



**BM**S

**School staff -**

## **How to prepare for Secondary Transfer to Bensham Manor school**

At Bensham Manor School it is our aim to create adults ready for the 21st century and so we develop our young people in a number of ways:

- Academic skills
- Functional skills
- Personal and Independent Life skills
- Communication skills
- Developing self confidence

### **How can you help to support the transition process to Year 7?**

- Develop a Pupil Passport throughout primary school –  
Including My Strengths , My Difficulties / My likes / My dislikes  
Best ways to Support me  
My sensory needs
- Develop a transition project throughout Year 6 which:
  - begins with 'All about me'
  - reflecting on their interests
  - researches their new school: Bensham Manor
  - involves them in asking questions
  - supports personal / independent skills
  - incorporates home / outside school social / independent skills
- Use a transition toolkit for individual/group work on these skills – a range of generalised packs exist:

[www.autismtoolbox.co.uk](http://www.autismtoolbox.co.uk)

[www.mentallyhealthyschools.org.uk/media/2668/secondary-transitions-toolkit.pdf](http://www.mentallyhealthyschools.org.uk/media/2668/secondary-transitions-toolkit.pdf)

[www.autismeducationtrust.org.uk/resources](http://www.autismeducationtrust.org.uk/resources)

[www.tes.com/teaching-resource/transition-toolkit-12203598](http://www.tes.com/teaching-resource/transition-toolkit-12203598)

Keep in contact with Bensham Manor providing pupil information/updates on the child's progress / needs and supporting the pupil with visits to the school and follow up as well as updating the family on the process. Forward on any Pupil Passports to Bensham Manor school.

### **Independent Learning Approach**

Thinking about preparing pupils for the independent learning approach at Bensham Manor – Consider how TAs are supporting up to transfer and how the curriculum is presented:

- *Can you increase the level of independent working your student is completing?*
- *Can they use visual task schedules to become more independent?*
- *Can they gather all the equipment they need for a lesson without verbal prompts?*
- *Can they tidy away at the end of the lesson?*
- *Can they work without needing an adult sitting by them?*
- *Can the adult move away and help other students in the class?*
- *Can they organise what equipment they may need when making a transition to another part of the school?*



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## **Bensham Manor aspirations for every child:**

To develop the greatest possible independence in all areas of their development

To develop independent communication and relationship skills

### **How will this be achieved?**

- A 'show, do, acknowledge' approach to every routine
- Seeing daily routines and independent outcomes as skill based and equal in value to the academic curriculum
- Expectations of independent success are consistent with all adults and in every context, classroom, learning space and dining hall
- Recognising barriers and breaking them down into practical steps
- Consistent visual support backed up by consistent language

### **How can we help build independence?**

- Using a task card – sequencing activities and 'chunking steps' to build up resilience and independence
- Consistently using and evolving individual and class timetables to build awareness and independence throughout the day
- Explaining and involving the child in 'change' as a normal part of daily life
- Involve the child in their choice of seating place and how they can best approach the task eg/ with a partner
- Planning content and recording around independence levels even if easier/more productive if adult led
- Normalising mistakes and editing/correcting – rewarding attempts as much as outcomes
- Starting tasks with quick success
- Adapting recording formats to make visually concrete/more accessible
- Teaching self-help and peer/partner working skills/how to ask and take on help

### **How can we improve our students' awareness of personal hygiene?**

- Personal hygiene evolves over time from toileting to sexual awareness/respect and privacy
- Teach hygiene as part of healthy lifestyles/PSHE and include with peers/mainstream cohorts
- Work closely and long term with the family on routines/ vocabulary and building independence in parallel
- Use visuals to normalise and with the intention of independence
- Answer questions as the child heads towards puberty – be literal but paced at their grasp
- Use Social Stories to support
- Ensure that that the child transitions with an awareness of privacy and self/peer respect

### **What resources could we use?**

#### **Social Stories:**

- Consistently use and evolve the level and use of Social Stories for: explaining and preparing for change, events, routines and key social skills/behaviours
- Practice and reinforce these skills – involve families in preparing their child for school events using these stories and to develop Social Stories at home for family and personal situations
- Encourage both staff and families to identify situations where Social Stories would build independence and resilience such as a class assembly, trip, personal organisation
- Use Social Stories to help the child understand their sensory profile and what helps them manage the school environment and lessons eg/ sensory objects/Sensory Room use/weighted blankets/Sensory Circuits etc.
- Use Social Stories for reading personal space and body language/responses from peers including the impact others may have on them during lessons and break times



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## What will Bensham Manor do to support?

- Year 7 Transition Day
- Booklet for each Year 7 student
- Top Tips for parents and carers
- If possible attend Year 6 review meetings or a Transition meeting with school staff and parents.
- Liaise closely if there are any changes in the student or their circumstances.



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