activities quickly			
Recognising which activities need to be done quickly – e.g. copying down instructions, homework, collecting worksheets etc.			
Being taught by more than one teacher in a day.			

E. Maintaining consistent standards of presentation

Pupils should be expected to

Target Behaviour	In place	To be put in place	Date for Review
Present all work to an acceptable standard on their first attempt			
Use margins, underlining, rulers & to write dates and titles			
Write neatly & quickly in ink, first time. With short lessons, there is less time for drafting in many schools			

AUTISM SOCIAL SKILLS PROFILE

Today's Date: _____
Day/ Mo./ Year

Student Name: _____
First Middle Last

Birthday: _____ Sex: F / M Age: _____
Day/ Mo./ Year

Relationship to assessor: Teacher /LSA/SENCO Parent/Carer
Other _____

The following phrases describe skills or behaviors that the individual might exhibit during social interactions or in social situations. Please rate HOW OFTEN the individual exhibits each skill or behavior independently, without assistance from others (i.e., without reminders, cueing and/or prompting). You should base your judgment on your behavior over the last 3 months.

Please use the following guidelines to rate your behavior:

Circle **N** if the individual **never** or **almost never** exhibit the skill or behaviour.

Circle **S** if the individual **sometimes** or **occasionally** exhibit the skill or behaviour.

Circle **O** if the individual **often** or **typically** exhibit the skill or behavior.

Circle **V** if the individual **very often** or **always** exhibit the skill or behavior.

Please do not skip any items. If you are unsure of an item, please provide your best estimate. You may use the "Brief Description" section to provide additional information on the particular skill or behavior. For instance, if the individual exhibits a particular skill or behavior more frequently when cueing or prompting is provided, or when interacting with adults rather than peers, please make a note of this in the "Brief Description" section.

Adapted from The Development of the Autism Social Skills Profile
Scott Bellini

AUTISM SOCIAL SKILLS PROFILE

Never	Sometimes	Often	Very Often
N	S	O	V

Skill Area	How Often				Brief Description
Invites peers to join him/her in activities	N 1	S 2	O 3	V 4	
Joins in activities with peers	N 1	S 2	O 3	V 4	
Takes turns during games and activities	N 1	S 2	O 3	V 4	
Maintains personal hygiene	N 1	S 2	O 3	V 4	
Interacts with peers during unstructured activities	N 1	S 2	O 3	V 4	
Interacts with peers during structured activities	N 1	S 2	O 3	V 4	
Asks questions to request information about a person	N 1	S 2	O 3	V 4	
Asks questions to request information on a topic	N 1	S 2	O 3	V 4	
Engages in one-on-one social interactions with peers	N 1	S 2	O 3	V 4	
Interacts with groups of peers	N 1	S 2	O 3	V 4	
Maintains the "give-and-take" of conversations	N 1	S 2	O 3	V 4	
Express sympathy for others	N 1	S 2	O 3	V 4	
Talks about or acknowledges the interests of others	N 1	S 2	O 3	V 4	

AUTISM SOCIAL SKILLS PROFILE

Never	Sometimes	Often	Very Often
N	S	O	V

Skill Area	How Often				Brief Description
Recognizes the facial expression of others	N 1	S 2	O 3	V 4	
Recognizes the nonverbal cues, or "body language of others	N 1	S 2	O 3	V 4	
Requests assistance from others	N 1	S 2	O 3	V 4	
Understands the joke or humor of others	N 1	S 2	O 3	V 4	
Maintains eye contact during conversations	N 1	S 2	O 3	V 4	
Maintains an appropriate distance when interacting with peers	N 1	S 2	O 3	V 4	
Speaks with an appropriate volume in conversations	N 1	S 2	O 3	V 4	
Considers multiple viewpoints	N 1	S 2	O 3	V 4	
Offers assistance to others	N 1	S 2	O 3	V 4	
Verbally expressed how he/she is feeling	N 1	S 2	O 3	V 4	
Responds to greetings of others	N 1	S 2	O 3	V 4	
Joins in a conversation with two or more people without interrupting	N 1	S 2	O 3	V 4	
Initiates greetings with others	N 1	S 2	O 3	V 4	

AUTISM SOCIAL SKILLS PROFILE

Never	Sometimes	Often	Very Often
N	S	O	V

Skill Area	How Often				Brief Description
Provides compliments to others	N 1	S 2	O 3	V 4	
Introduces self to others	N 1	S 2	O 3	V 4	
Politely/asks others to move out of his/her way	N 1	S 2	O 3	V 4	
Acknowledges the compliments directed at him/her by others	N 1	S 2	O 3	V 4	
Allows peers to join him/her in activities	N 1	S 2	O 3	V 4	
Responds to the invitations of peers to join them in activities	N 1	S 2	O 3	V 4	
Allows others to assist him/her with tasks	N 1	S 2	O 3	V 4	
Responds to questions directed at him/her by others	N 1	S 2	O 3	V 4	
Experiences positive peer interactions	N 1	S 2	O 3	V 4	
Compromises during disagreements with others	N 1	S 2	O 3	V 4	
Responds slowly in conversations	N 1	S 2	O 3	V 4	
Changes the topic of conversation to fit self-interests	N 1	S 2	O 3	V 4	
Misinterprets the intentions of others	N 1	S 2	O 3	V 4	

