

Moving On: *A guide to supporting pupils with autism through transition into secondary school*



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This manual contains a range of suggestions for supporting transition from primary to secondary school for pupils with autism, starting in Year 5 and following the pupil through to Year 7 and beyond.

The ideas in this manual can be readily adapted to suit the needs of your school or individual pupils and schools are welcome to use the templates as a starting point and modify or change them to reflect their own settings more closely.

This manual is a work in progress. We would be delighted to hear about work on transition for pupils with autism being undertaken by schools or new ideas which could be incorporated into this manual.

Moving On: A guide to supporting pupils with autism through transition to secondary school

Introduction

The transition from Primary to Secondary education is always difficult when thinking about the needs of pupils with autism. Preparation for the transition should ideally start in Year 5 and should follow through into Year 7. This booklet aims to give pupils, parents and staff in both settings, ideas for planning and implementation so that the process is as simple and stress free as possible.

Although this work will take place in the Primary setting and they will take the lead, success depends on staff from both settings working in partnership with the pupil and their family to plan the transition process taking into account:

- The individual needs of the pupil and how autism affects them.
- What is being done to successfully meet the pupil's needs in primary school.
- The similarities and differences between the primary and secondary settings.
- What additional reasonable adjustments can need to be made.

Similarities and differences between Primary and Secondary schools

As pupils with autism find change challenging, it is important to discuss the changes in the context of what will remain the same in the pupil's home life and daily school routine, before moving on to talking about the differences.

What stays the same? (examples)

- The pupil and their needs
- Statutory obligations (e.g. SEND Code of Practice and the Equality Act 2010)
- Same family and same home
- Same public holidays, celebrations and religious festivals
- Assemblies, breaks and lessons will still happen
- Some of the primary school peers may move with the pupil
- Pupils will still have teachers and support workers
- They will still go home at the end of the day
- Pupils still go to school to learn and enjoy

What changes? (examples)

- The site and building/different place and size
- Most pupils will be bigger and older
- More moving around between lessons
- New subjects
- More specialist rooms (e.g. science labs, art studios, technology workshops)
- New uniforms
- New peer groups
- New staff/support systems
- Different rules for different situations, rooms or teachers
- Expectation that pupils will be more independent (e.g. with managing timetables and meeting time deadlines)
- Increased responsibilities for books, specialist equipment and other belongings
- More homework

Pre-Transition

Questions to ask yourself when planning a Secondary transition programme:

- Does the pupil know how to make **new** friends?
- Can they **maintain** a friendship?
- Can they occupy themselves in a meaningful way during unstructured times?
- Are they aware of the range of lunchtime activities and how to access them?
- Can they ask for help?
- Do they know how to say 'No'?
- Do they know who to go to for help?
- Do they understand what bullying is?
- Are there any stereotypical behaviours that need to be worked on (before the transition) that may make the pupil more vulnerable in a new peer group?
- Can they use a timetable?
- Can they share resources with others?
- Can they navigate around a large building independently?
- Can they organise themselves and their belongings? (e.g. change for PE without showing private parts, or pack the appropriate resources and books in their bag each day)
- Can they look after their personal belongings and money?
- Can they record, complete and return homework by a set date?
- Do they know how to problem solve when things do not turn out as expected? (e.g. the bus is late, they are not picked up on time, they lose their money)
- Would they manage the canteen system in a busy school?
- Will they be able to travel independently to school?
- How much do they know about their diagnosis and what it means for them personally?
- How do they feel about their diagnosis?

