

The Theme for WWY in September was around transitions.

Are you aware of your rights as a parent . Have a look at the Local Offer

[Special educational needs and disability: The local offer | Oxfordshire County Council](#)

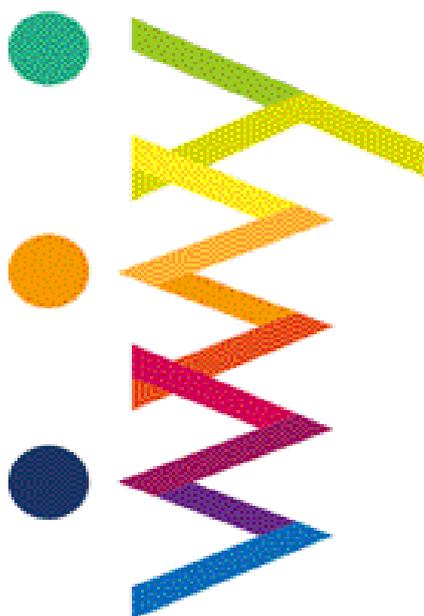
General concerns

- In addition to changes in classes / year groups / schools, there are changes in bubble / non bubble situations within schools. This adds an additional layer to cope with.
- We are not out of the pandemic which adds to the uncertainty of what will happen in schools.
- Bubble groups in previous terms hindered the learning opportunities for some children. An example was shared on a child with ASD being in a bubble with other children with ASD. This resulted in losing the opportunity to practise communication and interaction skills with children who do not have ASD.
- How much do you chase the school to find out what support has been put in place – should you just wait for the school to put things on place?

Top Tips

- Try to introduce school routines gradually so they are not a shock when the school term starts.
- Try to get a quiet weekend before going back to school.
- Think about eating and sleeping patterns – include these in the routines you want to practice before going back to school.
- If you are having difficulties with sleeping, you can refer to the Sleep Clinic at the John Radcliffe Hospital.
- Cerebra also offer sleep advice.
- Clothes for school can be the cause of a lot of stress. If you know these are going to be difficult have conversations about them during the holidays. Practise getting the clothes ready.
- Make 3 lists – What will change, What will stay the same, What don't we know yet.
- Scaffolding (putting in layers of support) at the beginning of the year can be helpful. It is easier to take away layers of support than try and add them later.
- Pupil Profile meetings often happen at the end of term. Ask to have your Profile meeting at the beginning of term to discuss what is needed.
- Talk about returning to school during the holidays.
- Practice the journey to school.
- Spend time in the holidays getting clothes ready.
- Have a conversation at the end of term about what will be happening in the next term. If there are things you don't know, log that as great question ask – write it down, acknowledge concern about it and share the question in an email with relevant

NEWS



SENDIAAS

Special Education Needs and Disability Information Advice and Support Service

sendiass-oxfordshire.org.uk

Contact by email:

sendiass@oxfordshire.gov.uk

By Text: 07786 524294

Advice Line: 01865 810516 (if we are on the phone leave name, number and a good time to call back)

If you would like to book a telephone appointment (for half an hour) on one of the Drop-in sessions, between 10 – 11.30 am, please email infor@sendiaas-oxfordshire.org.uk to arrange this.

Read more [here](#)

A Parents Guide to: discussing concerns about your child's progress or SEND support:

[Layout 1 \(sendiass-oxfordshire.org.uk\)](#)

Guidance for schools on identifying and supporting children with SEND.

[Special Educational Needs \(SEN\) Support \(oxfordshire.gov.uk\)](#)

One Eighty

An Oxfordshire Charity that provides intensive 1-1 interventions for young people whose behaviour causes them to be

at risk of exclusion from both school and mainstream society.

<https://one-eighty.org.uk/interventions>

teachers. You can then park the concern.

- Transitions can take time. They don't happen in a day. Aim to be settled by half term and then review how things are going.
- Work with your child to list all the things that are causing them concern e.g. P.E., getting lost, being bullied, feeling poorly, too many people being around, and ask them to score each thing. This can help adults understand the things they are worried about. Parents may also be able to identify things their child hasn't thought of. Make a plan of how to work through the things they are worried about. The scoring will provide a useful measure that you can track and review at the end of term. (See attachment)
- Photos of school / visual aides can be helpful in preparing them for new things.
- Moving to Sixth form and adjusting to having no uniform can be difficult. Having clothes that are associated with school / college rather than home can be helpful. Create your own mini uniform. Build in your own structure.

What reasonable adjustments can you expect schools to make?

- Good communication with school / teachers is really helpful. Have a quick chat at the beginning or end of the day, email teachers about any questions / concerns, write questions / concerns in the home – school link book (but be aware that you child may read this).
- School uniform requirements – one parent shared concerns about struggles to find swimming trunks that their child felt comfortable wearing but they didn't fit with the schools uniform requirements. If there are items of clothing that could cause high levels of distress for your child talk to the school about the challenges this could cause and explore possible alternatives – these would be considered as reasonable adjustments.
- Get as much information as possible about which teachers will be supporting your child, their timetable, any potential risks for your child etc so you can prepare.
- Encourage your child to do as much as possible themselves to prepare for school –ask them 'what are you going to do?'
- Email all your child's teachers to make sure they know what your child needs and to find out what support has been put in place. Include the Senco in your emails.
- Contact the School Senco and ask for help- send them an email to introduce yourself, raise any concerns you have and ask how concerns are going to be addressed.
- Ask for a copy of the Pupil Profile (Secondary School) this pulls together information from primary school and should talk a out strengths as well as difficulties. The Profile should include strategies that may be helpful in managing learning and school routines e.g. if teachers give detentions for behaviour management make sure they understand any difficulties your child has so they can be supported and not given a detention for not understanding something.
- Some schools have this information in a 'Passport' which is shared with all teachers.

