**TRANSITIONS**

**A checklist of strategies to use for pupils**

**with Autism at stages of transition in secondary school**

**Introduction**

Transition is just another word for change. Those of us who work with people with autism know that change is particularly stressful and therefore we take this into account when planning appropriate support for them. However, although we may be aware of the major changes that arise in school, (the ones that we usually refer to as transitions), it is important to remember that even minor changes may be extremely stressful too. Depending on the needs of an individual, any change should be viewed as something that needs to be prepared and planned for in advance if possible, no matter how small or inconsequential it may seem.

This guide can be used by any teacher who has responsibility for supporting pupils on the autistic spectrum. It lists examples of many transitions faced in school and provides a checklist of strategies for each transition so that appropriate help and support can be offered as part of an individual programme or record of the pupil’s needs.

The checklists can be used to inform/record information in the Child Plan or other relevant documentation.

It can also serve as a quick memory jogger to ensure all areas of support are covered for each transition.

Individuals with autism are all very different, so the amount of support required for each transition will vary from pupil to pupil, eg one pupil may need only two boxes ticked for ‘Exam Transitions’ but may need more than ten boxes ticked for ‘Option Choices’.

**Establishing routines between home and school**

Encouraging the use of checklists will establish a daily routine between home and school and create more independence for the student. The following points are suggestions only. This transition should be discussed with parents in order to make the tasks and the language appropriate.

[ ]  Negotiate and plan personal checklist with child’s parents/appropriate adult.

**Bedtime**

[ ]  Make up a packed lunch for tomorrow and keep it in the fridge.

[ ]  Brush Teeth.

[ ]  Wash hands and face.

[ ]  Put dirty clothes into washing basket (underwear, socks)

[ ]  Hang up clothes that are still clean (trousers, skirt, jacket).

[ ]  Get clean underwear and clothes for tomorrow.

[ ]  Hang them carefully over a chair so that they do not crease.

[ ]  Put a glass of water on the bedside table.

[ ]  Turn off electronic devices in your bedroom, eg computer, tv, phone etc

[ ]  Check the diary/timetable to see what is planned for tomorrow.

[ ]  Place any equipment or books that are needed into school bag.

[ ]  Set the alarm clock to the time you should wake in the morning.

[ ]  Listen to a relaxation CD.

[ ]  Turn off light by …………. (write time here)

**Morning**

[ ]  Have a shower or bath.

[ ]  Wash hair on these days ………………………………………………………………. .

[ ]  Put on deodorant.

[ ]  Put on the clean underwear and clothes.

[ ]  Have breakfast.

[ ]  Wash and dry the dirty plates, bowls and mugs. Put them away.

[ ]  Check the diary/timetable to see what is planned for today.

[ ]  Take the packed lunch out of the fridge and put it in the school bag.

[ ]  Take money, mobile phone and keys.

[ ]  Close the door and lock it.

**General**

[ ]  Place a small wipe/whiteboard on the fridge etc to display weekly timetable of home and school events.

[ ]  Display schedules, events, birthdays etc for other family members (a ‘family calendar’).

**If resources allow, it is desirable to provide ASD pupils a place that can be exclusively theirs. If this is not possible it will be important to earmark an area within a room that can be screened off from the main area.**

**The ASD Room**

[ ]  Arrange the room to suit the needs of the current pupils. Review this annually to accommodate new pupils and possible changes of group dynamics. Warn pupils in advance of any changes of furniture and the reasons for the changes.

[ ]  Display clearly the names and photographs of all the Additional Support Needs Team.

[ ]  Ensure that the room is supervised at break and lunchtime and for set periods of time before and after school.

[ ]  Display the staff supervision rota so that pupils will know who to expect on duty each day. If there is a change, inform the pupils personally.

[ ]  If the room is used by other pupils on a regular basis, display a timetable showing the names of these pupils in the appropriate periods when they will be present.

[ ]  Display all information on one or two walls only in order to minimise distraction when working.

[ ]  Keep at least one wall bare and place work areas facing this wall.

[ ]  Use screens/dividers to create separate and distinct areas.

[ ]  Keep the room as uncluttered as possible.