Top tips for planning and teaching:

1. The new environment

- Arrange for several visits to the new school to familiarise the pupil with the site, buildings and the new route/journey to school.
- Consider arranging for the pupil to attend 'taster sessions'.
- Try to time visits so that most pupils are in lessons and the corridors are relatively empty.
- Make/use a map of the school. Identify key places such as the form room, the school office, toilets, canteen/lunch hall, lockers, and transport collection point.
- Begin using a diary with the pupil and put a copy of the map in it.
- Take photographs of the school and main areas and use them to recall visits with your pupil.
- Make a transition book with all the relevant information the pupil will need (*e.g. appendix 1 for pupils transferring to mainstream placements, otherwise liaise with specialist setting*).
- Consider access; safety and sensory issues such as noise; school bells; fire drills; lighting; where to sit in the classroom without distraction; lunch time queuing; having somewhere to retreat to; finding the way round school; where the toilets are etc. Make sure the pupil knows what to do in each situation.

2. Social skills, peer groups & rules

- Assess what opportunities are available for the development of social skills (e.g. turn taking, listening to others, friendship skills, assertiveness, understanding body language, tone of voice and facial expressions) in your setting.
- Think about introducing the idea of being 'the same' or 'different' early on.
- Consider using some of the following:
 - Circle of Friends
 - SEAL materials

- Role play and drama
- Comic strip conversations
- Social Stories and Power Stories
- Kar2ouche: 'Social Communication' and 'Moving on' software
- 'MindReading' software
- 'TheTransporters' and 'The Space Place' DVDs

3. Staff structure & asking for help

- Think about who the pupil should approach for help if they feel anxious, upset and cannot cope. What happens if homework is not completed or the pupil does not understand it? What happens if the pupil loses their dinner money, uniform or equipment? Who should the pupil talk to if bullying occurs?
- Establish named staff who can be approached if difficulties occur.
- On visits to the school ask key staff to wear name badges.
- Provide the pupil with a book about the new people in their lives. Explain who does what and who is 'in charge' of what. Present the book in the most appropriate form for the pupil (i.e. written words, photos, symbols, hard copy of book, on CD ROM).
- Teach the pupil how to ask for help early on. Use whatever means they feel most comfortable with – some pupils may not feel confident standing up and speaking out in front of the class and may need 'help pass/card'.

4. Leisure time

- Think about how your pupil uses their own time. Can they self occupy? Do they need direction? Think about the level of support required to attend or participate in activities.
- Make lists and posters to show what options are available.
- Set up a clear 'booking' system for lunchtime and after school clubs where the pupil will learn how these systems work and what to do if you can't get your first option.
- Find a range of activities that the pupil will enjoy.
- Teach the pupil how to use specific resources – alone and with other people.
- Use available technology such as iPods, Wiis and laptops for use at break and lunch time and for rewards.

5. Using a timetable

- Provide the pupil with a daily or weekly schedule. Break it down as far as the pupil needs but try not to make the pupil 'stand out'. Use tick lists, pocket pads, note books, folders.
- Begin using a diary/planner with your pupils as soon as possible. Teach them how to use it and what it means. Cross off completed tasks and days and use a bookmark, ribbon or paperclip to keep track of the current day.
- Plan in things that you are going to 'change' to teach the pupil that things do not always happen as expected. Plan in nice changes at first so the pupil is not put off or made to feel anxious.
- Talk through the day or week with your pupils. Fill in the diary together. Take time to talk about changes so the pupil knows it is okay.
- Use the diary to keep additional notes about when activities such as PE, cooking and school trips will occur so the pupil can prepare themselves. Include lists of resources they will need for these sessions.
- Make pocket sized prompt cards to remind the pupils of what rooms activities will occur in and with which teacher. Set up situations to allow for this (*appendix 2*).
- Encourage the pupil to wear a watch. Give them activities to complete by specific times or ask them to meet a group at a certain time in a particular place.
- Teach the pupil to manage time by using alarms, vibrating watches, pop-up reminders on the computer, electronic or paper/pencil agendas, etc.

