

Greenwich Autism Outreach Team

Planning a successful transition for children moving to secondary school in 2027

January 22nd 2026

Welcome everyone

Please ensure your microphones are on mute.

Please use the chat function to ask questions as we go through. We will do our best to answer if relevant to the slide or at the end if a general question.

Please send a direct message in the chat function to Nicola, so we can mark you as attended. Choose Nicola in the chat rather than to everyone.

Please keep questions relevant to the topic.

We are unable to discuss specific issues you may be having with your child's school.

Please contact Wendy via email if you need further advice or support.

**This presentation will be put on the local offer to access after the meeting.
(There may be a delay as there have been some problems uploading.)**

Wendy Jones
Autism Outreach Team Transition
Coordinator

Contact details:

wendy.jones@royalgreenwich.gov.uk

Nicola Hill – Primary and Secondary
Autism Outreach Worker
nicola.hill@royalgreenwich.gov.uk

Agenda

- Autism Outreach Transition Programme - What we do
- How to prepare your child for Secondary School
- Timeline for admissions
- Summer holiday groups
- Parent/Carer support services

Preparation is the key to success!

This meeting is intended to give you a full picture of the preparations that are made for your child and to help you make an informed decision about secondary choices.

Why can pupils with Autism find transition particularly difficult?

- A strong preference for sameness...
- Rely heavily on routines, which can give them a sense of security and in turn some level of independence.
- When routines change, the person does not know what to expect and anxiety can develop.
- May find it difficult to communicate – skilled at masking.
- Transition to secondary school involves new buildings, new people, new routines which all come with new rules to learn.
- Skills learnt in one environment may not be generalised to another.
- Rigid thought processes, sensory processing and communication challenges means that all transitions, minor or major, require careful planning.
- This is why the transition programme starts early in year 5 😊

AUTISM OUTREACH TEAM TRANSITION PROGRAMME

WHAT WE DO AND WHEN?

Autism Outreach Transition Programme

- ✓ **During the summer holidays at the end of year 4, the upcoming Year 5 cohort identified. This year there are 156 children in year 5.**
- ✓ **Introductory letter sent to parents/carers at the beginning of the autumn term.**
- ✓ **Parents/Carers advised to look at secondary schools during the Autumn Term of Yr 5.**

- ✓ **Attend Local Authority meeting for pupils with an EHCP. Should have had contact. February 6th and March 4th (twilight.)**
- ✓ **Organise meeting with existing Outreach Worker and liaise re support received. Identify transition concerns and prioritise support accordingly. Consider whether support continues via existing outreach worker.**
- ✓ **Organise virtual meeting with SENCo to discuss child.**
- ✓ **Provide information to schools re TIGERS project. This is the Borough's Travel Independence Programme.**
- ✓ **Attend Annual review (for children with an EHCP.) 75 in the summer term.**
 - ✓ **If no EHCP but concerns around transition – Meeting offered between Outreach, school and parents/carers to discuss transition, if necessary.**
- ✓ **By the end of the autumn term, all year 5 pupils will have been discussed with school SENCo**

Meeting with SENCo

- Children are discussed to consider how they will manage in secondary.
- How independent is the child? – can they organise themselves for lessons? Could they ask for help etc
- Do they struggle with non preferred activities? Emotional dysregulation?
- How do they cope socially?
- If the child is identified as a concern for transition, the Transition form is completed and targets set. These are to be achieved by the end of year 6 and hopefully help towards a smooth transition.
- Awareness/understanding of diagnosis is noted. It is important that the secondary school know if the child is aware of their diagnosis.
- Blocks of work can be organised if needed.
- The form is passed onto secondary school to give a clear picture of the preparations that have been put in place. Generic information sheet is provided for those where a transition form hasn't been needed.

Review on Request level of support

This doesn't mean children are not supported. If all is well, the school are invited to contact us if they have concerns.

This does happen and we respond immediately.

Could be via emailing recommendations or organising a visit.

All children on the transition caseload receive the transition resources/support in year 6. (Detailed later.)

Children receiving their diagnosis in year 5/6

- Included on caseload
- Placed on Review on Request with school
- Discussed with SENCo. If the school request support, are seen by an Outreach Teacher for an initial assessment.
- Receive all transition resources
- Included in all year 6 correspondence
- Discussed at meetings between primary and secondary

The **TIGERS** Programme.

(Travelling Independently in Royal GrEenwich Road Safety Scheme)

This is a life skills programme that has been devised to enhance students' self esteem and confidence with their pedestrian skills and use of public transport. It gives young people the opportunity and entitlement to be proficient in independent travel and life skills.

