

# Changes to Year 6 Transitions and AATS Involvement

**PETERBOROUGH**



**CITY COUNCIL**

*Autism Advisory Teacher Service*



# Why the changes?

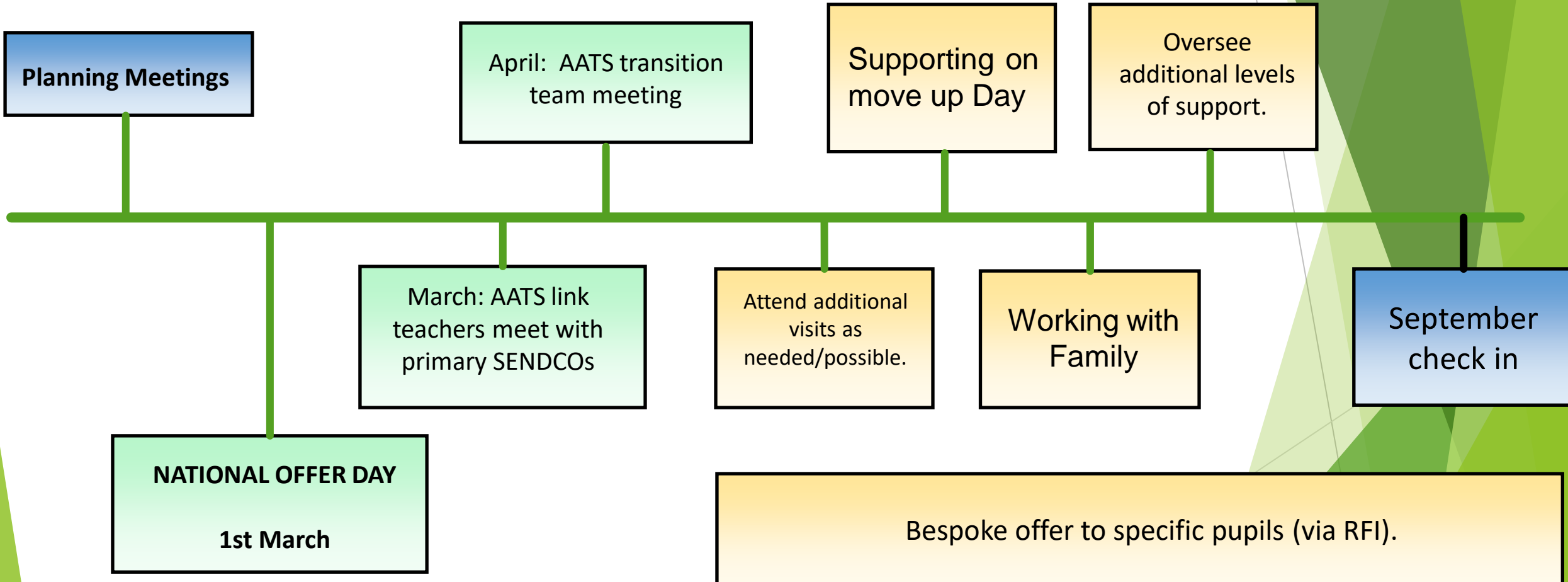
- ▶ Increase in numbers of pupils transition each year
- ▶ The Impact of Covid-19 on our transitions practice
- ▶ Our involvement was largely replicating work already being done
- ▶ Lighten workload for busy SENDCos
- ▶ The pupils who needed more intensive support weren't receiving it

The changes aim to enable the AATS to provide more intensive targeted support for pupils who really need it.

# Planning for Transitions

Common Offer	School Support	Specialist Support
<p>The majority of the cohort access this level of support.</p> <ul style="list-style-type: none"><li>• Class Discussion</li><li>• Classroom Activities</li><li>• Parent Information Evening</li><li>• Changeover Day Visit</li></ul>	<p>Some additional resources and strategies for most pupils with ASD/ADHD diagnoses.</p> <ul style="list-style-type: none"><li>• Transition Information sheet</li><li>• Transition booklet/Photos/Videos</li><li>• One Page Profile</li><li>• Additional visits</li><li>• Buddy system</li><li>• Secondary staff visit pupil in setting</li><li>• Time with trusted adult in receiving setting</li></ul>	<p>Minority of Pupils ASD/ADHD Diagnosis Recent Service Involvement Likely have an EHCP RFI Form</p> <ul style="list-style-type: none"><li>• More planned visits (supported by AATS)</li><li>• AATS support for family</li><li>• AATS support during move up day(s)</li><li>• Connecting school/parents/pupils with support services for summer holidays and out of school</li><li>• AATS check in by third week in September with receiving school.</li></ul>

# Transition Timeline



# Guidance & Information

## Supporting Effective Year 6 Transitions

Autism Advisory Teacher Service Guidance

Over recent years the number of pupils with a diagnosis of Autism or Attention Deficit/Hyperactivity Disorder (ADHD) transitioning between primary and secondary phases of education has increased dramatically. As a result, the role of the Autism/ADHD Advisory Teacher Service (AATS) in supporting transitions has been under review and it was felt that fresh guidance outlining the best practice in supporting transitions and the role of the AATS was needed.

This guidance aims to outline some best practice principles for schools, provide some materials and resources for enabling effective transitions and define the roles of all parties responsible for supporting transitions and the role of the AATS.

### Contents:

- Planning for Transitions
  - Common Offer
  - School Support
  - Specialist Support
- Transitions Timeline
  - An outline of the process through the academic year
- Y6 Transition Roles
  - Defining the roles of stakeholders
- Resources and Materials

## Year 6 Transition Information Sheet

This form might be best completed by the staff members working closely with the pupil daily. Providing as much detail as possible will support the Autism Advisory Teacher Service/ADHD advisory Teacher Service and the secondary school to provide an effective transition for the pupil. The form should then be signed by the school SENDCo and returned via email to [SEN.Inclusion@peterborough.gov.uk](mailto:SEN.Inclusion@peterborough.gov.uk).

Pupil's Name:

Current Setting:

EHCP: Y / N

Personal Information:

Interests/Hobbies:

Dislikes/Things to avoid:

Language(s) spoken at home:

Peer Relationships/Friendship groups: (Please provide any relevant information about the pupil's peer relationships/whether peers are transitioning with the pupil/difficulties in maintaining friendships).

Adult Relationships: (Please provide any relevant information about the pupil's adult working relationships/whether peers are transitioning with the pupil/difficulties in maintaining friendships).

Special arrangements regarding homework/Home school communication:

How does the pupil travel to/from school currently?

Involvement of external services:  
(previous involvement of specialist teacher services, Speech and Language Therapy...etc)

Please provide current attendance data for the pupil:

DOB:

Receiving Setting:

LAC: Y / N

# In Summary

This new system for AATS involvement in Y6 transitions aims to...

- ▶ **Prevent duplication of work already being done**
- ▶ **Minimise paperwork for busy SENDCos**
- ▶ **Enable more effective targeted specialist support from AATS**

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## Drop in Session for Teaching Assistants

### *with a focus on transitions*

**On:** Tuesday 6<sup>th</sup> February 2024

**At:** Stanground Academy,  
Stanground, Peterborough Road, Peterborough  
PE7 3BY

**1.30pm - 4.30pm**

- *Opportunity to speak to our team members on specific challenges you need advice on.*
  - *Take away resource pack*
  - *Exchanging knowledge between professionals.*
  - *Modelling techniques to enhance practices.*
    - *Tea, Coffee and a good chat 😊*

To sign up please email: [sen.inclusion@peterborough.gov.uk](mailto:sen.inclusion@peterborough.gov.uk)