

# Transition Passport



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<b>Name:</b>
<b>Key relationships:</b>
<b>Any ambitions for the future:</b>

<b>Strengths and skills</b>  Include any intense (special) interests
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<b>Senses</b>  e.g. Tell us if your senses are very sensitive, or not sensitive at all
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How to know how I am feeling		
	I will...	I need to/ I need you need to
If I am feeling OK		
If I am feeling stressed		
If I am feeling overwhelmed		

What can cause you to feel stressed in school...		
E.G.	How I try and cope	How others can help
<i>Loud noises</i>	<i>I use sensory tools or walk out of the room.</i>	<ul style="list-style-type: none"> <li>• <i>Warn me before loud noises.</i></li> <li>• <i>Make sure sensory tools are available</i></li> <li>• <i>Give me time to recover.</i></li> </ul>

# Transition passport *(continued)*



## The School Day

Please complete this checklist:

<b>How confident I feel about: (1=not at all; 4= Great)</b>	<b>Pupil</b>	<b>Parent</b>	<b>Comment (e.g. what would help me?)</b>
Going to and from school			
Transitions – at the start and end of the day and between lessons			
Break times and lunch times			
Finding your way about (without getting lost)			
Managing assemblies			
Homework			
Friendships			
Teacher Relationships			
Changes in school routines (e.g. for school photos, house matches, school trips, cover teachers etc.)			

## My lessons

<b>Lessons that are going well</b> (at a '4') <i>Write the lesson title:</i>			
<b>Lessons that are not going well</b> (at a '1') <i>Write the lesson title:</i>			

## **Current strategies and supports during the school day**

*What strategies and support are currently in place in school that you find helpful?*

For example, using fiddle toys, ELSA/social skills sessions, sensory aids, movement breaks, time out, emotional regulation aids (e.g. 5 point scale, thermometer), safe space, meet and greet and so on. Please describe below.

**Anything else?**