6. Organisational skills, homework & navigational skills

- Encourage your pupils to become independent and more organised. Use visual prompts to help them know and remember exactly what to pack in their bags each day. Write tick lists, draw pictures, write notes in their diary.
- Provide the pupil with a list of what they should keep in their pencil case. Encourage them to keep the list in the case too.
- Liaise with parents and make an ‘emergency contact’ card with mobile numbers, home numbers and addresses or emergency contacts.
- Ask parents to provide your pupil with a safety clip and purse or wallet so they do not lose any money.
- Colour code your pupil’s timetable to correspond with their exercise books (*appendix 2*).
- Use different colour-zipped sleeves to keep all loose stationery and handouts for each subject.
- Have spare copies of the timetable to hand. Make sure there are several copies at home.
- Help the pupil construct a visual planner/timetable for homework. Write down the dates each piece should be done on and when it should be handed in.
- Make sure loose sheets of paper have the date and pupil’s name on.
- Think about starting a lunch time or after school homework club.
- Provide the pupil with a map of their new school – colour code rooms with books and folders and with their timetable.
- Use maps in games, e.g. ‘Take me to...’ or ‘work out the quickest route to get from A to B’.

7. Journey to school

- Work with the parents to encourage more independence whilst the pupil is still at primary school, e.g. encourage them to wait outside the school gates at the end of the day, or drop their child near the pedestrian crossing in the morning.
- Arrange outings in the local environment using public transport. Pair up children so the pupil with autism has a good role model.
- Use social stories and similar techniques to teach the pupil what to do if they miss a bus or if mum doesn’t arrive on time (*appendix 3*).
- Look at bus timetables through numeracy, geography or ICT. Teach the pupil where the main bus routes go. Write these down.
- Make prompt cards to show the bus number, its major stops and final destination.

8. Managing money

- As much as possible use real money in school in numeracy lessons. Plastic money just doesn’t feel, look or smell the same.
- Make a visual ‘equivalents’ board of representations of money, e.g. 100 pennies = £1
- Make prompt card reminders for these equivalencies.
- Instead of ‘tokens’ consider pupils earning money to spend in a ‘shop’ later in the week.
- Investigate interactive ICT software to teach money, e.g. ‘Money Talks’ by Topologika or ‘Lifeskills Time and Money’ by Learning Teaching Scotland.
- Make activities functional – relate them to real life as much as possible.
- Include issues around money, bullying & friendship in social programmes.
- Set up snack sales in school and take trips to shops in the community.

And...make sure there is time for the pupil to think about the transition and ask questions about things that may be worrying them. Think about making a question book to record the answers (*appendix 5b*).

Transition Timeline: Year 5 & 6

Primary Setting

Yr 5: Incorporate targets into the pupil's IEP to address potential difficulties with transition.

Yr 5: Consider staffing issues. Has the student had the same TA for some time? Have they become prompt dependent? Consider planning now for increased independence and experience of relating to different adults.

Yr 6: Arrange and hold a transition meeting (Spring 2 or Early Summer 1) to share information and plan strategies to address areas of concern. Invite parents, outside agencies and the SENCo/InCo of the **primary and secondary** school.

Yr 6: Make arrangements for the information gathered at this meeting to be communicated to all staff within the secondary school.

Yr 6: Arrange several extra visits in addition to those provided as standard induction. A TA accompanying the pupil could be extremely useful. For some pupils visiting after school hours may be helpful.

Secondary Setting

Yr 6: Provide a visual guide of the school in booklet form to include photographs of key staff (e.g. form tutor, SENCo, head teacher, head of year, office staff...) and areas in the secondary school (e.g. dining hall, toilets, office, tutor/form room...)

Yr 6: Provide a map of the school with key places highlighted.

Yr 6: Plan how the pupil will be supported during unstructured times. Some pupils may need adult support to transfer from lesson to lesson for the first few weeks. Write down these arrangements so that the pupil will have a copy for reference.

Yr 6: When there is to be a designated TA, provide opportunities for them to observe or work with the pupil in the primary setting during the summer term.

Yr 6: A video guide of the school for the pupil's reference over the summer holiday could be very helpful for some pupils.