AUTISM SOCIAL SKILLS PROFILE

Never	Sometimes	Often	Very Often
N	S	O	V

Skill Area	How Often				Brief Description
Makes inappropriate comments	N 1	S 2	O 3	V 4	
Engages in solitary interests and hobbies	N 1	S 2	O 3	V 4	
Ends conversations abruptly	N 1	S 2	O 3	V 4	
Fails to read cues to terminate conversations	N 1	S 2	O 3	V 4	
Exhibits fear or anxiety regarding social interactions	N 1	S 2	O 3	V 4	
Experiences negative peer interactions	N 1	S 2	O 3	V 4	
Engages in socially inappropriate behaviors	N 1	S 2	O 3	V 4	
Exhibits poor timing with his/her social initiations	N 1	S 2	O 3	V 4	
Is manipulated by peers	N 1	S 2	O 3	V 4	
Engages in solitary activities in the presence of peers	N 1	S 2	O 3	V 4	

Peer Mediated Instruction and Intervention (PMII)

- Students taught roles
- Students instruct
- Teachers monitor/facilitate
- Academic and social goals

Cooperative Learning: Students grouped by teacher
 Students share knowledge in group

Team Cooperative Learning	Group and Re-group
<ul style="list-style-type: none"> • Students remain in the same learning group for entire lesson • Student-Teams Achievement Divisions <p>⇒ Cooperative Integrative Reading and Comprehension</p> <p>⇒ Teams, Games, Tournaments</p>	<ul style="list-style-type: none"> • Students are in a specific group for only part of the time • Group configuration is altered for the remainder of the lesson <p>⇒ Jigsaw</p> <p>⇒ Team Assisted Individualisation</p> <p>⇒ Simple Structures; Numbered heads together; Co-op Co-op</p>

PMII Dyads: Students paired by teacher
 Students play tutor and/or tutee role

Reverse Role	Class-Wide Peer Tutoring	Cross-Age Tutoring
<ul style="list-style-type: none"> • Older students with disabilities instruct younger students with no disabilities • Older student's goal: learn tutoring behaviours • Younger student's goal: learn skills • Both students benefit from interpersonal interaction 	<ul style="list-style-type: none"> • Teams of dyads within the classroom environment • Highly structured teaching procedures • Daily point earning/public posting of points • Direct practice of academic skills 	<ul style="list-style-type: none"> • Older students with disabilities instruct younger, similarly disabled students • Older student's goal: learn tutoring behaviours • Younger student's goal: learn academic skills • Both students benefit from one-on-one interpersonal interaction

The following questions can be used as a guideline when visiting schools.

Visiting Mainstream Schools

Possible questions organised by specific criteria:

Environment:

How many children are in each class?

Are there distraction free work areas?

Are there lunchtime clubs / homework clubs / after-school clubs?

How does the school deal with bullying?

Curriculum:

How long are the lessons and are support materials provided?

What arrangements are made for school exams, tests and GCSE's?

Can the school meet the needs of your child?

Support:

What additional support is offered in class and by whom? S

If there is an assistant to help my child what arrangements will be put in place if the LSA is not in school (sick, on a course)?

How much support does the school get from other professions? e.g.: *speech therapist, educational psychologist, school doctor*

How are activities adapted for those children who may have difficulties with concentration or writing for long periods of time?

What training have the staff had in relation to autism?

Is there a buddy system or peer support where an older child helps a younger child within the school?

Communication:

Are all staff briefed on potential triggers for outbursts by children with ASC?

Are there quiet areas to go if children become stressed or anxious?

Will there be a key staff member available for the student if there are any problems?

How does the school communicate with parents?

Questions to reflect on after the visit?

How might your child cope with the unstructured aspects of the environment? e.g. *corridors, break, lunch*

How might your child respond to the size of the school?
e.g. *physical environment, number of students*

PARENT QUESTIONS FOR PROSPECTIVE SCHOOLS

It is important to ask the questions, but make sure you also evaluate the answers. Compare what you see to the answers. Imagine your child in the environment and ask yourself how will they feel in this environment, how will they cope.

Name of School:	Date visited:
Questions	Responses / Thoughts
1:	
2:	
3:	
4:	
5:	
Reflection after the visit: (Who did you meet? What did you like? Any concerns?)	