The tasks are based on the traffic light system

Red	Participants are accompanied at all times. Set tasks take place around the school environment and on streets and roads adjacent to the school.
Amber	Encouraging greater independence. Accompanied by an adult at all times. The adult should shadow the student allowing them some independence and the freedom to make decisions for themselves. Adults are to intervene if the student performs an action considered to endanger themselves or others. The amber tasks include shopping skills and also a trip to the library to join and take out/return books or another suitable amenity.
Green	Promotes active, sustainable travel by encouraging the use of public transport, being given errands to run and messages to take. Shadowed by an adult leading to complete independent travel.

Wendy Jones liaises with schools and automatically recommends to for vulnerable children. Parents/carers can also contact for information on upcoming activities.

John Butcher– Area Safety Team John.Butcher@royalgreenwich.gov.uk

What to expect on the workshop



Bus Stop safety

Understanding timetables

Year 6 Travel Bus Training

Revenue Inspectors



Scenarios

Phone Theft



Passenger argument



Stranger danger



Road Safety



Drunk.

Dealing with awkward situations



Rowdy Behaviour



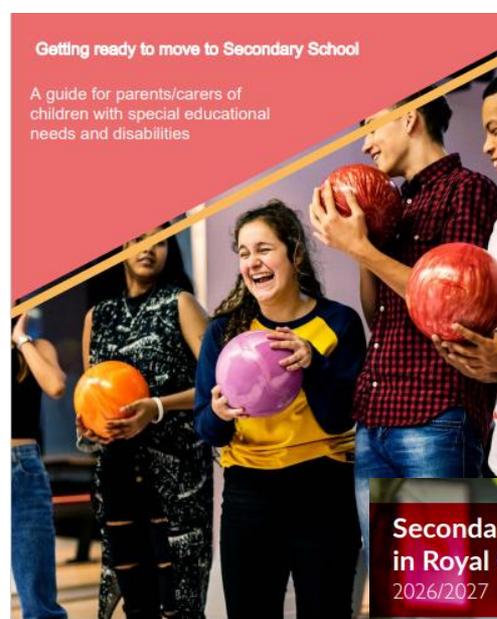
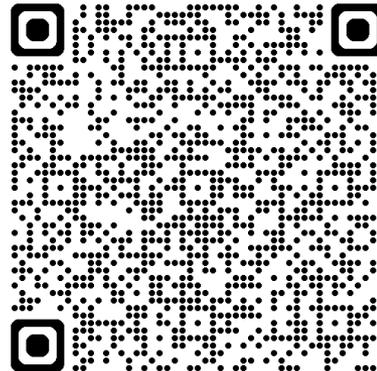
Arriving back



Choosing a school

- Letter sent in year 4/5 includes a list of all schools and a question sheet to support visits.
- There is lots of information available on the Local Offer:
Getting ready for moving to secondary school booklet

- Support with transition to secondary school | Get support for starting or moving school (transition support) Community Directory
- QR code for Royal Greenwich website - Secondary School Admissions Guide booklet 26/27



royalgreenwich.gov.uk/admissions



<https://www.royalgreenwich.gov.uk/send>



Choosing a school

- Think about distance and how your child will get there. Travel can impact on the child's day.
- Unlikely to be awarded transport if there is a school nearer than your first choice, that can meet needs.
- Most children can manage in a mainstream setting. However, if your child is finding primary a challenge, you may want to discuss specialist options for secondary schools with your school SENCo or Autism Outreach Transition Coordinator.
- **There is a strict application criteria for each specialist setting.**
- School SENCo submits forms for specialist settings.
- We can share information on different schools but can't say which one you should name.

Types of settings

There are three types of secondary settings:

16 **Mainstream** schools

Autism LARP (Local Area Resource Provision)

Thomas Tallis, Leigh Academy, The John Roan, Woolwich Poly Boys

Plumstead Manor **MLD LARP** (Moderate Learning Difficulties Resource Provision) (Mixed)

Woolwich Poly Satellite **SLD LARP** (Autism and Severe Learning Difficulties) (Boys)

Leigh Stationers LARP (Severe Learning Difficulties) (Mixed)

Special Schools – Charlton Park Academy, Rowan Wood, Willow Dene, King's Park

A note about EHCP's

We have a lot of parents/carers wishing to apply for an Education and Health Care Plan because they feel their child won't be able to manage in secondary school.

Please seek advise from the School SENCo or myself if you feel your child needs additional support and are considering a parental/carer request.

