



Thinking about Transitions for Neurodivergent (ND) Pupils

Partnership for the Inclusion of Neurodiversity in Schools

The programme is funded by the Department for Education (DfE), supported by the Department for Health and Social Care (DHSC) and NHS England (NHSE)

Plan

Identifying transitions - you will need pen and paper

Transitions and ND - differences and support

Reflection and Action Plan

Feedback and questions

Resources and references





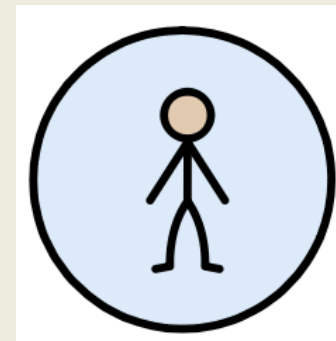
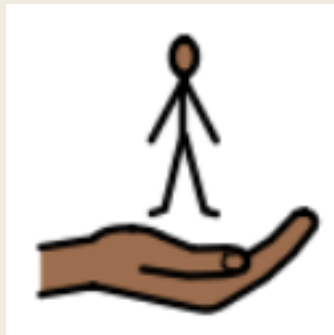
Introductions



What is PINS?

Partnership for Inclusion of Neurodiversity in Schools

- PINS provides a unique opportunity to work in partnership between health, education, children and their families to develop different aspects of school life to support neurodiversity
- We know that meeting needs of ND children will be of benefit to all children
- Meeting needs of children with SEND in mainstream schools is the cornerstone to improving outcomes (attainment, attendance and wellbeing), parental confidence and delivery of a financially sustainable SEND system.



Who are we?

HCRG Care Group are the current Community Provider of Children's Service in Swindon, Bath and North East Somerset (B&NES) and Wiltshire.

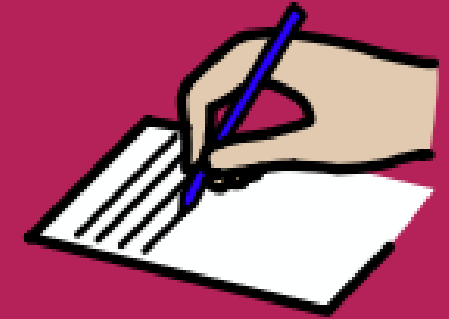
We are working to deliver additional training to schools as part of the PINS project.

Professionals include:

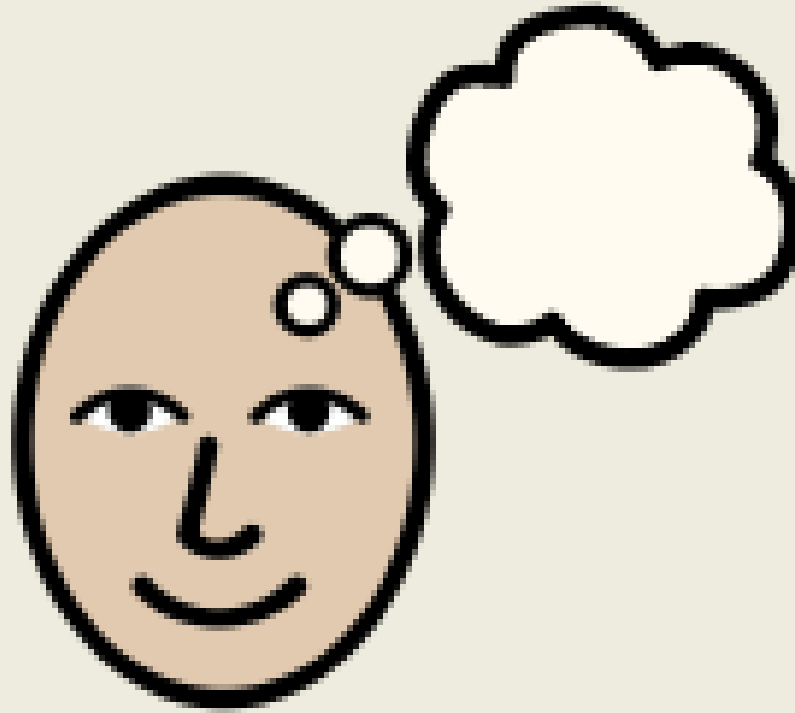
- Teachers
- Learning Disability Nurses
- Clinical Psychologists
- Paediatricians
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists

Identifying Transitions

(you will need a pen and paper)



Activity: Transitions today?



Improving Transitions

What helps us manage transitions?



Choice

Routine

Knowing what is next

Using previous experience

Sensory comfort

Activity: Transitions in school

Identify transitions in a school day for your pupils

How many can you identify in one minute?





Transitions and ND

What is ND?

Neurodiversity – Concept of naturally occurring cognitive variations.

Neurodivergent – Individuals that think and interact with the world differently.

Neurotypical – A term used to identify people who are not neurodivergent.



Neurotypes in society, collectively known as Neurodiversity



Why might transitions be more difficult for ND pupils?

Here are the themes about what we find helps us with transitions:

1. **Choice and control** to influence your transitions
2. Routine and knowing what's next
3. **Knowing what's expected/previous experience**
4. Sensory comfort

1. Choice and control - challenges

Choice:

Too much choice vs too little choice

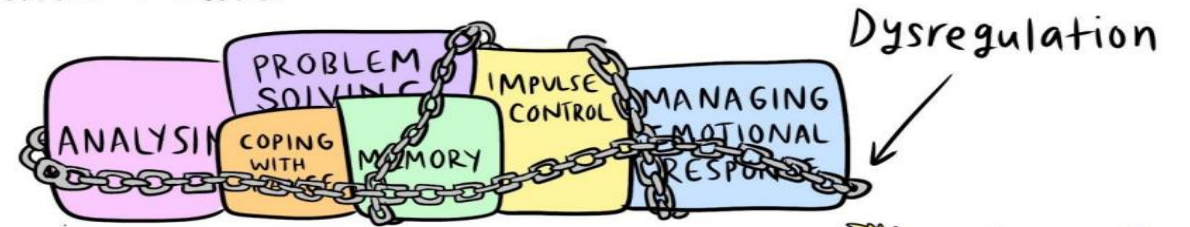
Language capacity

Impact – dysregulation, anxiety

Control:

External vs internal locus of control

When I am **DYSREGULATED**, I cannot effectively access the Executive Function skills that I have.

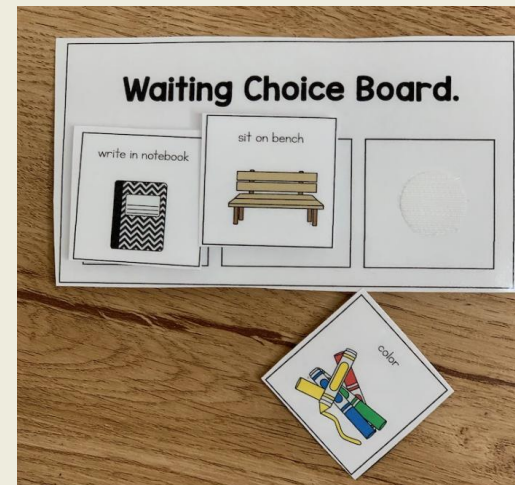
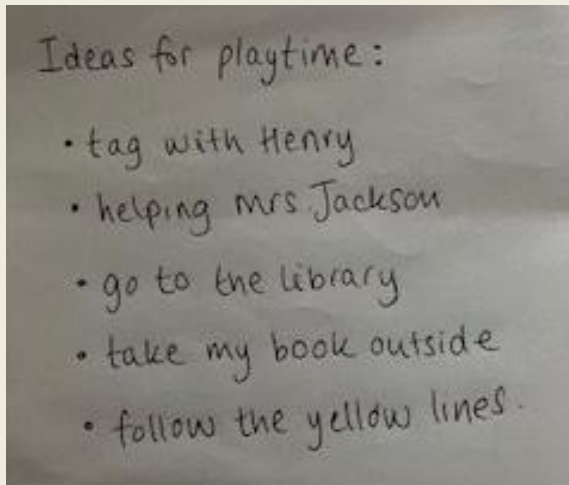


NeuroWild

1. Choice and control - transition tips

Visuals

- Consistency
- Accessibility
- Use what you have
- Involve the child



1. Choice and control - transition tips

Language

- Simple
- Use visuals
- Indirect

Example:

High demand

“You must stand behind Joe”

“Put your coat on”

Low demand

“I wonder if anyone could stand in that little space there?”