[ ]  Organise the room so that equipment is easily accessed and remains in the same place, eg sellotape, hole-punch, scissors etc.

[ ]  Label the room for ease of use.

[ ]  Provide each pupil with two trays: one for work, one for personal belongings. Ensure that these are not touched by other pupils. Alternatively, provide a locker.

 Provide at least one computer for pupil use. It may be a good idea to have a computer exclusively for staff use.

[ ]  Display rules for appropriate computer use.

[ ]  Implement and display a ‘booking sheet’ if computer access is limited.

[ ]  Consider whether the use of traditional typing chairs may prove too distracting. Draw up rules as to their use.

[ ]  If pupils eat lunch in the room, use a table cloth across one of the tables to encourage ‘social’ eating together.

[ ]  Provide a private corner for any pupil who prefers to eat alone.

[ ]  Set a specific time for eating lunch within the set lunch hour. After this time pupils should clear away all food etc themselves, and the room made ready for the afternoon session. Make this part of the daily routine.

[ ]  Encourage good social habits and ownership of the room by encouraging pupils to clear away their food, wipe the table after lunch, putting away any equipment, taking turns to water plants etc.

[ ]  Provide a variety of board and card games for use during recreation times.

[ ]  Ensure that any PSAs on duty are aware of needs of pupils who use the room.

[ ]  A TV/DVD can be used to establish routines such as watching the mid-day news. This can then be used as potential conversation points during the lunch hour.

[ ]  Arrange for the pupil to check in with a Key Person before school starts each morning in order to check what equipment or books are needed for the day.

[ ]  Create a permanent space for daily messages for all pupils and make sure that they check these every day. Display the school bulletin on here if there is one. Remove out-of-date information immediately.

[ ]  If there is space, divide one of the walls of the room into large squares for the number of ASD pupils that you have. Put the name of each pupil in each separate square. Place a copy of his/her timetable in the square. Also pin reminders, such as homework tasks etc into the square. Encourage the pupil to look at this every day but make sure that the notices do not become wallpaper. Remove any as soon as they become out-of-date.

**The Yearly Calendar**

[ ]  Before the start of the new academic year, buy or make a very large YEARLY calendar and choose a place on a wall where it can be seen and accessed easily.

[ ]  Write into the appropriate spaces beside the dates all the whole school activities that will affect the pupils, eg

* Visit from the school photographer.
* School holiday dates.
* Prelim dates.
* External exam dates.
* Sports’ day.
* Trips – day or residential.
* Birthdays (if appropriate)
* Careers’ interviews.
* Annual review meetings.
* Parents’ evening.
* Important deadlines.

[ ]  Write in activities or events that are personal to an individual pupil. For example school doctor, interview with Guidance Teacher.

[ ]  If you have a number of pupils you could choose to identify each one on the calendar by a different coloured dot – or the pupils could choose very small logos for themselves. Place a ‘key’ at the side of the calendar to help pupils identify themselves.

[ ]  Place these dots or logos onto the appropriate square of the calendar to allow pupils to see when events are relevant to them. It is also a good visual reminder for staff to start planning for these events in advance.

[ ]  Transfer all appropriate information onto EI.

[ ]  Help pupils transfer appropriate information to their own personal reminders, eg Ipads, mobile phones.

[ ]  As part of the morning routine, highlight any relevant events for that day and also for the rest of the week.

**Communication**

[ ]  Discuss with each subject teacher and other Support staff the most appropriate types of support for each pupil:

* Should Support keep a distance and help everyone in the room?
* Should Support be beside the pupil at all times?
* Discuss how the subject teacher can build a relationship with the pupil rather than hand over all responsibility to the Support person.
* What arrangements are in place if the Support is absent?

[ ]  Discuss with the pupil the types of support he feels most comfortable with.

[ ]  Decide with the pupil the type of support to be put in place and ensure this is carried out.

[ ]  Inform the pupil if the type of support needs to be reviewed/changed in advance.

[ ]  Make a daily check to see if any of the subject teachers are absent. Inform the appropriate pupils.

[ ]  Make sure that Supply Teachers Student Teachers, visiting speakers, are aware of the pupils’ needs in advance.