There is rigorous application process and school need to show they have completed assess, plan, do review. There needs to be evidence to support the application. If school are unable to evidence the additional support, a plan is unlikely to be granted.

Secondary schools do put in additional support if needed.

- ✓ Support continues via review on request. This is the model that is used for secondary support.
- ✓ Secondary school place confirmed in February/March of year 6.
- ✓ Contact SENCo's to urge them to complete an Transition Pro Forma for all children and send to secondary SENCo.
- ✓ Link primary and secondary SENCo's for all children to ensure they are aware of where children are moving to and have contact details to set up visits.
- ✓ Provide Transition Pack to staff for all children in spring/summer term. Includes resources to gauge feelings about moving on and to address any anxieties.
- ✓ Provide templates for Transition Passports/Profile Sheets to primary schools if required.
- ✓ Liaise with Secondary SENCo's to organise familiarisation visits, Most schools now organise their own visit dates and will let you know the details.
- ✓ Any direct work with children, regarding transition, takes place after the SATS. This is to avoid adding any anxiety during the lead up and during this part of year 6. However, there is usually discussion among peers around the time that schools are named.
- ✓ Email parents/carers in the summer term with an update of transition support that has taken place.
- ✓ Send Transition Form or generic info sheet to secondary school in the summer holidays.

Year 6 – what we do

Focus of extra visits to secondary school

- **To familiarise pupil with school** – introduce key areas i.e. Reception, School Office, Dinner Hall, Form Room, Toilets, Outside Areas and Locker Area.
- Using a camera or video is useful – photos can be used later to make a ‘My Secondary School Booklet.’
- **To familiarise pupil with key members of staff** – Key person identified in secondary school for visits to ensure consistency.
- **To introduce the changes between the primary and secondary setting -**
 - Examples of planner, map of school and timetable.
 - Questions – Ask your child to bring some along.
 - Visits usually reduce anxiety.

Moving on Story



Moving On

An introduction to secondary school

After year 6, in September 2027, you will be moving to secondary school. Moving on can be very exciting. You may feel you have 'outgrown' primary school. It can be an anxious time too. Starting to plan ahead and think about the differences now will help you to settle in quicker. Here is some information that may help.

Secondary school is for pupils aged from 11 to 16 years. The schools are usually much bigger than primary schools and can have as many as 2000 pupils. The pupils are taught the KS3 and 4 curriculums. Some secondary schools also have a sixth form. You may learn more subjects than you currently take at primary school.



You may already wear a school uniform in your primary school. You will need a new uniform for your secondary school. Most schools will have a formal uniform, with trousers, shirt, tie and a blazer. Others may be more informal and allow polo shirts in the school colour with the school logo.

Secondary school is organised differently from primary school. Each different subject is usually taught by a different teacher in a different classroom.

There will be an opportunity to visit your school before you start to become familiar with the building. You will be able to take photos and make them into a transition book. This will help you to remember important people and key places within the school. A map of the school may also be available to take away.

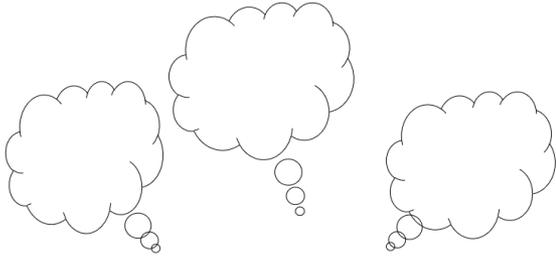


You will be given a planner, which is like a diary. This is where you will make a note of your homework and gain merits for good work. There will also be a copy of your weekly timetable inside to help you remember which lesson you need to be in. It will also tell you which room the lesson will be held in. At first, you may be anxious about finding your way around the school building. This is normal and all new students will feel the same. Why not start to use a diary now; this will get you into the routine of writing down important things to remember. Try making a note of any homework set by your teacher.

The school day is organised slightly different from primary as most secondary schools start before 9am. You will start the day in your form room for registration and then move around the school for each lesson.

What Will Secondary School be Like?

Thoughts about starting secondary school



How do you feel about starting secondary school?
What have you heard about secondary schools from other children?

Making Friends



- There will be many more people at your new school than there are at primary school.
- You may already know some students who are going to the same secondary school but you will also be meeting lots of new people. Some of these may become your friends.
- It takes time to make friends.
- We often make friends with people who have similar interests.

What are your interests or hobbies?

WHAT WILL SECONDARY SCHOOL BE LIKE?

