



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'. How will you do that?

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. Set expectations and routines early on.
- Home/school link books can be useful if not using electronic communication e.g. class dojo
- Make sure parents have copies of paperwork
- Make sure parents have signed things they need to- Risk Assessments, Health Care Plans, Positive Behaviour Plans, IEPs, referrals

Plan- Environment, Timetabling, Paperwork

- Environment- think about Symbols, Communication Friendly Environments. Think about the edges of rugs, the space between furniture for moving around, corners that are tricky to see round. Where are the children for whole class teaching e.g. in relation to the light- can they see you, or just glare from a window.
- 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 for intervention. 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
- KEEP DOING WHAT WORKS IN THE PREVIOUS SETTING

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- Symbol 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.
- KEEP DOING WHAT WORKS IN THE PREVIOUS SETTING