Post-Transition

Information sharing within the Secondary setting:

- Circulate key information about the pupil to **all staff** (everyone may come across the pupil somewhere in the school building) in the form of a 'Pen Portrait' (*appendix 5a*). This should include:
 - A photograph of the pupil
 - Brief description of pupil's needs
 - Key support strategies for calming the pupil (related to communication and, personal space etc as well as dos and don'ts)
 - Any reasonable adjustments that have been agreed (e.g. if the pupil is allowed to pace in a corridor or go to a specific location when stressed etc)
 - Who to go to for further advice or in the event of an incident (i.e. pupil's Key Worker)
- Circulate a more detailed profile of the pupil's needs and support strategies for staff working directly with the pupil in lessons which should include:
 - Communication support strategies
 - Curriculum support strategies
 - Social support strategies
 - Meeting the pupil's sensory needs etc

Five first term fundamentals:

1. Support networks & key adults

- Provide the pupil with a key worker who can see the pupil at least once each day during the first term in Year 7 and advocate for them as necessary.
- The key worker should meet briefly with the pupil at the start of each morning to go through the timetable together and discuss any concerns that they may have.
- Write out the pupil's support network across the school on a flow chart with them. Make sure this identifies what each person can do and where they can be found within the school. Teach them how to use it.
- Use the information provided by the Primary School, other professionals, the pupil and their family to prioritise additional adult support at times when the pupil is most likely to need it.

2. Social support

- Think about using social skills groups
- Use Social Stories to help the pupil in situations that they are finding it difficult to manage in (e.g. managing money/equipment, the fire drill etc)
- Seat the pupil next to appropriate students
- Involve pupils in lunch time and after school clubs
- Work with the pupil's peer group so they know how to help the pupil
- Use peer mentoring systems

3. Coping with the physical environment

- Be aware that pupils with autism may find some of the following aspects of the school environment difficult to cope with if they have sensory processing difficulties:
 - Crowded corridors and stair wells
 - The lunch hall
 - Busy learning environments (e.g. music and drama studios, science labs, technology workshops etc)
 - Playgrounds
 - The sports hall or other rooms with echoes
 - PE changing rooms
 - Toilets

Some reasonable adjustments to help desensitise the pupil may include:

- Allowing the pupil to leave lessons a few minutes before the end so as to complete the changeover at a quiet time.
- Being able to use staff staircases etc (under supervision).
- Having an identified quiet room that the pupil can go to if feeling overwhelmed.
- Providing the pupil with a card to use to withdraw themselves from a stressful environment.
- Providing the pupil with an alternative and quieter place to have lunch and spend break times.
- Seat the pupil where there is minimal people traffic and fewer sensory distractions.
- Allowing the pupil to have timetabled breaks during the course of loud or busy lessons.
- Build up the pupil's tolerance to attending and participating in activities in environments that they find over stimulating. Start comfortably within the pupil's known limits and gradually increase the amount of time spent in the lesson on a success led basis.
- Having access to alternative changing rooms and toilets.

4. Knowing the physical boundaries

- Be aware that some pupils with autism may find it difficult to know which areas of the school they can go in always, sometimes or never.
- Likewise they may not easily understand which items of equipment they can use freely, only under adult supervision or not at all.
- The rules need to be explicitly taught and the rules for each area should be written down.

5. Curriculum support

- Ensure that additional support is used effectively when the teacher is giving verbal explanations to the whole class or demonstrating work.
- Use visual supports to aid understanding, develop independent working skills and when asking the pupil to work outside of their own direct experience.
- Communication: Know what level the pupil is functioning at and adjust your own language appropriately.
- Provide opportunities for over learning and generalising previously taught concepts, knowledge and skills.
- Provide motivators to encourage the pupil to engage in activities that they may not try otherwise.
- Involve the pupil in planning their support programme. Ask them where they think they need most help?

Remember!

This is just the beginning. Your pupils may appear to settle quickly if you plan well but their underlying difficulties will remain the same and strategies will need to be monitored and adapted throughout their education.