Name:

My secondary school is:

My primary school is:



Compiled by Royal Greenwich Autism Outreach Service

Things I need at school every day:

1. My planner.
2. Books for each subject today.
3. You may need to bring your PE kit
4. Pencil case with pens, pencils and a ruler.
5. You may also need house keys and a mobile phone.
6. Packed lunch if you are not having school dinners.

Tips for a good start to secondary school

1. Pack your bag the night before, with the things you will need for the next day.



2. Keep a copy of your timetable at home



3. Try to complete your homework on the day that it is set.



Transition Passport

Things that make it difficult for me to work well

- A very noisy classroom
- Having the sun in my eyes
- Not understanding the task
- Working with someone who won't listen to my views



Things I find difficult

- Working in a very noisy classroom
- Making friends
- Writing fast and neatly



When I'm stressed I.....

- Get upset
- Bite my nails
- Find it hard to concentrate
- Get worse IBS symptoms
- Raise my voice
- Think everyone is cross with me



Things that help me to work well

- Clear instructions
- A reasonably quiet environment
- If we are working in groups / pairs, it helps to be with someone I trust



How I communicate (and any difficulties I have with communicating)

- I sometimes find it hard to understand expressional communication.
- Sometimes I don't understand some peoples jokes
- Sometimes I think people are cross with me when they are not
- I do not always interpret language in the same way as other people and will not always understand when you think I have done something wrong. Please try to let me explain what I think I was doing rather than assume I am being difficult.



How I need you to communicate with me to help me understand

- If you raise your voice when you speak to me I can think that I am being told off.
- If I am not 100% sure what to do, I will probably ask you to repeat some of the instructions



Resources can be seen on the local offer

Year 7

- ✓ Meet with secondary team to discuss each child, during the first week of term.
- ✓ Ongoing support is provided as and when needed, via the secondary Autism Outreach Team.
- ✓ Nicola is currently working in primary and secondary schools.

WHAT CAN YOU DO TO PREPARE YOUR CHILD FOR TRANSITION TO SECONDARY SCHOOL

Tips for a successful transition

email for a copy

- Use checklists to promote organisational skills –create as a reminder of what to do. This supports independence.
- Model how to ask for clarification – a set of learnt responses can be useful... i.e. “I don’t understand”, can you explain that again”? “Can you help me please?”
- Start to use a diary to prepare for using a planner.
- Plan and practice journey to and from school.
- Remain positive, build on previous successes where change has been involved.
- Discuss the parts of secondary that will appeal to them... more structure & stimulating subjects.
- Questionnaire for you to get an idea of how your child is feeling about transition.

Questionnaire

Discussion points Use the following questions to identify areas of anxiety. Circle the number to find out how worried your child may be. *1* means no worries. *4* indicates very worried. Discuss solutions for areas of anxiety. Please contact ASD outreach if you require further support in addressing these concerns.

- | | | | | | |
|-----|----------------------------------------------|---|---|---|---|
| 1. | Making new friends | 1 | 2 | 3 | 4 |
| 2. | Finding your way around the new building | 1 | 2 | 3 | 4 |
| 3. | Being late for lessons | 1 | 2 | 3 | 4 |
| 4. | Carrying books or equipment with you all day | 1 | 2 | 3 | 4 |
| 5. | Other kids being unkind to you | 1 | 2 | 3 | 4 |
| 6. | Getting detention | 1 | 2 | 3 | 4 |
| 7. | Having different subject teachers | 1 | 2 | 3 | 4 |
| 8. | Understanding the work | 1 | 2 | 3 | 4 |
| 9. | Completing homework | 1 | 2 | 3 | 4 |
| 10. | Changing for PE | 1 | 2 | 3 | 4 |
| 11. | Taking part in PE | 1 | 2 | 3 | 4 |
| 12. | Getting to school late | 1 | 2 | 3 | 4 |
| 13. | Having property stolen | 1 | 2 | 3 | 4 |
| 14. | Break time or lunchtime | 1 | 2 | 3 | 4 |

Further ideas to support

- Discuss concerns with school staff in both the current and receiving school and Outreach Coordinator.
- Use a calendar as a visual reference of time and a countdown to the changes.
- Discuss transition using the Moving On resource. (email for a copy.)
- Begin to gather information for Transition Passport or Profile Card, if you feel your child needs one. Contact school or Autism Outreach with this information to ensure that it is passed on to the receiving school.
- Consider the timing for talking with your child about their diagnosis if this has not already happened.