Make multiple copies to share with parents

Year 6


Final Preparations

Preparation for Secondary School environment while current levels of support are available.

You should try to:

- Continuation of routines, supports
- Transition Passport developed (appendix)
- Looking forward to specific expectations/realities of identified Secondary Placement
- Preparing for impending transition:
 - Student
 - Parents
 - Receiving Secondary School



YEAR 6		
Autumn	Spring	Summer
SCHOOL SENCO to organise review meeting to discuss individual students Implement programme and monitor	Prepare student for Secondary Transition Passport developed	Transition Passport sent to new school
School to request support of outside agencies if needed.		
PARENTS Complete Secondary Placement forms (October) Annual Review	Parents find out placement (February) Southwark SEN complete all Year 6 statements	Transition Review Parent Partnership meeting about Secondary transition
Maintain regular contact with your child's designated link person.		

EHC: SECTIONS E AND F EXPLAINED

My Education, Health and Care Plan

Section E – My outcomes and what needs to happen to reach them

Section E shows the outcomes that we have agreed. It sets out the support and resources that will be available to help me.

We will agree how to review my outcomes; this is to make sure that the things agreed are really happening.

Section F – My Education Provision

Section F sets out the education provision that will be available to help me.

MY OUTCOMES AND WHAT NEEDS TO HAPPEN TO REACH THEM

Key outcomes for _____ and how we plan to achieve them

* taken from Section E of the EHC

Keystage _____ outcome for _____

Education, Health & Care Outcomes	Desired Outcomes (what this will mean for)	How will we know if the outcome is being met

MY EDUCATION PROVISION

Provision for _____

Type of provision

* taken from Section F of the EHC

How often this will need to happen and how will it be reviewed	Who will provide the support?	Whatneeds to support him / her