National Autistic Society

Is the UK's leading charity for people on the autistic spectrum and their families. They provide support, guidance and advice on a broad range of topic including self harm.

[National Autistic Society
\(autism.org.uk\)](http://autism.org.uk)

Cerebra –

A national charity working with children who have brain conditions and their families.

[Sleep Advice Service - Cerebra](#)

Communication and Interaction Support Service

[Communication and interaction support | Oxfordshire County Council](#)

The Communication and Interaction Service provide Universal Support (no referral needed) as well as Targeted and Specialist Support (referral needed)

CAMHS

Check out the CAMHS website for information on

- How to get support
- A range of mental health issues
- Supporting your well being

[All about CAMHS | Oxford Health CAMHS](#)
[Oxford Health CAMHS](#)

Oxfordshire Parent Carer Forum

Enabling the voice of parents / carers of children and young people with SEND to be heard.
[Home | New OxPCF](#)

- Feedback from one parent, who is also a SEN TA, highlighted that many teachers do not have time to make the suggested adjustments.
- Always try and resolve difficulties directly with the school. Sometimes the form teacher can be a real asset. If you do not get a response, contact the SENCO to ask what support will look like. If you do not get a response from the Senco, include Sendiaas in your emails.
- If you do not get the help you need contact Sendiaas directly for help, advice and support. Feedback from parents is that Sendiaas are brilliant.
- You should have a meeting with your Senco 3 times per year. At the end of each meeting make sure a date is set for the next one.
- In reality, Sencos will expect to have annual meetings unless termly meetings are specified in the EHCP. You can email them as often as you like.
- For guidance on what should be included in an annual review, have a look at the Local Offer Website. [Special educational needs and disability: The local offer | Oxfordshire County Council](#)

Transitions to Secondary School

- Pupils will have baseline tests in YR 7. Ask teachers about the tests and when they will happen so you can think about how to prepare for them.
- The Pupil Profile should include useful strategies that will help with managing the tests e.g. do they need sentence starters, do they need to go into the classroom first.

How can you help your child when they are having a meltdown on the way to school?

- Allow a 5 minute walk before going to school. This could be a quiet calm time to have a quality conversation.
- If driving try to park your car a short way from the school. A short walk can help to run of excess energy and helps to reset.
- Try to have discussions before you get in the car about what they would like to do after school.
- Sometimes offering incentives can help.
- Bridging activities in the car can be helpful in the transition from home to school – e.g. what CD would you like to listen to?
- One parent has brought some wobble pads to sit on in the car. They cant be seen when sat on. Look forward to hearing if they work. Fidget / fiddle toys can be helpful for car journeys.
- Give your child a sense of control by offering choices but



A range of visual communication aids are available on Amazon to help with routines, behaviour, emotions & transitions
[Amazon.co.uk: Autism Supplies & Developments: Transitions](https://www.amazon.co.uk/Autism-Supplies-Developments-Transitions)

Here is an example of a Wobble Pad, also available on Amazon.



Offering Controlled Choices



frame them in a way that also gives you control in the situation. E.g. you need to take a coat to school. Are you going to wear it or put it in your bag?

- Ask the school to help with strategies for getting out of the car and going into school. One parent shared the difficulties she had with getting her child out of the care on the 1st day of term. It needed 3 teachers but they were really helpful.
- If your child is having a meltdown in the car, do not be tempted to try and talk to them, ask questions and offer distractions. Sit quietly and don't say anything. This can help to reduce the anxiety.
- Round About Theory – Think about the flow of cars on a roundabout. The important thing is to try and keep the flow of cars so there isn't a blockage. If you add too many cars they will start to back up and cause a blockage.
- If you give your child too much information or ask too many questions that they may find difficult to process, you will be adding to the blockage.
- Top Tip from a parent who takes their son in early – about 20 minutes – before school gets too busy and overwhelming. He would settle in the learning zone with a laptop or a book and the TA would prompt him to form time.

Making the transition from school to home.

- Children may need to time process what has happened during the day at school. Having some relaxation time before doing homework can be helpful.
- Top Tip from a parent who asks their daughter 'How was today?' - she can elaborate if she'd like without mum pushing for information.
- Some parents have found it helpful to ration time spent on computer games, particularly nearer bedtime e.g. max of 1 hour before dinner.
- If playing computer games is the cause of conflict you may need to find a good time to talk about. Try not to have conversations when they are emotionally heightened.
- Build in choices – when you come of the computer game, do you want this.... Or this...?
- Having a schedule can be helpful so everyone knows what is expected each week. If your child would rather spend time on games but needs to do homework, ask them to plan how they are going to fit it all in.
- Schedules for some can be a source of stress. It can become a demand which can cause anxiety. As a parent you can have a schedule in your head but without time limits.
- Creating 'Now and Next Boards' can be helpful

Resources

Do you know what help and support is available in Oxfordshire?

Do you know if you are entitled to access any benefits or grants?

Check out these links to get more information.

[Family Information Directory](#)

<http://www.oxfordshire.gov.uk/familyinformation>

[Family Benefits Advice - Family Support Information](#)

www.familysupportni.gov.uk/Support/17/family-benefits-advice

