ABA-AFA-13-008

## Provide support at times of transition

Learners with SEND feel particularly vulnerable at times of transition, be this across phases (primary to secondary), if circumstances dictate a mid-year move, or perhaps other changes relating to their disability/life.

Secondary Schools with embedded good transition practice often have the SENCO visit each feeder primary, for example, meeting learners and parents on a number of occasions before the move is made. It is also good to assure parents and learners regarding "what to do if you think bullying is occuring".

There are a number of good SEND approaches that help build social awareness and agency around relational conflict and bullying behaviours, so that proactive action is taken to anticipate and prevent rather than simply react (see "Related Strategies"). It is also good practice to prepare a tutor group, a class group or even a year/whole school if a learner with SEND is joining a group (particularly important in non-visible conditions like ASD or Tourettes').

## **LINK TO RESOURCES**

Looking confident - individual support

Developing friendship skills