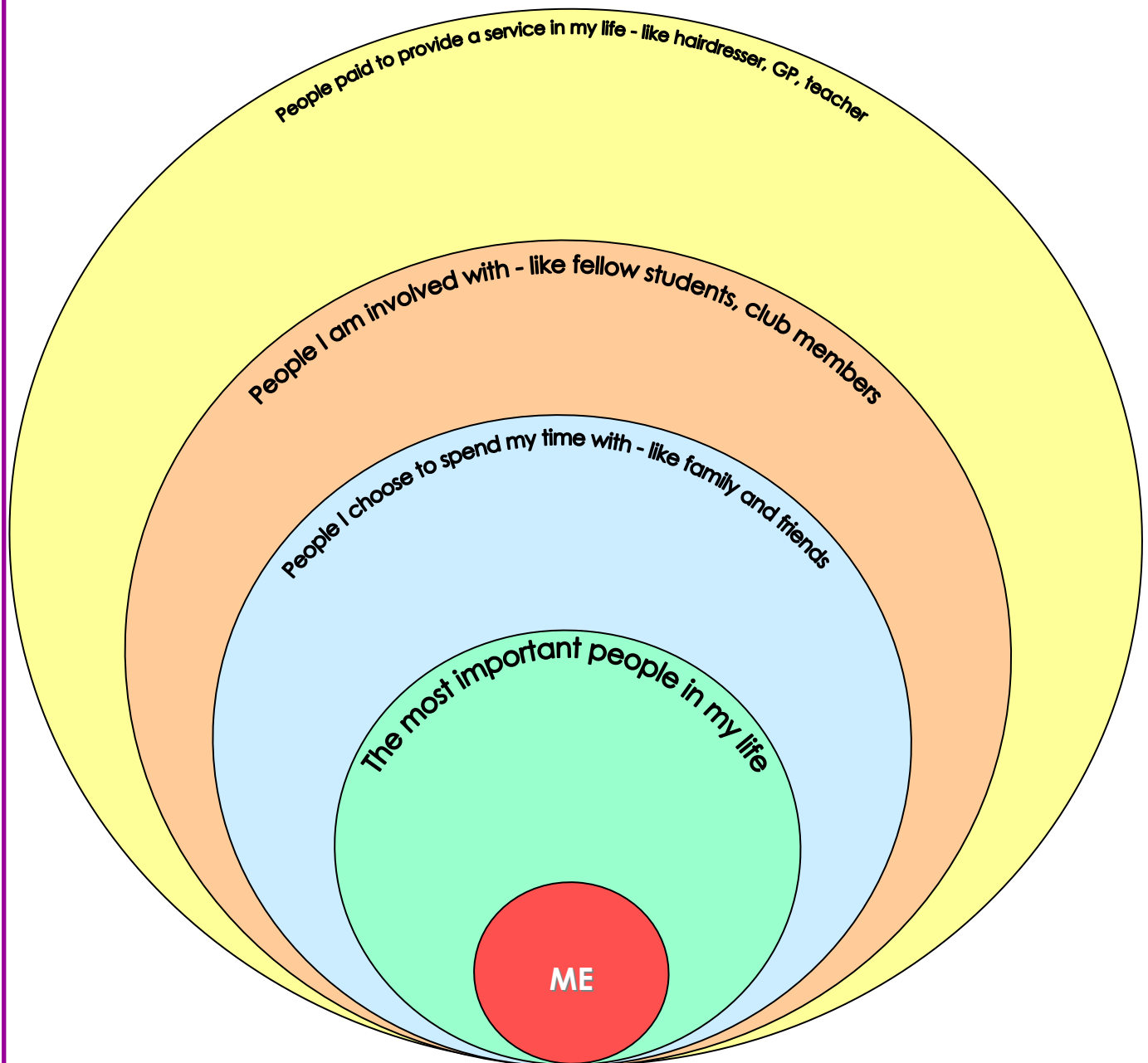
YEAR 6 TO YEAR 7 STUDENT TRANSITION CHALLENGES

Typical Year 6 experience	Typical Year 7 experience	Preparation?
1. Small school – average size 300+ students usually on one site	Large school – average secondary school is approximately 650+, often on a much larger, or even split site	
2. School within walking distance	Longer journey – probably using public transport	
3. Regular breaks; early lunch; easy access to toilets	Longer mornings; more difficult access to toilets	
4. Regular pattern to each day. Core subjects usually covered in morning session	Longer days; core subjects spread throughout the week. May have extended days, or fortnightly timetable	
5. Often one class teacher, and one class group in the same room each / all day	Contact with 10-15 teachers per week; groups may change each period; rooms may change each period.	
6. Topic approach / integrated curriculum and subject specific teaching	Subject specific teaching.	
7. More flexible timetable; more time to complete tasks	Complex timetable; fixed lesson times; need to complete work in a limited amount of time	
8. Class based in one room; most equipment and books available in the same room	Students need to plan what they need for each day in advance. Need to take books with them and move room to room – each resourced for a specific subject	
9. Flexible grouping arrangements - of both students and furniture	More formal classroom organisation	
10. Collaborative and group working	More individual working	

Typical Year 6 experience	Typical Year 7 experience	Preparation?
11. Limited range of exercise & text books	Wide range of exercise & text books	
12. Work drafted and worked up into 'best'	Work mainly in ink – neat, best work often to be produced immediately. ICT skills.	
13. Key information written on board for copying / worksheets which 'chunk' information into smaller sections used. Variety of teaching styles used.	Information presented verbally; less repetition of key information. Greater reliance on textbooks and reading as a means of students gaining information	
14. Teacher able to check and monitor individual progress	Subject Lessons allow less time for monitoring individuals – especially across the whole curriculum	
15. Little regular (written) homework. Hand in next day	Homework from 2+ subjects per night. Need to be organised to plan for its completion by the	
16. No use of a journal or day book	Use of journal or book to record key information, homework, important timetable changes etc on a daily basis. Ability to record information accurately vital.	
17. Carer contact with school more frequent / personal	Carer contact often less frequent / more formal	
18. No 'detention' at the end of the school day	Detention can be given for the same day	
19. Year 6 student – most senior and 'responsible' member of the school, member of an established social / friendship group	Year 7 – most junior 'inexperienced' member of the school. May not have friends at the school or in their class / tutor group.	
20. In/formal tests	Testing (written & verbal) more frequent and preparation time may be short	

My Circle of Support

In the circles below, write out the names of people in your life. By writing down the people in your life, you will have a better idea of who might be part of your own Circle of Support.



Secondary Transition Passport

_____ 's Personal Passport

Strengths

•

Student Photo

Weaknesses

•

Diagnosis

•

Learning Style

•

Seating Arrangement

•

Sensory Information

•

Behaviour Information

•

Additional Information

(use next page)

Secondary Transition Passport

continued

Additional Information

secondary School Questionnaire

Name:

1. What do you think it will be like at your new school?

.....

.....

.....

2. What things would you like to find out about your new school?

.....

.....

.....

3. List 3 things you are looking forward to:

- 1)
- 2)
- 3)

4. List 3 things you might need help with:

- 1)
- 2)
- 3)

"My New School!"

Insert a picture of your new school here

The name of my new school is:

The address is:

.....

.....

The name of the Headteacher is:

The phone number is:

School starts at and finishes at

I will travel by car / bus / walking / bike / train *circle the right one*

My uniform is:

.....

pen Portrait

Student: _____

Diagnosis:

Interests and motivators:

Communication:

Social interaction:

Medical:

Sensory:

Access to the curriculum/Inflexible thinking/Imagination:

Homework/Assignments/Assessments:

Additional comments and information:

