The right support is available at the right time and at the right place.

Change doesn’t end when I move on; I will still be experiencing it.

I need to think about and prepare for any changes.

Everyone who is supporting me is involved with change.

It is all about me and my needs.

A document co-produced to offer support to young people, their families and those working with them.
**Parents/ Carers and Families**

- Give us the same opportunities as others and offer them in a timely manner.
- Talk to us to understand our ambitions.
- Work with us to find solutions so that our young people can access the same opportunities as others.

**Health**

- Listen to me and my parents about my health needs and how they impact.
- Make sure you treat me as an individual not a health problem.
- My health needs will change so adjust your advice as needed.

**People who help with my Social Care needs**

- I might not be able to tell you how I’m feeling but I might show it in how I’m acting.
- I need you to help me feel safe and help me understand what I’m feeling.
- Please try to imagine yourself inside my body and think about how it might be for me.
- Think about whether I will want the same after the change as I had in place before it.
- Remember that it might not seem like a big change to grown-ups but to me it might be huge and really scary or unsettling.
- This might be about my feelings instead of the practical things.

**Education – Early Years, Primary, Secondary & Post 16**

- Be clear about my needs and ask me and people who know me what my needs are.
- Make a home or setting visit prior to transition to see me in an environment I am comfortable in.
- Consider the best way to help me communicate my views, eg use photos, real objects, observe my behaviour.
- Have my friendship groups been considered when planning classes?
- Identify who is going to champion my needs in this setting.
- Agree these needs with me and my parents.
- Use expert advice (PIMST Physical Impairments and Medical Support Team, Educational Psychology) to outline my needs.
- Write clear action plans based on my need (School Support/EHCP Education, Health Care Plan).
- Review my needs regularly and include me and my parents. Do tell others (in plenty of time) that you are reviewing my needs and that you need contributions from them.
- Recognise that stress may make me behave in a way that others might find challenging.
- Have I had careers advice and guidance, so I know about my choices and opportunities?
- If I have an EHC (Education Health Care) plan, has the school or college I want to go to been invited to the annual review?
- If I have SEND Support, does the place I am going to understand what support I get and what might be required from the next setting?
- Are you listening to me?
The right support is available at the right time and at the right place.

### Parents/ Carers and Families
- Support us when we need it but give us the opportunity to try things out for ourselves.
- Give us clear and concise information and appreciate that parents/carers are experts about their own children – this should enable us to work together better.

### Health
- Consider how my health needs and my medications will affect my ability to cope with change and include advice in communications.
- Most of the time I see my Speech and Language, Occupational or Physio therapist in school.
- My school can get telephone advice on some of my health needs and has an escalation plan been prepared if I have health needs which may deteriorate quickly?
- If I have urgent health needs I can access help through my GP or A&E.

### People who help with my Social Care needs
- Involve me in planning before the change will happen. Think about how I communicate and what is the best way to tell me/show me (eg Social Story/ additional visits etc).
- Please let me know that you understand how hard it might be for me and keep reassuring me.
- Please remember to think about what you might be able to change at home to help me manage the change at school (eg Transport changes; do respite packages or clubs and activities need to change – how will you prepare me for this?)
- Please think about how changes at home might affect me in school and ask me who is the right person to help me with this.
- Please make sure you think about all the different options which might be available to me and ensure they match my needs.

### Education – Early Years, Primary, Secondary & Post 16
- Do I know who my key person is so I can seek support or reassurance if needed?
- Does everyone dealing with me understand my needs? Think if they may need some training?
- Do I have the right equipment?
- Can I bring familiar things which comfort me into the setting, eg favourite books and toys which make me feel secure?
- Does my environment support my needs – has an audit been carried out to make sure I can access all activities?
- Have you asked experts to help those dealing with me?
- Do you know who to ask to get help if you are ‘stuck’ with meeting my needs.
- Do you know how and when to use an EHA (Early Help Assessment), Team around the School (TAS), and referrals to access help in meeting my needs?
- Do you ask other settings if they have expertise in meeting my needs?
- We are not all the same, I might need to be involved and prepared over a long period of time whilst my friend might not be able to cope with prolonged anticipation.
- Make sure there is a Plan B, I might need a safety net if something does not work for me.
- Do the people supporting me understand me and what works for me when preparing for change?
- Do you understand where I am going and what it is like there?
I need time to think about and prepare for any changes.

Parents/ Carers and Families

- Give me all the information and advice that I need and help me to understand what options I have.
- Let me make my own mistakes and help me if I get it wrong.