“Throughout my life I’ve been reprimanded by teachers and students alike for being weird, un-co-operative, stupid, weak, forgetful, slow - the list is endless... With the right teachers a pupil with autism can flourish – I’m proof of that. Ok, so I may not be the most intellectually gifted person on the planet, or have many qualifications, but I began school from below rock bottom. Those teachers provided a ladder for me to get through the manhole and to climb up into the average bracket.” Nita Jackson (Standing Down Falling Up)

Appendices

Appendix 1: Transition book – for a verbal pupil who is able to read and understand complex sentences and moving on to a mainstream placement

Going to Gladesmore





This is the main entrance to the school.



If I am ever late for school and the gates are closed I will have to press the ‘Call’ button on the intercom on the wall by the gate.

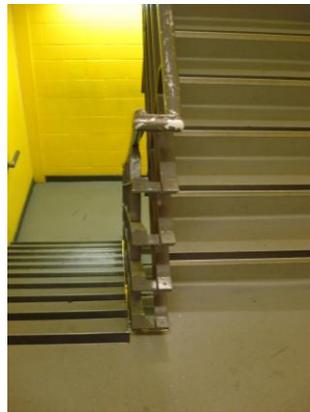
When someone answers I should ask politely to be let in.



The Playground.



There are lots of toilets in the school. It says on the door to each, who can use it.



There are lots of staircases at Gladesmore.

If I don't know which stairs to use then I should ask another student or a member of staff.



This is the Main Building.

I will have most of my lessons in the Main Building.



There are four very long corridors in the Main Building. I will need to look at the numbers on the doors to find the right rooms.



This is the door to the Learning Mentors' office. This is a place that I can come to for help.

All of the rooms in the Main Building have a number on the door. The first digit tells me what floor the room is on.

Rooms beginning with '0' are on the ground floor;



Room numbers beginning with a '1' are on the first floor.



Inside a Technology Workshop...



I will be able to use real tools in technology lessons, but will have to listen to and follow special safety rules.



I will be able to use a real cooker and kitchen utensils in Food Technology lessons. Again good listening will be important because there will be special safety rules for me to learn and follow.



This is a classroom where modern foreign languages are taught.



History is taught in this room.



This is a music room.



This is an English classroom.



This is a drama studio.



This is the Library. I can go here to read books, go on the Internet, or do my homework.

The Library is open before school, during the lunch break and after school.



This is the entrance to the Science Block.



This is a Science laboratory. I will have my science lessons in a room like this.



This is what it is like inside the Main Hall. I will come here for assembly and can have lunch here too.



The canteen is in the main Hall. If I have school dinners I will buy my lunch here. Drinks and snacks are sold here at break time. I will have to queue up, choose my food and drinks. Then I have to pay.



The Sports Hall



This is a PE changing room in the Sports hall.

I might have PE in the Sports hall or on the Astro-turf in the park.



Finally... the way out at home time after a long tiring day!!!!

Good Luck in your new school!

Appendix 2: Colour coded timetable with pocket notes about which room things happen in and with which teachers

