



The Communication and Interaction Team are part of NYCC's Inclusive Education Service, offering support to educational settings for children and young people with Communication and Interaction difficulties. We are a team of Consultants, Specialist Teachers and Specialist Practitioners with a wide range of backgrounds, specialisms and experience. We are a needs-led service so children and young people do not require any diagnosis to receive support from our team.

Referrals can be made using a 'Request for Involvement' form ([CYPInfo website](#)).

Details on advice and specialist support for a child or young person with special educational needs or disabilities (SEND) can be found here: [NYCC Local Offer](#): <https://www.northyorks.gov.uk/send-specialist-support-and-provision>

## News

### Training

The C & I team are in the process of developing new training courses... due for launch in September— watch this space! In the meantime, please do contact us to discuss your training needs as we provide bespoke packages to meet the needs of your school.

NB Training courses can be viewed and booked on the North Yorkshire Education Services [nyestraining.co.uk/Training](http://nyestraining.co.uk/Training)

### Come and Play

A small group of children are required to attend this group which is being run in the Summer holidays by a Specialist Teacher in Autism and a Specialist Speech and Language Therapist. The group is for school aged children who want to improve their social communication skills as well as learn new skills around communication and interaction in a fun and informal way.

August 15th, 16th and 17th from 9.15 to 11.30 a.m. at [Thirsk Children's Centre, Hambleton Place, Thirsk.](#)

**Please contact [Rachel Comerford](#) or [Jo Collett](#) for further details and a referral form.**

### Be Heard!

#### Focus groups for children and young people with SEND

North Yorkshire County Council is developing a strategic plan for education provision for children and young people with SEND aged 0-25 years. We have arranged three focus group events. The purpose of the focus groups is to meet with children and young people to update them on the work and to gather more feedback from them. The focus groups are free and will take place as follows:

**29th May - Selby Community Centre, Scott Road, Selby YO8 4BL, 10.30am-12.30pm**

**31st May - Scarborough Council Chamber, Town Hall, St Nicholas St, Scarborough YO11 2HG, 10.30am-12.30pm**

**1st June - Harrogate Council Chamber, Civic Centre, St Lukes Avenue, Harrogate HG1 2AE, 10.30am-12.30pm**

**Book a place by [CLICKING HERE](#) or go onto Eventbrite and search for Be Heard.**

**Places need to be booked by 23rd May.**

**If you or your child or young person would like more information please contact [vip@northyorks.gov.uk](mailto:vip@northyorks.gov.uk)**

## **Termly Focus—Top Tips for Transition Planning**

For transition information, across all key stages follow this link to the Autism Education Trust (AET) for a comprehensive booklet. <http://www.autismeducationtrust.org.uk/resources/transition%20toolkit.aspx>

### **Early Years & Primary:**

Hold a meeting with staff from both settings and parents to discuss the child and their individual needs for a smooth transition. *Recommendations to include in a transition plan are:*

- Take photographs of the school and staff to make a picture book of areas the child will frequent—include toilets, play areas, lunch rooms, outdoor areas, school entrance etc.
- Arrange for staff to visit the child at their current setting
- Arrange for the child's first visit, with support from a key person, to be when no other children are there, introducing them to staff and different areas of school and activities. Ensure favoured activities are available.
- Follow this up with further visits where the child can gradually get to meet the other children and explore the setting.
- Develop a one page pupil profile including views from the child, parents and key staff (What I am good at/What I find difficult/This helps me/ Please avoid doing this/ sensory needs / likes/ dislikes / how I communicate etc.). Share this with all staff
- What reasonable adjustments may need to be made to the environment (consider any sensory differences)
- Buy uniform early so the child can gradually get used to wearing it over the holidays
- Nearer the time have a calendar countdown so the child can visually prepare for the start to school

### **KS2 to KS3:**

Consider the above plus: *Visits to new school should include the following activities:*

- Attend a favourite lesson
- Go to lunch and find out about what choices are available, where and how to queue, learn about how food is served, how to use cashless catering etc.
- Spend time finding way around school, perhaps on a treasure hunt and with use of a map (visual support will help). Information should be recorded in a transition booklet to revisit over summer.
- Meet staff who will be working with them (tutor, SENCo, teaching assistants, learning support staff etc.)
- Show them how to use their planner and work out the weekly timetable (if possible give a timetable of the first week of term in September. You may need to write a note on it that it MAY change)
- What the expectations are regarding homework (many children with autism benefit from homework clubs in school)
- Look at the school rules and behaviour policies with the child
- Explain taxi/bus arrangements (including showing them drop off and collection points) if applicable (Travel Training is available by referral)
- Show them where are the quietest and safest toilets and what are the school expectations for when they are available to use
- What structured lunchtime activities are available and where they are held

### **Post 16:**

Schools, colleges and Further Education providers may find the publication, 'Finished at School' a useful resource: [https://www.ambitiousaboutautism.org.uk/sites/default/files/Finished\\_at\\_School\\_guide.pdf](https://www.ambitiousaboutautism.org.uk/sites/default/files/Finished_at_School_guide.pdf)