Timeline for admission and overview of process

Secondary Transition Arrangements for Pupils Without an EHC Plan

Year 5

- Autism Outreach Transition Meeting held in January

Year 6

- Attend open evening events at preferred schools in the autumn term.
- October 26. Parents/Carers are invited complete the Common Admissions Form online and state their school preference. Up to 6 Schools can be named.
- Parents/Carers informed of confirmed secondary school placement at the beginning of March 27.
- **Please note:** If Parents/Carers wish to apply for a specialist setting, the primary school SENCo needs to submit paperwork to SEN team in September 26, in time for the November panel. **This is in addition the common admissions form.** Advice can be given around whether the child may meet the criteria once we have met with the SENCo to determine level of need. Always more applications than places.

Secondary Transition Arrangements for pupils with a EHC Plan

Year 5 – spring term 26

- Autism Outreach transition meeting held in January
- Local Authority meeting – held in February/March

Year 5 – Summer term 26

- Parents/Carers name 3 schools at annual review.

Year 6 - November 26

- Panels will be held for admission to Special Schools/LARPS

Year 6 - November 26

- The Local Authority will consult with the mainstream schools named on the parental preference form and local authority preference if appropriate

Year 6 – December 26

- The schools will respond to the consultation

Year 6 – January 27

- Final decisions about school placements are made

Year 6 – February 27

- Deadline for final EHC Plans to be sent out to parent naming secondary school

Travel Assistance to Mainstream Schools

Pupils may also receive travel assistance to their nearest mainstream school if:

- They have significant mobility difficulties, or
- They have medical needs that mean that they cannot use public transport: medical transport requests will be sent to the Senior Medical Officer (SMO) for their confirmation that the pupil requires transport provision. This arrangement will be reviewed by the SMO annually.
- Applications must be submitted by 31st March 2027.
- Further information can be found on the Local Offer

Summer Holiday Transition Groups

Secondary schools transition groups

Run by the schools. Details will be sent to you.

Children's Services Stepping Up Programme

Children who would benefit from additional support. Identified by school SENCo.

What happens when we have concerns about a child?

Example of work between primary and secondary outreach support

Child currently year 8

- Year 6:
- Concerns about uniform adjustment/was given emotional regulation support as struggled with completing non preferred subjects.
- Year 7:
- Adjustments to the uniform agreed.
- Transition support identified that she was struggling with homework and receiving sanctions for not doing enough.
- Organised for adjustment to the amount that she needed to complete.
- Doing really well now 😊

Child currently year 7

- Year 6:
- Completed work around anxiety. Very quiet, struggled to verbalise her worries. Resources provided.
- Concerns around anxiety in secondary and possible Emotional Based School Avoidance.
- Year 7:
- Initially didn't want to leave lesson for transition support.
- Part of a Social Skills group. Quiet but confident. Engages in discussion. Shared that she had been worried about getting lost around the school.
- Worry didn't come true! Didn't get lost.
- Has been doing well 😊
- Parent reported that they were worried about homework, but this hasn't been a problem.
- Parent feels it has been an easier transition than anticipated.

Parent/Carer support services

- **SENDIASS** (Special Education Needs and Disability Information, Advice and Support Service.)

CONTACT DETAILS: 020 8921 2549

sendiass@royalgreenwich.gov.uk

To support families with a child with special educational needs with any issues around their child's education including transition.

- **National Autistic Society** - [National Autistic Society](#)

- **Greenwich Parent Carers Participation Forum**

A group of parents/carers of children with SEND living in Greenwich. The forum aims to influence the decisions that affect their families to contribute to developing services that meet the needs of their families. Contact via form on their website.

[Greenwich Parent Carer Participation Forum \(greenwichpcpf.org\)](http://greenwichpcpf.org)

SUMMARY

Almost all transitions are smooth for pupils due to the careful planning and support put in place...

“Thank you so much. My son settled so quickly and even well beyond everyone’s expectations. Most grateful for the well organised and smooth transition, very invaluable.”

“Everything was well thought through. It was invaluable help we received.” The small group meetings beforehand were so important and made my son feel as if he belonged there.”

We are here to provide immediate support should there be any difficulties.

Parents can contact us as well as schools.

DON'T WAIT AND WORRY..

Contact us for further advice.

Any questions?

- *Please use hand up function to speak in person.*
- *Use the chat function and Nicola will read out your question for you.*
- *Thank you for joining us today. We hope it was helpful.*
- *Please email Wendy to request resources – Tips for a Successful Transition and Moving On resource. Please include your child's name*