Health

- My healthcare professionals will take my education changes into account when planning my healthcare and changes to medication.
- Outline my needs in a health passport including specific recommendations on how to help me cope with change.

People who help with my Social Care needs

- Please put reminders in my world before the change happens, eg at home, at school and other places I might go (eg Visual timetables for the change).
- Involve me in planning for the change and think about what this means for me as an individual.
- Think about whether I need a trusted person to talk to before, during and after the change and ask me who this should be.
- If unplanned changes happen, please think about how I might be helped to manage this and ask me who might help. Please talk to me and tell me what is happening and why.

Education – Early Years, Primary, Secondary & Post 16

- Have you considered all the changes that I may find harder than children without SEND? eg changing: school, classroom, timetable, number of hours in a setting, transport, class teachers, from one area of the curriculum to another etc.
- Understand and be sensitive that because of my condition I might be resistant to change.
- The anticipation of change can bring about high levels of stress and anxiety.
- Start planning for known changes as early as possible, eg Extra visits, ‘my new School’ books, meeting my new key adults, having photographs of key staff so I can learn their names.
- Can my preschool setting have some school uniform for me to “dress up” in?
- Speak to those who have already had me in my setting.
- Plan for my needs so that adults have some key core skills.
- If my new setting or new class doesn’t know how to meet my needs do they know who to ask?
- What activities can I take part in, so I can visit and get to know where I am going?
### Everyone who is supporting me is involved with change.

#### Parents/ Carers and Families
- Explain things well; try not to make me worry and check with me whether I have any worries. I may look OK but I may not be OK.
- Be open and honest with us as a family, do things when you say you will and tell me when you can’t (and offer an option, if possible) – just keep me informed.
- Please work with other agencies to help us get the support we need for our child.

#### Health
- Ask me to consent to health professionals sending a copy of my reports, care plans or letters to my school.
- Education and social care invite my health professionals to attend my review meetings giving plenty of notice. Include a dial-in option for relevant part of the meeting.
- My healthcare professionals see themselves as one part of the whole team supporting me and communicate when needed with appropriate others.

#### People who help with my Social Care needs
- I need all of the grown-ups to talk to each other AND talk to me about what you are saying to each other.
- Listen to me and make sure my voice is included in planning for change.
- Help me understand the reasons for change and what I can have a say in or what is fixed.
- Please help my family to support me in understanding and managing the changes.
- Help me understand and manage the changes emotionally and practically.
- Please keep some things the same for me if you can - especially at least one grown up who can stay with me through the change.

#### Education – Early Years, Primary, Secondary & Post 16
- Has everyone involved with supporting me been invited to an entry planning meeting at my new setting?
- Old teachers and adults should talk to new adults – who did what to support me in the past… what works well? What doesn’t work well?
- Talk to my parents or carers.
- Who knows me best and who can help me outside of school?
- Has a transitions referral been completed to talk about Preparing for Adult-life?
### Change doesn’t end when I move on, I will still be experiencing it.

#### Parents/ Carers and Families
- Keep checking with me whether I’m worried.
- Take pride with what has worked and share this good practice with others so that we can all have a good experience.
- We know our children may struggle with change and this could lead to behavioural issues. Don’t blame our parenting; we know how to be parents so please help us deal with behavioural issues with strategies that work.

#### Health
- My school nurse is available if I need to discuss my challenges.
- When my education setting is changing, my healthcare professionals may stay the same and help ease the change.

#### People who help with my Social Care needs
- Keep talking to me, and each other, and reminding me what has happened, what is different and why.
- Remember I might still be scared or anxious even if I look like I have managed the change.

#### Education – Early Years, Primary, Secondary & Post 16
- Is there a home/setting book to support regular communication between my parents and staff?
- Has a review meeting been arranged to consider what has going well and what I might need more support with?
- Do make use of people from my past settings.
- Let me know the name of the person who will help me and be available in my new environment.
Useful websites

http://www.nasen.org.uk/resources/resources.transition.html
http://www.autismeducationtrust.org.uk/resources/transition%20toolkit.aspx
Sheffield 14 to 25 Transitions guide
https://files.eric.ed.gov/fulltext/ED573482.pdf Foundation for people with learning disabilities - Moving on... suggestions for busy teachers to support pupils with SEN moving from Primary to Secondary School
https://www.thecommunicationtrust.org.uk/latest-news/our-newsletters/
https://www.ican.org.uk/ I Can – practical booklet (has to be paid for)
See also the information available on the Somerset Choices site https://choices.somerset.gov.uk/025/