“Let’s see if we can find our coats”

2. Routine and knowing what is next - challenges

Timetable

Sequence

Abstract concepts

Unstructured times

Hyperfocus

I am **really good at focusing on things that I enjoy**. This hyper focus is a **big strength!** When my focus is interrupted suddenly, I find it physically uncomfortable and sometimes distressing. Often I have trouble moving my focus to something else.

Environment

Familiar things

People



2. Routine and knowing what is next - transition tips

Support **expected** changes visually

Visual timetables

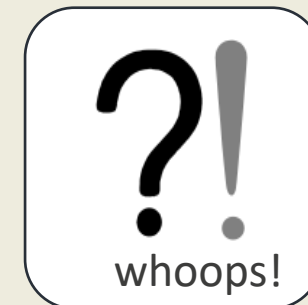
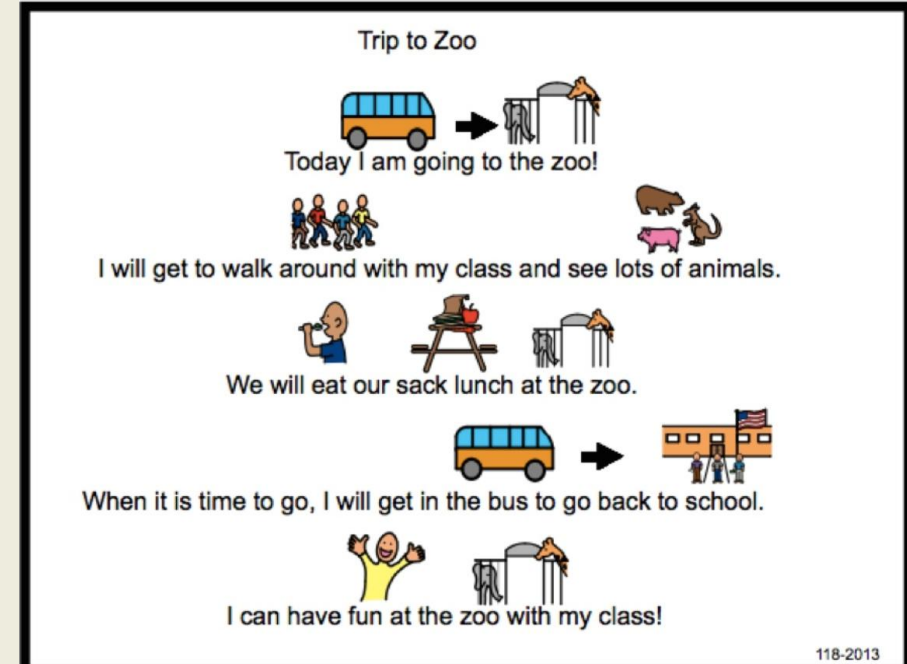
Social stories

Share with home

Support **unexpected** changes visually

Pre-warn

‘Whoops’ visual



3. Routine and knowing what's next - transition tips continued

What is coming next?

Timer

Finished tray

Activities in steps

Visuals for 'waiting'

Waiting activities

Time anchoring



Information from:



4. Knowing what's expected - challenges

Example: An unexpected exercise class



Generalising skills

Abstract concepts

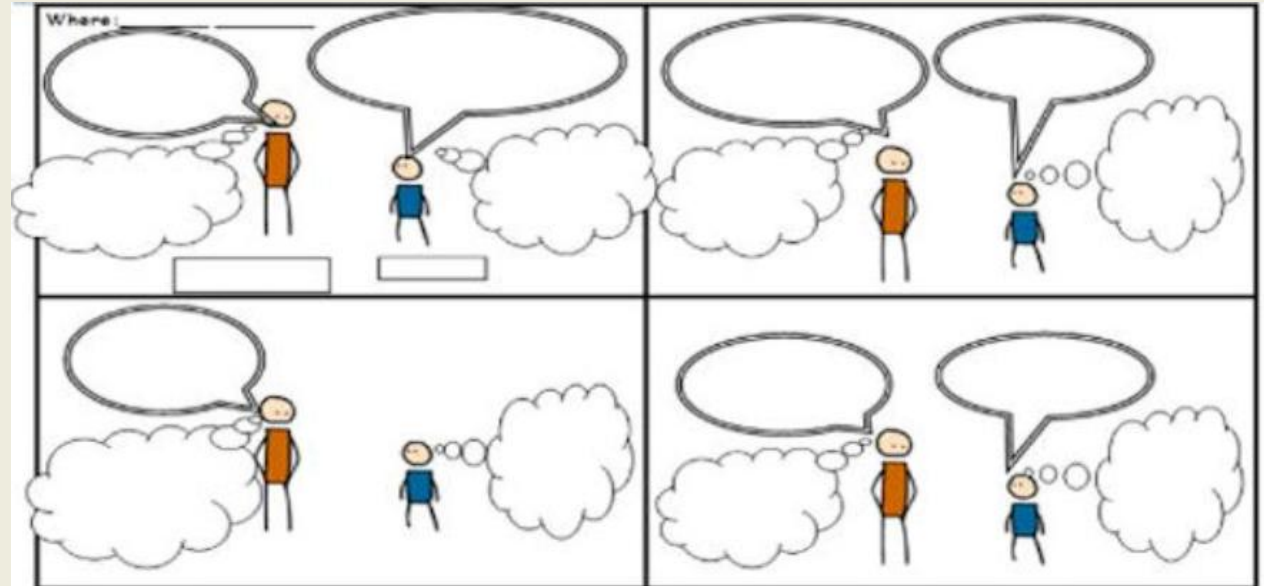
'Right everyone, as you know we're not going to be coming back to our clay creations until after play tomorrow, so everyone needs to put them carefully away on the back table and not touch them until then'

4. Knowing what's expected - transition tips

Visual support

Social stories

Comic strip conversations



5. Sensory comfort - challenges

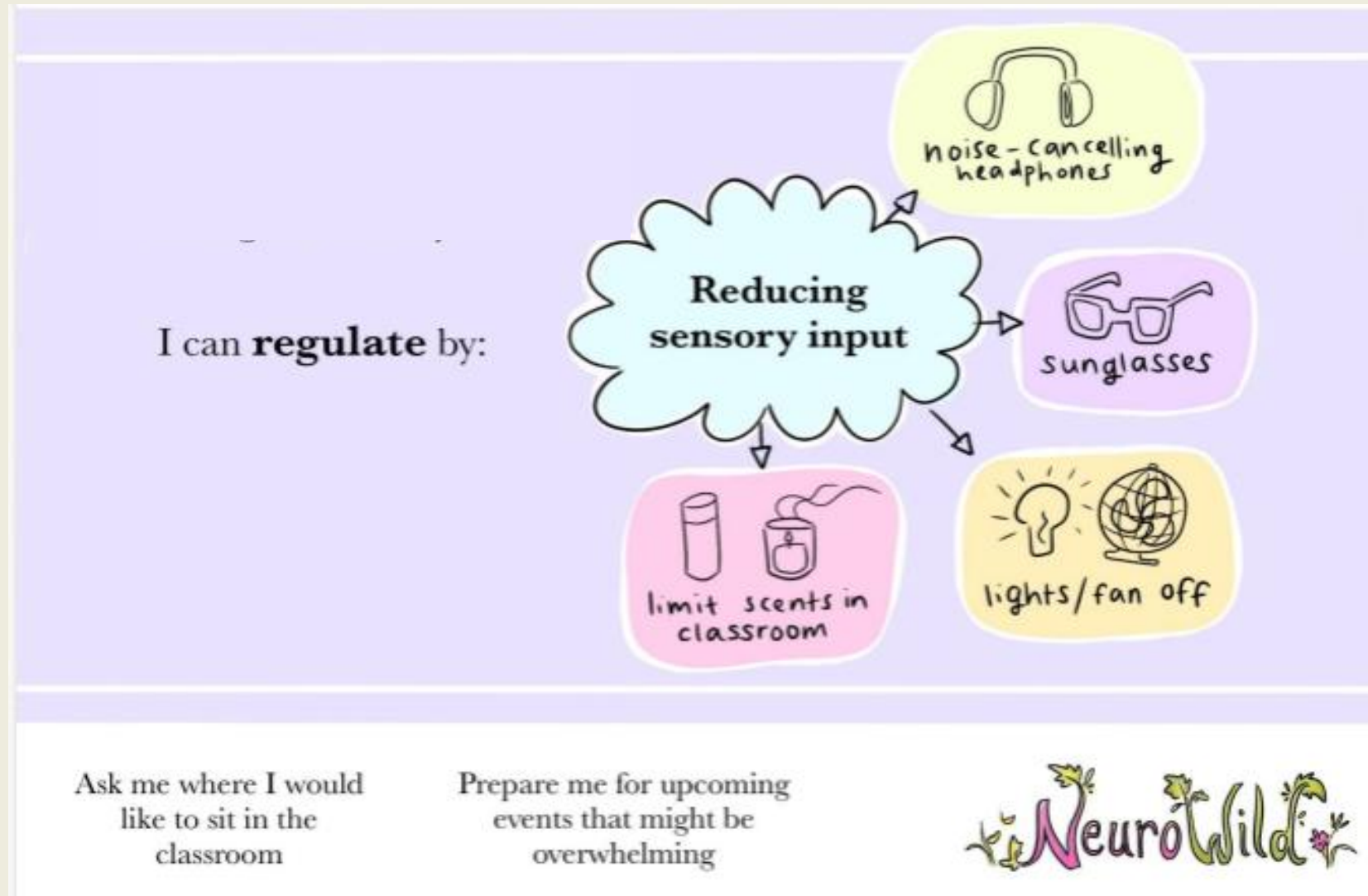
My brain processes **sensory information** differently to my peers, and I can easily become **dysregulated** by my environment.