[ ]  Provide an INSET session for any new staff each year (or as they join the school).

[ ]  Would the pupil benefit from a ‘Time Out’ card that can be shown in an emergency if he becomes stressed? If so, make sure the pupil knows how to use this before it is needed.

[ ]  Ensure that the pupil knows the ‘Time Out’ procedure is for ‘emergency’ situations only and not as a get out of class if the lesson is boring.

[ ]  Develop a ‘Time Out’ card individual to the student’s needs. Where to do? For how long? Etc.

[ ]  In emergency situations, allow the pupil to a place of safety but do not make it too comfortable. If he goes back to Base do not ‘reward’ by playing on computers or other activities he enjoys. Use the time as a brief stop-gap to help relieve stress rather than provide entertainment.

[ ]  Display copies of all Support staff timetables on the wall so that the Key Person for an individual pupil can be contact quickly if there is an emergency.

[ ]  Record all incidents of ‘Time Out’ to see if there is a pattern emerging. (E1) (follow the school protocol of recording.)

[ ]  If the school has a tannoy system for giving messages, ensure that the pupil is given any relevant messages personally.

**From class to class**

[ ]  Will the pupil need to carry a map of the school each day?

[ ]  Ensure that the pupil knows where to find the appropriate toilets from anywhere in the school building.

[ ]  Does the pupil need to leave class a few minutes early? Inform teachers.

 All classes?

 Before break?

 Before lunch?

 At the end of the day?

[ ]  Will the pupil need to be escorted between classes?

[ ]  Will the pupil need a ‘help card’ that he could show to unfamiliar teachers or prefects if a problem arises on the way to the next class?

[ ]  Will the pupil benefit from doing ‘dummy runs’ of the class changes when he is given a new timetable?

[ ]  Will the pupil need to be shown the layout of the subject classrooms in advance and visual plans made?

[ ]  Will the pupil need a desk to himself in all classes?

[ ]  Will the pupil need a clear indication of how much work he is to finish during each lesson? Subject teachers should add a time limit to all tasks/activities given.

[ ]  Will the pupil benefit from a seating plan of all pupil names in each class?

[ ]  Will the pupil need a ‘coded’ message or a ‘Time Out’ card to ask the teacher for permission to leave the room if stress becomes too great, For example, asking to go to the toilet. Ensure that the pupil knows the protocol for this and is confident about its use.

[ ]  Will the pupil need a visual checklist to help organise equipment?

 Homework diary

 Pencil case

 Jotter

 Text books

 Folders

 Will this checklist need to be modified for each subject?

 Does the checklist need to be laminated?

[ ]  Ask subject teachers to display homework boards near the door of their room with the task set for the whole class. Make sure the pupil copies down the task or ensure that it has been recorded for him.

**Moving to the next year group**

**All year Groups**

[ ]  Obtain a copy of the new timetable as soon as possible. Ask the timetable to keep you informed of any changes that have been made after the draft timetable has been printed.

[ ]  Identify any new teachers and classrooms that are new to the pupil.

[ ]  Arrange to speak to these teachers to discuss the individual needs of the pupil in advance of their first meeting.

[ ]  Arrange for the pupil to meet any new teachers in the classrooms where they will be teaching.

[ ]  Make sure that the pupil takes his ‘Personal Passport’ booklet or other appropriate material to the first meeting so that there is something on which to focus and talk about.

[ ]  Discuss with the pupil where he would like to set in the new class. Note any obvious distractions that may occur there, eg

 Next to the door? Dripping taps? Facing a window? Facing the class computers?

[ ]  If the tables are arranged in groups, would the pupil benefit from a desk by himself?

[ ]  Will he need a ‘workstation’ in each classroom? Give thought as to the type of workstation. It may be enough just to be screened by tall plants!

[ ]  Consider where to place the workstation.

[ ]  Make a note of where all materials are kept (paper, folders etc) and make a plan of each classroom for the pupil.

\* \* \*

[ ]  Will assembly take place on a different day this year?

[ ]  Will the curriculum remain the same? For example, dropping any subject, withdraw from assembly etc.

[ ]  Are there any different changes of routine specific to this year group? If so, enter them on the yearly Calendar.

**Preparing for Option Choices**

[ ]  Refer to the separate sheet ‘Option Choices’.

[ ]  Decide when to start preparing the pupil to choose options. Some work on general decision-making may be a useful starting point.

[ ]  Prepare for the many changes of peer-groupings that will take place.

[ ]  Will any of the groups benefit from a Peer Awareness session? (Autism Outreach Education Service can advise on this.)

[ ]  Prepare the pupil for the possible differences in workload and teacher expectations.

[ ]  Consider whether the pupil would benefit from a ‘Life Skills’ course as one of the option choices. Will this have any implications for resources?

[ ]  Prepare the pupil for increased level of homework and plan for any difficulties that may arise from this:

* Extra time to complete the tasks.
* Arrange for the homework to be completed in school.
* Negotiate a more flexible approach with new subject teachers.
* Inform parents of possible increased pressure and its consequences for home.

[ ]  Consider the current means of home/school communication. Should it be modified?

**Option Choices**

This is a particularly stressful time for pupils with ASD as it is a reminder to them that the stability of the first three years is about to end and the start of many changes is about to begin. Warn colleagues that the next few months may be more difficult, especially if theirs is a subject that the pupil has chosen not to continue.

[ ]  Identify the date when the pupils will be given their option choice information.

[ ]  Make a note of the final date for option choices to be decided and remind parents.

[ ]  Ask to be given a copy of the information as soon as it is printed.

[ ]  Prepare the pupils by discussing all the issues relevant to option choices before the information is distributed.

[ ]  Discuss appropriate and inappropriate reasons for making choices. Support with visual notes if appropriate.

[ ]  Talk about any subjects that may be ‘new’ to the pupil.

[ ]  Arrange for the pupil to meet with teachers of any ‘new’ subjects for more information. Inform the teacher, in advance of the pupil’s difficulties and accompany the pupil at the meeting.

[ ]  Ask if you can attend the Guidance interview with the pupil, if appropriate.

[ ]  Arrange a meeting with the parents/carers to discuss option choices.

[ ]  Introduce the pupil to the SDS before any official careers’ interviews.

[ ]  Discuss the pupil’s needs and strengths with the Skills Development Scotland staff beforehand.

[ ]  Consider whether or not the pupil will follow a full curriculum.

[ ]  If the pupil will have a reduced curriculum, start to plan a programme that will be appropriate. Ensure all appropriate people have been included in the discussion/decision.

[ ]  Investigate ‘alternative’ subjects/modules that may be more suited to the needs of the pupil during the Base sessions, eg material from ‘ASDAN’, ‘SULP’ or other published programmes (ask advice from Autism Outreach).

[ ]  Discuss with Senior Management any implications for resources that need to be in place for a flexible curriculum.

[ ]  After choices have been made, discuss with Senior Management the most suitable group in which to place the pupil. Consider the needs of the pupil with regard to learning style, peer-grouping, teacher personality etc. If there are two groups timetabled at the same time, try to place the pupil in the group most suited to his needs.

[ ]  Ask to be kept informed of any last minute changes to groupings or teachers that may affect the pupil and ensure that all information is passed on if this is the case.

[ ]  Obtain copies of the syllabus from each of the pupil’s chosen subjects to give the pupil an overall view of each one.

[ ]  If appropriate to pupil’s learning style, make a Mind Map of the subject courses and display them in the room. Give the pupil copies of the Mind Maps to keep.

**Moving into Senior Classes**

[ ]  Alert the SDS Advisor to the needs of the pupil. (Skills Development Scotland).

[ ]  Introduce the pupil to the SDS Advisor at the start of Year 3.

[ ]  Arrange for an informal meeting between the pupil and the SDS Advisor. The pupil may prefer that the Key Person is present at the first meeting.

[ ]  Investigate and refer to other Service Providers, eg SHIRLIE Project, if appropriate.

[ ]  Investigate local college courses.

[ ]  Ensure that the pupil is always aware of important deadlines for Nationals (Int or Higher) assessments.

[ ]  Negotiate ‘flexible’ conditions for the delivery of Englih talks, if appropriate.

[ ]  Inform the appropriate person within the Senior Management Team of any exam concessions that will be needed.

[ ]  Review the pupil’s social skills/life skills for any development needed during these years.

**Exams**

[ ]  Apply to the SQA for certain arrangements in advance of the exams. Possible concessions:

 ◊ Prompt

 ◊ Extra Time

 ◊ Transcription

 ◊ Reader and/or scribe

 ◊ Enlarged scripts

 ◊ Key Person present

 ◊ Toilet breaks

 ◊ Permission to move about during the exam

 ◊ Own room

 ◊ Electronic exams

 Some arrangements will have to be supported by evidence of need and approval from the Educational Psychologist. Some may not require SQA approval. Check with the Exam Co-ordinator in the school.

[ ]  If the pupil has a concession for extra time, check that there is a sufficient time break between papers to allow for a rest period.

[ ]  Inform the pupil of the dates of the exam in advance of their taking place.

[ ]  Write dates of the exams onto the Yearly Calendar (see separate sheet).

[ ]  Make a note of the dates in the homework diary/mobile phone etc.

[ ]  SQA timetables can seem complicated and difficult to understand. The pupil may benefit from a personal timetable that includes all personal exam arrangements, colour-coded by subject etc.

[ ]  Send copies of the exam timetable to parents asking them to ensure that their children arrive at school in good time before the start of each exam.

[ ]  Ensure that the taxi company is informed of changes in start and finish times of the day for the pupil during the exam period.

[ ]  If the taxi connot collect the pupil straight after the exam, arrange for the pupil to stay in the ASD room to wait.

[ ]  Prepare the pupil for the idea of ‘Study Leave’ and plan a revision schedule for this.

[ ]  Consider offering the pupil individual sessions for revision in school during Study Leave. This will keep the idea of school attendance in the pupil’s mind.

[ ]  Take the pupil to the room(s) where the exam will take place before Study Leave begins.

[ ]  Ensure that the pupil will know what arrangements about toilet breaks are in place. Usually, the invigilator is required to accompany the pupil to the toilet. Arrangements should be discussed before Study Leave begins.

[ ]  Once the exam room is identified, make sure the pupil knows which toilets are the nearest.

[ ]  The pupil may benefit from spending some time with the Key Person before each exam begins.

[ ]  The pupil may need to be taken to the exam room for each exam. It is important that he reports to the Key Person at least 15 minutes before the start of the exam.

[ ]  The pupil will need to be well prepared about exam procedures and what to expect for each exam:

 ◊ Length of time for each paper.

 ◊ When it is appropriate to use pen or pencil.

 ◊ No Tippex.

 ◊ No inappropriate ‘chatting’ during the exam.

 ◊ Answers must be written in booklets (make sure the pupil has seen these in advance – particularly the blank booklet for the English Writing paper).

 ◊ Format of different exam papers for subjects.

[ ]  Invigilators should be identified and made aware of any difficulties.

[ ]  The same invigilator should be used for all the pupil’s exams if possible.

[ ]  The pupil should be introduced to the invigilator in advance.

[ ]  Inform the invigilator of any sensory issues that could distract the pupil:

 ◊ Wearing strong perfume.

 ◊ Sparkly jewellery.

 ◊ Using ‘scratchy’ pencils.

 ◊ Clicking knitting needles.

 ◊ Flapping blinds or curtains.

 ◊ Patchy sunlight.

 ◊ Noise in corridors/outside playground during break.

[ ]  Ensure that the pupil has water to drink during the exam.

**The Exam Room**

[ ]  If the pupil is to sit the exams in a separate room, ensure that the same room is used throughout. Check in advance for any sensory distraction.

**Sounds**

 ◊ Lawn mowers

 ◊ PE, Music, Drama lessons

 ◊ Noisy classes in adjoining rooms

 ◊ Teacher talking loudly to class

 ◊ Loud ticking clocks

 ◊ Dripping taps

 ◊ Telephone conversations, if next to admin offices

 ◊ Flapping blinds

**Sights**

 ◊ Visual distractions on the walls

 ◊ Views from the windows

 ◊ Is the invigilator directly in the pupil’s sight-line?

**Touch**

◊ Is the pupil’s chair comfortable?

 ◊ Is the texture acceptable?

 ◊ Does it squeak or swivel?

 ◊ Warn the pupil, in advance, to wear comfortable clothes

**Smells**

 ◊ is the room stuffy?

 ◊ Are there any ‘unusual’ smells?

 ◊ Is it next to the HE rooms or canteen?

**Temperature**

 ◊ Is it too hot or too cold?

**Review meetings**

[ ]  Write the date of the review meeting onto the Yearly Calendar as soon as it is set.

[ ]  Decide who should be invited to the meeting and send out invitations as early as possible. Ask for written confirmation of everyone invited. File the replies.

[ ]  Book the room where the meeting is to be held. If the room is often used by others, inform them of the time and date of the meeting to avoid interruptions.

[ ]  Decide, in advance, who will chair the meeting. Who will take the minutes?

[ ]  Consider ‘writing’ minutes ‘on-line’ during the meeting so they are displayed on the screen at the same time.

[ ]  Discuss with the pupil whether he should like to attend all or part of the meeting.

[ ]  Offer the pupil the chance to give his opinions in writing to be read aloud at the meeting.

[ ]  Inform the pupil of the names of everyone who will be present at the meeting, what their job is and why they have been invited.

[ ]  Take the pupil to the room where the meeting is to be held in advance of the date. Ask the pupil where he would like to sit for the meeting.

[ ]  Arrange for the length of time that the pupil will attend the meeting. If the pupil is to be present for the last part only, will he need to be collected from class and brought to the room?

[ ]  Inform the subject teacher of the absence of the pupil in advance of the meeting.

[ ]  Go through the procedure of the meeting with the pupil in advance.

[ ]  Try to keep to the exact time of the agreed start of the meeting.

[ ]  Ensure that the pupil is comfortable during the meeting, taking into account individual needs, eg eye contact, lighting, other possible distractions.

[ ]  At the end of the meeting there should be a number of ‘next steps’ or action points that should be recorded onto the pupil’s file. Note who will be responsible for delivering these points, with a timescale for evaluation.

[ ]  Outcomes of the meeting should be discussed later during a 1:1 session with the pupil. Future personal targets can be agreed on during this time.

**Residential Trips**

[ ]  Ensure that the date of the trip is known well in advance.

[ ]  Inform the parents of any date that has been arranged to give information about the trip.

[ ]  Discuss with the parents any potential problems.

[ ]  Identify all the staff who will be going on the trip as soon as possible.

[ ]  Arrange a meeting to inform these staff of the individual needs of the pupil.

[ ]  Introduce the pupil to the staff, individually or as a group.

[ ]  If the Key Person is not going on the trip, ensure that another teacher is responsible for the pupil’s well-being. Introduce the pupil to this teacher in advance.

[ ]  If the planned place of the visit is not too far, arrange for a visit before the trip takes place. The parents may wish to do this.

[ ]  Obtain photographs of the place where the pupil will stay.

[ ]  Will the pupil need to take a ‘comfort’ item from home? Make sure it is packed.

[ ]  Will the pupil need a specific diet?

[ ]  Are there any medical problems? If so, write out the necessary arrangements and ensure all staff are aware of these.

[ ]  Will there need to be any special sleeping arrangements made? Separate room? Choice of friend?

[ ]  Discuss the itinerary and planned activities for the trip with the pupil during 1:1 sessions.

[ ]  Give the pupil this information in a written form most appropriate for him.

[ ]  Ensure that the itinerary includes arrangements for unstructured/leisure time.

[ ]  Will there need to be any special travel arrangements?

* By separate car?
* In the mini-bus with other pupils?
* Choice of seat in advance?

[ ]  Will the pupil need to bring something from home to prevent boredom on the journey?

[ ]  Will the pupil be required to wear any special equipment, eg ski boots? Prepare for this in advance.

[ ]  Discuss and note all possible ‘what if’ scenarios with resolutions.

[ ]  Ensure any appropriate Risk Assessment has been written.

[ ]  Is it appropriate for all the pupils to be aware of the pupil’s needs?

[ ]  Would a Buddy be appropriate?

[ ]  Ensure that the parents are aware of the time and place to collect their child at the end of the trip.

[ ]  Back at school, discuss the trip with the pupil and ask parents for feedback. This may inform future developments/targets for the pupil.

**To College or University**

[ ]  Discuss courses that may be of interest with the pupil.

[ ]  Gather prospectuses from universities/colleges.

[ ]  Refer to relevant websites for more information.

[ ]  In consultation with the parents, decide on the priorities for the pupil:

* Most suitable course?
* Closest to home?
* Best suited to social needs?

[ ]  Inform parents of the ”Disabled Students Allowance”. More information can be obtained from the local authority.

[ ]  Inform the Disability Support Staff of the pupil’s application at the chosen institution.

[ ]  Does the institution provide a counselling service for students? Discuss this with the pupil.

[ ]  Does the institution have a Buddy/Mentor system that could provide 1:1 help for the pupil?

[ ]  With the pupil’s permission, inform the appropriate staff of his individual needs and strengths.

[ ]  Arrange for the pupil to visit the institution. Consider the most suitable time.

* The standard Open Day for all students?
* During the holidays?
* An individual private first visit?

[ ]  Give the pupil a detailed itinerary for the visit, taking into account of these points:

* Transport
* Timetable of events
* Map of campus and buildings
* Who will accompany?
* Agreed meeting places and times

[ ]  Compile a list of questions that the pupil may want to ask at the visit.

[ ]  Prepare the pupil for the interview as appropriate.

[ ]  Discuss advantages/disadvantages of different types of accommodation with the pupil

[ ]  Ensure that basic living skills are dealt with in the transition year (see Life Skills)

* Personal hygiene
* Basic cookery – simple, balanced recipes
* General home cleanliness
* Travelling on public transport
* Shopping
* Organisation of equipment
* Time-management
* Budgeting
* Leisure time – joining clubs
* Safety issues

**Other Changes**

These changes may seem inconsequential but may cause distress to pupils if they have not been discussed and prepared for at the appropriate times.

**Fire Drills**

[ ]  Discuss the need for a fire drill and the importance of following the school rules.

[ ]  Discuss the events the pupil should expect in the event of a fire/drill

* Noise of the alarm
* Crows
* Necessity to move as quickly as safely possible
* Taking personal belongings
* Where to go for the assembly point
* Arrangements for registration at the assembly point
* Dismissal from the assembly point

**Immunisations**

[ ]  Find out the dates of any boosters and write them on the calendar (if appropriate).

[ ]  Inform the parents of the date and discuss potential problems.

[ ]  Discuss with the pupil the reasons why it is necessary to have a vaccination.

[ ]  Will the pupil prefer to have the booster in a separate room?

[ ]  Inform the school doctor/nurse of individual arrangements that will need to be made and give appropriate information about the pupil.

[ ]  Try to ensure that the booster is given at the expected time.

[ ]  If the parent is not present, will the pupil prefer to be accompanied by the Key Person?

[ ]  Will the pupil need to go back to the ASD room for a short while afterwards? Inform subject teacher of this.

**Sports Day**

[ ]  Write the date of the Sports Day on the Yearly Calendar as soon as possible.

[ ]  Prepare the pupil for what to expect on the day

* Noise and crowds
* Different arrangements for lunch
* Travel arrangements to the venue
* Length of time of the day
* Any special clothes requirements
* Appropriate behaviour

**School Dances**

[ ]  Will the pupil prefer not to attend the dance?

[ ]  If not attending, make alternative arrangements and inform the pupil (and parents)

[ ]  Prepare the pupil for what to expect at the dance

* Loud noises
* Temperature
* Crowded
* Excited pupils
* Start and finish times

[ ]  Discuss appropriate behaviour at dances in advance.

**School Photographer**

[ ]  Put the date of the photographer’s visit on the yearly calendar as soon as known.

[ ]  Inform the parents of the visit.

[ ]  Prepare the pupil for what to expect in advance.

[ ]  Arrange for the pupil’s photograph to be taken before other pupils arrive.

[ ]  Accompany the pupil to the photo shoot!

[ ]  Give some information to the photographer beforehand, if appropriate.

**Routine Medicals**

[ ]  Find out if the parents are attending the medical.

[ ]  Make sure the subject teacher is aware that the pupil will have to leave the class.

[ ]  Will the pupil need to be taken to the medical room?

[ ]  Will the pupil benefit from seeing the medical room in advance of the check up?

[ ]  Will the pupil benefit from meeting the doctor in advance of the check up?

[ ]  Find out in advance and inform the pupil what will happen during the medical.

**Last days of Term**

The lack of routine on the last day of term can be very unsettling for pupils ASD so alternative arrangements may have to be put in place.

[ ]  Will the pupil need extra support in class for this day?

[ ]  Would the pupil be less anxious in the ASN Base? Inform subject teachers of his absence from their classes.

[ ]  Prepare the pupil in advance for any unexpected events e.g. school leavers’ pranks.

[ ]  If the school has an early closure, are the parents/taxi company aware of the time to collect?

[ ]  Would the pupil benefit by leaving slightly earlier to avoid the crowds?

**Self Awareness**

[ ]  Consider when is the appropriate time to begin a self-awareness programme.

[ ]  Ensure parents are included in any decisions

[ ]  Contact Autism Outreach for further advice.

**Life After School**

During the time that the pupil is at school, consideration should be given to these social skills to ensure that issues of independent living have been covered.

[ ]  **Making Local Journeys by Public Transport**

* to and from home
* extended journeys
* identify relevant bus stops/stations
* paying for tickets
* reading transport timetables
* appropriate behaviour on buses and trains
* keeping safe on public transport
* choosing where to sit

[ ]  **Using the Telephone**

* taking messages for others
* making enquiries – seeking information
* making bookings and appointments
* making conversation
* making emergency calls
* using a mobile phone
* using a public telephone

[ ]  **Managing Money**

* planning a budget
* appropriate spending: luxury v necessity
* prioritising spending
* visiting a bank
* writing a cheque
* paying bills
* on-line banking
* credit cards

[ ]  **Using Doctors/Dentists/Hospitals**

* making an appointment
* locating and visiting the practice
* protocol: waiting rooms/receptionists/during conversations
* appropriate behaviour
* asking for advice/information
* obtaining a prescription
* NHS24

[ ]  **Leisure Time**

* Identifying what is available in local area
* How to access the activities (booking, finding information)

[ ]  **Personal Hygiene**

* showering, bathing, washing
* cleaning teeth
* using deodorant
* using the toilet
* wearing clean clothes
* washing hair
* using public toilets

[ ]  **Food Issues**

* simple basic recipes
* balanced, health diet
* using a cooker, microwave
* storing food safely
* cleaning the fridge
* sell-by dates
* obesity/eating disorders

[ ]  **Shopping**

* using small, local shops
* using supermarkets
* shopping on-line
* ‘catalogue’ shops – Argos, Ikea etc.
* self-service
* recycling

[ ]  **Establishing Routines at Home** (see separate category)

[ ]  **Safety Issues**

* dealing with ‘cold callers’ at the door and on the phone
* body language
* getting lost
* locking up at night and when leaving the house
* turning off appliances after use

[ ]  **Personal Care**

* sexual health
* dealing with illness/taking medication
* learning to relax
* relationships
* leisure activities
* friendships

[ ]  **Support Services in the Local Community**

* identify and locate appropriate services
* how, why and when to use the service

[ ]  **Employment Issues**

* **Finding a Job**
* Where to look for jobs
* ‘interpreting’ the language of the adverts
* visiting the job centre
* filling in application forms
* unemployment benefit
* Skills Development Scotland
* **Interviews:**
* what to wear
* types of questions
* how to get to the interview, time plans/management
* asking appropriate/inappropriate questions
* setting up a mock interview
* **Finances:**
* understanding deductions – tax, national insurance etc.
* wages – budgeting
* sick pay
* pensions
* **In the Job:**
* punctuality
* breaks and lunch hours
* appropriate topics for conversation
* understanding the ‘hierarchy’ of the workplace
* organisation strategies
* social/leisure issues
* **Organisation:**
* using a diary or calendar (paper and on-line)
* structuring tasks
* time management