

I'M A PARENT, GET ME OUT OF HERE!

THE HALF TERMLY NEWSLETTER FOR PARENTS/CARERS OF CHILDREN/YOUNG PEOPLE WITH AUTISM

TACKLING TRANSITIONS

Rob Emery - Autism Advisory Teacher

It's that time of year again. School places have been confirmed and we begin to think about September. This can be daunting for pupil and parents alike, and the Covid-19 measures only add to the uncertainty. But there are some things we can do to try to make the transition from one setting to another as trouble free as possible.

Communication & Collaboration

Sharing information is a key part of the transition process and the Autism Advisory Teacher Service supports this process for pupils that have been referred to us. This largely involves sharing information between settings and within settings, but some settings will also request parent/carer contributions. If you feel there is some essential information that will support your child/young person's transition that is not yet known by your child/young person's current setting, then get in touch with your child's SENDCo. Below are some of the ways that each party involved will be sharing information.

Current Setting:

Compiling and sharing information with next setting.
Preparing Pupils

Receiving Setting:

Disseminating information to staff
Training staff
Sharing photos, map, timetable, welcome video etc.

Parent/Carer:

Sharing further essential information
Providing a positive perspective for pupil
Reviewing materials and practicing routines at home

With the Covid-19 measures in place settings have become much better at sharing information online, and often this information can be accessed repeatedly which can help some pupils. Regularly talking about the new setting with your child/young person and putting it in a positive light can really help the process.

Anxiety & Behaviour

However much we try to prepare and inform pupils, the transition between settings can be an anxious time. As we count down towards the end of term and the inevitable changes, anxiety may increase. We might expect to see some changes in behaviour during this period. We need to be understanding and supportive for pupils. If you are worried about some behaviours, then contact your setting for support.

Predict & Support

Try to predict things that might become a barrier and support your child/young person to overcome this. For instance, if a pupil becomes anxious in unfamiliar environments, study the map of the school and look at pictures of the school on the website or watch the video tour. If your child/young person struggles with routines, then look at the timetable and go through it lesson by lesson. All pupils will be feeling anxious about slightly different aspects of the transition, your child/young person is not alone. Big changes will often be difficult times for pupils. Being positive about the changes and understanding of our child's/young person's feelings can go a long way to making it less problematic. With parent permission, settings can refer to the Autism Advisory Teacher Service for support with the process. If we work together, hopefully we can make the transition process successful for our children/young people.

SHOULD I REDUCE MY CHILD'S SCREEN TIME?!!!!

Megan Williams – Autism Advisory Teacher

As we know these have been exceptional times and technology has played an invaluable role in keeping us all connected and entertained but screen time can also raise issues for many families so here are 12 suggestions that might help;

Try not to be influenced by what you feel other people think is an appropriate amount of screen time for your child. You know what is best for them.

Ask your child to teach you how to play their favourite game so you can share in something they love.

Experiment with different ways of letting them know it is time to finish: a timer on their phone? Alexa? A sand timer? and/or lots of verbal reminders.

Be prepared to negotiate with your child. If they are in the middle of a game they may not want to lose face with other gamers if they suddenly have to leave.

Try to transition to something else they enjoy. It could even be another electronic device such as a kindle.

Encourage them to try a range of games to broaden their experience and become less focussed on just one game



Pictures from www.fiveminutemum.com

Be mindful that many children find it very difficult to make friends and often the internet provides them with an opportunity to connect with others. Once a session has finished, always tell them when they can go back on again (and stick to it)

Try asking them a question about their game when they have finished

Keep a note of what strategies are most successful at getting your child to stop their screen time.

Be aware that for some children, the world seems very scary, and games are under their control which helps them feel safe and secure. As their anxieties decrease so might their screen time

Remember the benefits of screen time: encouraging strategic and flexible thinking, social skills, lots of practice at winning and losing!

Parent Notice Board

In this section we want to share relevant news and information that you might find useful. If you have any news to share please contact us.

SENandInclusion@Peterborough.gov.uk

Pinpoint Cambs (for parents by parents)

are running free courses and support groups. Advice on topics such as relaxation techniques for children, explaining autism to siblings and how to get financial help. [Pinpoint Cambs Website](#)

Please help us to help you!

Complete our online parent and settings survey: [Specialist Teacher Services Survey click here](#)

Check out our other newsletters:

Cosy Crew – A newsletter for Primary Aged Children with Autism.

The Lift Up – A newsletter for teenagers and young people with Autism.

Available from our [Local Offer Page](#) half termly.

BOREDOM BASHERS

ACTIVITY

Try some of these delicious Easter recipes

<https://www.bbc.co.uk/food/search?q=Easter+recipes>



RESOURCE

Watch the video together and try making dyed Easter eggs together

<https://www.youtube.com/watch?v=nn dCP3zsSWA>



SOMETHING FOR ME

Check out BBC sounds for inspiring listens from Malala Yousafzai, Daniel Radcliffe and Tim Peake and others <https://www.bbc.co.uk/sounds/search?q=desert+island+discs&page>