When this happens I find it much harder to:

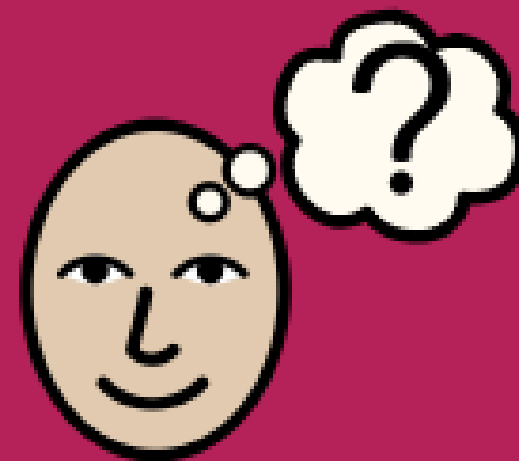


Sometimes this can lead to a **meltdown**, which means I have **lost all control of my body**. This is **very traumatic** for me.

5. Sensory comfort - transition tips



Reflection and Action



Some people think that meltdowns
are a normal part of Autism
when actually...

Meltdowns happen
when an Autistic person
is in great distress.

Meltdowns signal
a whole lot of unmet
needs.

Regulation strategies
should be offered before
meltdowns occur.

→ In other words,
what needs to change
for this person?



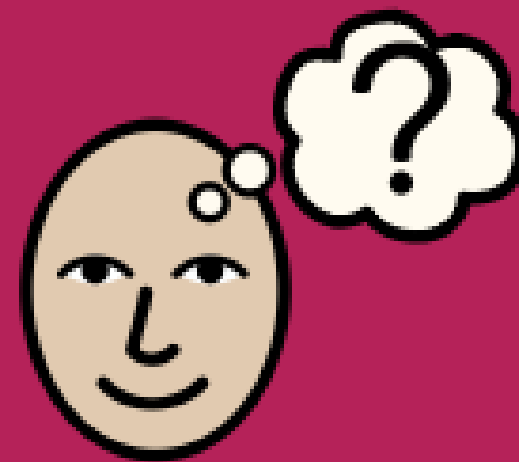
What three actions are you
going to take from today's
training?

- 1.
- 2.
- 3.

Thank you

Reflection

Future training



Further Resources and Research

- Timmins, Dr. S. (2017) Successful Social Stories for School and College Students with Autism, Jessica Kingsley Publishers
- Timmins, Dr. S. (2016) Successful Social Stories for Young Children with Autism Jessica Kingsley Publishers
- Gray, C. (2015) The new Social Story book: 15th Anniversary Edition. Future Horizons Firm
- Gray, C. (1994) Comic strip conversations: illustrated interactions with students with autism and related disorders [Carol Gray social story sampler](#)
- **National Autistic Society Website:** <https://www.autism.org.uk/> Lots of information available if you search 'transitions'. Useful for parents and professionals
- **B&NES 'Off the Record'** How to improve your school for neurodivergent pupils in BANES: A toolkit [Toolkit+\(1\).pdf](#)
- [Specialist Autism Support Service B&NES \(SASSBathnes\) profile | Padlet](#)
- [SOCIAL SCRIPTS / SITUATION STORIES](#) (resources all in one place and free to use from SASS)

