

## Reception Transition: A nursery perspective

Caleb was a four-year-old boy with an autism diagnosis. He lived with his mum and older brother, and he would spend weekends with his father. He was mainly non-verbal and able to use a few single words to communicate some of his needs. He loved sensory activities and would often try to explore sensory experiences using his whole body. He needed adult support to meet his health and hygiene needs. He needed considerable support to manage transitions, follow an adult agenda and access a wide variety of activities.

He joined his nursery as a three-year-old and originally attended two full days 8.30am – 4pm however Caleb found the number of transitions throughout the day very challenging and in consultation with his parents his session was changed so he only attended in the mornings. The nursery noticed immediately the change in **Caleb's behaviour**.

The transition process started for Caleb when the SENCo supported mum to choose a school for Caleb. She offered mum guidance and support to what schools **where available in Haringey that could meet Caleb's needs**. The SENCO liaised with several schools, so the parents were able to visit, and they felt this helped them make an informed choice about what school was best for Caleb.

After the school was allocated, a meeting was arranged between the nursery, his mum, and the school. This provided an opportunity for the new class teacher to gather information about Caleb and allowed his mum to share her anxieties about the transition. The new reception teacher had the opportunity to visit Caleb in the nursery and talk to his keyperson. The discussion was based around his strengths and what he found difficult. If he had any triggers, what he enjoyed doing and the teacher ensured that when he started settling, they had these activities available.

The new school also allowed Caleb to visit the school a few times before he **officially started**. The nursery completed a 'Passport' and ensured the information was up to date. The nursery provided the school with the same visual timetable that Caleb used at nursery.