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Transitions: new year or new setting

There are extra considerations for a learner who has Usher syndrome during transitions. This list gives suggestions which can help towards positive transitions.

"There were lots of small things which made the transition much easier, such as making sure the FM system worked with all the tech. in the school before they started term. Getting these sorted in advance meant the school was ready, and our child felt ready too."

Parents of 11 year old starting secondary school

Strategies

- [ ] To enable transfer of information between teachers, it is vital that the pupil profile is kept up to date, and all key staff receive training on the learner's needs and strategies at start of new school term (or during school year if roles change).
- [ ] In summer term, teaching staff and support staff should hold a meeting with the learner and their family to identify what is working well, any changes needed in next academic year, updates to training, peer awareness etc. This should include a winter-plan, to ensure CYP is safe and able to access academic and social opportunities in dim/dark conditions, which could include;
- [ ] • Ensuring CYP and parents have access to emergency contact number / process to follow for school if CYP leaves school once dark and parents delayed in collection.
- [ ] • Plans to ensure extra-curricular activities are accessible (e.g. using high contrast balls and checking floodlights are fully working if using outdoor surfaces for sports).
- [ ] Before starting in a new setting, bespoke staff training about the needs of the learner must be given to staff.
- [ ] Plan well ahead of transitions to new settings #1: Review meetings in Year 5 and Year 10 should involve all professionals working with the child (e.g. education, health, social care) and a transition plan should be made at these reviews.
- [ ] Plan well ahead of transitions to new settings #2: Ideally visit new settings at least 1 year before needing to make a decision on choice of school (especially when deciding on post-16+ options, as the year prior to transition – year 11 – is a very busy year).
- [ ] Request a Deafblind Guidance assessment to be completed ahead of key transitions (e.g. year 5, year 10) to assess the full range of needs, including social and emotional considerations.
- [ ] Make sure there are opportunities for the CYP to visit all possible school settings before a decision is made.
- [ ] Post-16: if moving to a college environment, speak to the disability team and see what they can offer in the way of pastoral care such as help with commuting to and from college.
- [ ] VI and HI environmental audits of new setting to be carried out to prescribe adaptations.
- [ ] Training to be given to CYP for travel to school - begin early with travel and mobility skills, plus organisation skills necessary for next school setting.
- [ ] Use the transition period to establish relationships with key staff, and establish communication so that both the school and parents feel able to raise any issues early
- [ ] Copy of timetable and map showing layout to be shared with CYP before start of term to enable CYP to familiarise themselves with logistics. On-site familiarisation to be offered.

Key: CYP = Child or young person