Max's Timetable

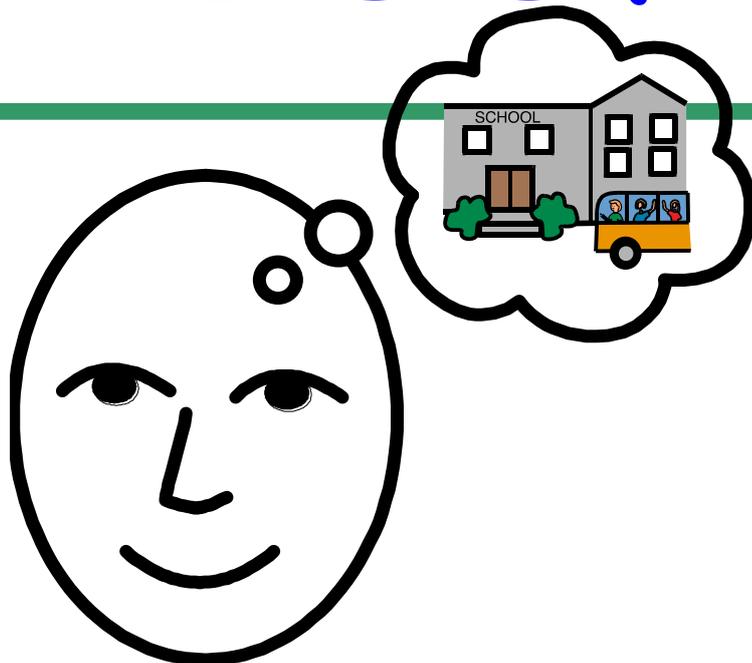
	Monday	Tuesday	Wednesday	Thursday	Friday
8.50 – 9.00	Registration	Registration	Registration	Registration	Registration
9.00 – 9.45	Numeracy – 6RD	Numeracy – 6RD	Numeracy – 6RD	Numeracy – 6RD	Numeracy – 6RD
9.45- 10.30	Science	Geography	Reading groups – Mrs Hitchins	History	Library
10.30 – 10.45	BREAK				
10.45 – 11.45	Literacy (Drama) - 6M	Literacy - 6M	Literacy - 6M	Literacy - 6M	Swimming – Albany Pool
11.45 – 12.00		ICT – computer suite	PSHE	PSHE	
12.00 – 1.00	LUNCH				
1.00 – 2.00	PE - Gym	Maths test	Science	RE	Art or DT
2.00 – 3.00		ICT		ICT – computer suite	
3.00 – 3.30	Assembly	Music	Spelling Test	Quiet time - reading	Golden time

<u>Book colours:</u>	<u>Teachers:</u>
Literacy	Literacy – Mr Monroe (6M)
Numeracy	Numeracy – Miss Riddle-Dickson (6RD)
Science	Reading in groups – Mrs Hitchins (Snug room)
Geography, History, RE	PE – Mr West (Gym)
PSHE	Everything else – Class teacher Mrs Shah (6S)

Appendix 3: Problem solving pocket prompt card example for what to do if the bus does not turn up when expected

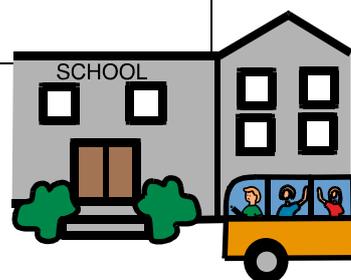
	What to do if I miss the bus...
1) Stop and Look at my watch	
2) If it is before 7:45am I have enough time so wait for the next bus, if it is after 7:45am go to step 4. While I am waiting I can relax and listen to some music on my iPod and keep checking my watch. When the next bus arrives get on it and go to school.	
3) If the next bus has not arrived by 7:45am go to step 4.	
4) Telephone Mum on 0999 738 573 or Dad on 0999 789 789 and say “the bus has not come.”	
5) Listen to what she/he says. They will tell me what to do next. They will contact my school to explain where I am so I won't be in trouble for being late!	

MY NEW SCHOOL QUESTION BOOK

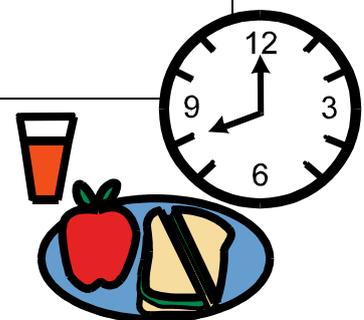


MY NEW SCHOOL

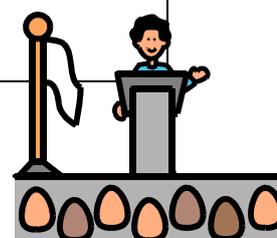
Name :	
My new school is called:	
My new school's address is:	
My new school's telephone number is:	
The head teacher is:	
My head of year is:	
My form tutor is:	
Who else do I need to know?	What do they do?
1.	
2.	
3.	
4.	
How will I get to school?	



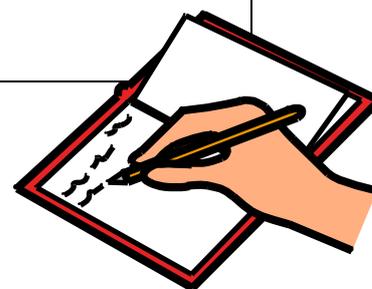
Are any of my friends going to my new school?	
1.	2.
3.	4.
5.	6.
Who do I already know at the school?	
1.	2.
What time does school start?	
What time does school finish?	
What times are break-time and lunch-time?	
Will I have to wear a uniform?	
What is my new uniform like?	
Will I have to wear a school tie?	



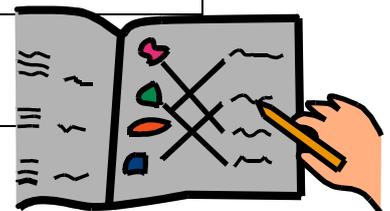
What does the school tie look like?	
What sports kit will I need?	
What other equipment will I need?	
1.	2.
3.	4.
5.	6.
Will there be an assembly?	
What is the usual time for assembly?	
Is there an assembly every day?	
Which subjects will I study?	
1.	2.
3.	4.
5.	6.
7.	8.



9.	10.
11.	12.
13.	14.
Will I have the same teacher all day?	
Will I have a timetable / diary?	
How does it work?	
Will there be any help in the classrooms?	
What facilities does my new school have?	
1.	2.
Are there any lunch-time clubs?	
What out of school activities are there?	
Which would I like to Join?	
1.	2.



Will I have homework?	
Is there a homework club?	
How will get home?	
My Questions:	Answers:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



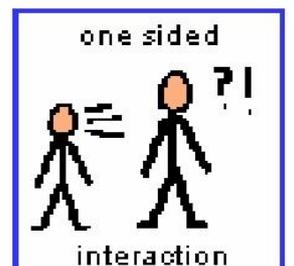
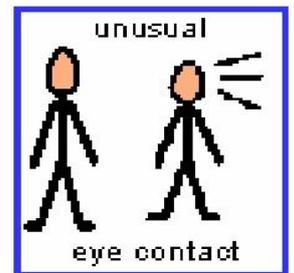
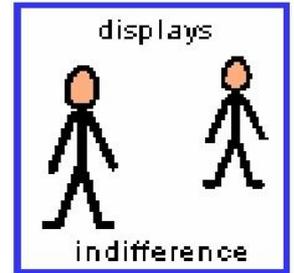
Appendix 5a: Pen portrait giving information about the pupil to the new school – example 1 (single sheet format)



My name is Rxxx Hxxxx.

This is important information about me.

- I have autism. This means I have some difficulties with my social interaction and communication and I can become upset and anxious.
- I usually work well when I know what I have to do, how much is expected, and how long it will take. Most written activities are challenging as I do not find handwriting easy, and my keyboard skills are not that fast.
- My favourite school activities are ICT, Science and books. I really enjoy researching and talking about electronics and how to make ROBOTS.
- I quite enjoy Drama and some P.E. but not running long distances or football.
- I am not so keen on Maths. It is the hardest subject in the world! Sometimes when I concentration I start to think of films that make me laugh, it would help if you would remind me that I can think about them at break, lunch or home time.
- I am a bit worried about getting lost around Bxxxx School and getting to lessons on time. This is because I have **very little concept of time**.
- Having too much homework is also a little worrying.
- I am a bit nervous of being bullied and of losing my equipment.
- I have been practising my organisational skills. This will be on-going ...and will help my Mum too!
- When I am treated unfairly I may become anxious or upset. It is good for me to have quiet time with a book at this point but I may need directing to do this.



Appendix 5b: Pen portrait giving information about the pupil to the new school – example 2 (book format)



Insert
photo here

This is a picture of me.

This book is all about me. It tells you about my likes and dislikes, how I work best and ways of helping me learn.

I hope this book helps you to understand me better.

Things I like

- In school I find Technology, Art and Science easier than many other subjects because they are practical. I am good at practical things. Once I helped my Grandad strip and rebuild a car engine.
- I also like ICT. I find computers interesting and working with computers is a visual activity that makes things clearer to me.
- At home I like playing on my Wii, watching TV and DVDs.
- I like crafts of all kinds, Airfix being one of my favourites.
- I also like working with electric circuits. Sometimes I take things apart to see how they work. My parents don't always like it when I do this.
- I like cooking too. Recently I have been making bread with my mum. I like eating food I've cooked.

Things I don't like

- I find shouting very upsetting. I can not concentrate on what is being said and it makes me very anxious.
- I find transferring from lesson to lesson difficult. There are too many people moving about and sometimes I forget where I am supposed to be going. I try to find a quieter route if I can. Sometimes this means I am a bit late getting to my class.
- I don't like writing. It actually makes my hand hurt so I find it a really difficult task to do. I do try to write neatly and I am working on this with my mum at home. I think this is why I don't like subjects like English and History – there is so much writing to do.
- Sometimes it helps a bit if I give my hands a short break or a massage.
- Because I don't like writing it makes me cross when I have to re-write my work. I try really hard the first time and just don't understand when teachers ask me to re-write what I have already written.
- I find some smells disgusting and I can not concentrate. I really don't like it when teachers wear strong smelling perfumes or aftershave. Sometimes it makes me want to vomit and I have to leave the room.
- I do not like being touched.
- I prefer people to approach me from the front rather than from behind. If someone comes up to me from behind I am not prepared, can get frightened and might actually hit someone. I feel really upset after this has happened because I don't like hurting people.
- I do not like the colour pink. I think it is a girl's colour.

I work well when:

- I am prepared – particularly if things around me are going to change.
- I'm not shouted at.
- My first draft of writing is accepted and praise is given. It may not be as good as some of the other student's work but I have tried really hard.
- I work well when told things like, "Well done you have tried really hard. Next time I'd like you to try"
- I respond well to praise. I need a lot of it and need it all the time. This really motivates me.
- When you need to explain things to me and do not stand too close.
- I am given visual clues. I like things like lists and charts.
- You point to your face and say, "Harry look at me and listen", to get my attention.
- Put both hands up and then bring them down palms downwards and say, "quiet", if you want me to be quiet.
- Put your thumbs up and "Well done". This is great and I like this visual clue a lot!

When I am anxious or worried

You can tell when I am feeling anxious or worried because I usually:

- Fiddle with my pens and pencils and anything that is in my pencil case.
- Sniff my hands.
- My voice gets louder and louder.
- I keep asking people, "Am I a good boy?" or keeping telling them, "I am a good boy."
- Sometimes I might ask to move from where I am. This might be because the noise is too much for me. Once when a brass band came to school to play for us I found it too loud and couldn't listen. When I asked to move I was not allowed. I think I would have enjoyed it if I was further away from the band.
- When I am anxious I need some time out. I need space to calm down by myself. It helps if I know in advance where I can go when I feel like this.

Other things about me.

- What I have been told or taught on one day may not be in my head the next day. It would be helpful if we were given a quick recap on what we did the day before (or lesson before).
- Sometimes people think I am rude. I do not mean to be and do not really want to upset people. If I am thinking something I tell you what it is. For example, I may tell you that your breath smells or that I think you are stupid.
- In PE I have difficulty with longer activities like cross country. I do enjoy sport but I really can only manage short bursts. I do energetic activities with my Mum and Dad but only in short bursts. My legs hurt but I am willing to try.
- I am allergic to peanuts and carry an EpiPen. I know how to use this myself but you will need to learn too.

Useful references:

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