

ASN Transitions and COVID 19

Supporting children, young people who require additional support, their families and practitioners

Coronavirus
(COVID-19)

ASN Transitions during COVID 19 Pandemic Phases: Emerging practice and resources

For Scotland's learners, with Scotland's educators

Additional Support Needs (ASN) Transitions during COVID-19 Pandemic Phases: Emerging practice & resources

Background: [Code of Practice](#)

“Some changes in school education may involve irregular transition experiencesWhere these involve a child or young person with ASN, the education authority and other agencies should take account of the way these changes affect the provision of the ASN required by the child or the young person.” (p95, Code of Practice, 2017). The current COVID-19 pandemic has ensured that all children including those with ASN have been involved in irregular transition experiences. Therefore, we need to consider how these changes have affected children and young people with ASN and what we can do to mitigate any negative impact.

Guiding components from the Code of Practice to ensure effective transitions:

- Co-ordinated by one person who is familiar to the child and young person and family
- Views of the child, young person and parents are vital
- Effective planning with a shared understanding and close communication amongst all relevant persons
- Multi-agency (when appropriate)
- Advice and information are needed where it helps establish a child’s ASN and the provision of ASN required
- Can involve a range of strategies
- Make appropriate arrangements to ensure transition is as smooth as possible.

The Code of Practice also states that Education authorities have some discretion about to whom these transition duties apply under the Act. The reason being that it “may be unnecessary to apply these duties and arrangements to every child and young person with ASN given that some additional support needs may be transitory and/ or relatively minor.”(p97).

In these unprecedented circumstances, when timelines around transitions are evolving and/ or unknown, it is still important for us consider how these transitions are, can and will impact on children and young people with ASN and what we can do to make these transitions as smooth as possible for them. There is no blueprint for how this can be achieved but it is important for us to know that we have many of the skills and resources available already, but we might just have to use them in different ways.

This resource aims to:

- Highlight issues identified as significant for those with additional support needs at different stages of the pandemic,
- Link practitioners to supporting resources or existing examples of emerging and promising practice.

This resource is not intended to be an exhaustive list of the issues being identified by children and young people, parents, practitioners and partners but is a summary of some of the main concerns (see [Appendix 1](#) for source information).

Transition element or concern	Resources, emerging practice and ideas
Now/Short Term: School/ELC Closures, Remote learning and/ or Hub Provision	
Supporting understanding of COVID-19 changes	<p>Quick Note: Social and Physical Distancing _ Quick Note: Environment</p> <p>Education Scotland: Signposting for specific ASNs</p> <p>East Renfrewshire: social story on doing school work at home</p> <p>Information should be accessible and in an appropriate format/language. Examples include: -</p> <p>Autism Toolbox – social stories and visuals resources (within Resources ->Templates & resources tab)</p> <p>CALL Scotland - visual support resources</p> <p>Scottish Autism: Posters explaining changes for learning at home and at school and social distancing</p> <p>Covibook: Supporting and reassuring children around the world – In 25 different languages</p>
Parental concerns: remote learning for their child with ASN	<p>Call Scotland: Communication, Access, Literacy and Learning</p> <p>Additional Support Needs Wakelet with a range of resources</p> <p>Scotland Learns: Parent and Carers Newsletter</p> <p>BBC (SEND) Resources: Parents Toolkit</p> <p>NHS Grampian: It's ok to worry about coronavirus</p> <p>Perth and Kinross resource: Wellbeing for Parents and Carers</p> <p>Aberdeen City: Creating Trauma Informed Remote Learning Environments</p>
Effective information sharing	<p>Communication Passport: Training, examples and templates</p> <p>CALL Scotland – Communication Passport Templates</p> <p>Examples of support:</p> <p>Stirling: Supporting Vulnerable Children during COVID-19</p> <p>A pan-Ayrshire group of Educational Psychologists and health colleagues are considering how to support transitions back to education for those with ASN, particularly complex ASN.</p>
Identifying and supporting vulnerable children and young people	<p>Coronavirus (COVID-19): supporting vulnerable children and young people – data intelligence report – Data and examples of support at local level</p> <p>Thinking of those... image</p> <p>Local Authority Examples:-</p> <p>Argyll and Bute: Help for Children who feel unsafe</p>

	<p>Aberdeenshire: Head Teacher Guidance for Vulnerable Pupils</p> <p>South Ayrshire: School Guidance – Support for Vulnerable families</p> <p>Aberdeen City: Virtual School Support – COVID 19 – support for care experienced children</p> <p>Stirling: Supporting Vulnerable Children during COVID-19 - process for virtual staged intervention</p> <p>Glasgow: Reconnection to school and nursery – Nurture principles applied to their COVID 19 response and transitions.</p>
Supporting ASNs in Education and Care HUBs	<p>COVID 19 Physical Distancing in Education and Childcare Settings</p> <p>Aberdeen City: Guidance for Emergency Hubs in response to COVID 19</p>
Unfamiliar people and environments	<p>Scottish Autism’s poster on learning at school.</p> <p>Also see ‘Supporting understanding of COVID 19 Changes’ section above.</p>
Maintaining emotional connections	<p>Examples of support:</p> <p>Stirling: Castlevie School and Millhall are delivering free school meals to all their learners so they can maintain their emotional connection. Millhall are also regularly telephoning parents, sending out learning packs such as sports packs for regulatory activities and doing Easter egg drops, football drops and a sunflower seed competition. Castlevie have their own YouTube channel which has lessons for their children including music, STEM lessons such as making your own lava lamp, etc. It also includes routines children are familiar with such as their good morning song and assemblies. The school are also setting weekly challenges and feeding back through YouTube.</p> <p>South Ayrshire: Invergarven School – video showing all staff with messages for the children on ‘Staying Amazing, and Staying You’</p> <p>Glasgow: Reconnection to school and nursery – Nurture principles applied to their COVID 19 response and transitions.</p> <p>Reach – Getting Help with relationships (for pupils)</p>
Interrupted transition programmes	<p>SEIC Resource - Use of digital methods to support transition</p> <p>Communication friendly and editable Transition Booklets</p> <p>Allans PS (Stirling) publish a transition newsletter for parents and new children P1. Their next newsletter identified P6 Big Buddies for their P1 pupils and each child received a different newsletter which included a video from their own P6 buddy.</p> <p>Arc Scotland: Parents and Carers Network (specifically for those young people leaving school or college.</p>
Children’s concerns about their school and/ or associated people from school	<p>Examples of support:</p> <p>A child with ASD was concerned about the class mascot, so the school’s Family Link Worker sent regular weekly updates on what the mascot was doing during lockdown.</p>

	<p>Some learners with ASN were concerned about their school and so their HT did a virtual tour of the school and posted it on Twitter to reassure learners.</p> <p>Glasgow: Reconnection to school and nursery – Nurture principles applied to their COVID 19 response and transitions.</p>
Medium Term: Preparing to return to school	
Placing requests	Coronavirus (COVID-19): school placing requests and appeals
Information sharing for placement changes	<p>Use GIRFEC practice model (some Local Authorities may have additional guidance for COVID-19)</p> <p>Stirling's 'Supporting Stirling's Vulnerable Children during COVID-19' guidance – process developed for virtual staged intervention</p>
Big Transitions: to a new school or provision	<p>Stirling: Borestone PS virtual tour for the new P1s in the style of a fairy tale story</p> <p>Stirling: Allans PS have started a transition newsletter for parents and children about to start P1. Their next newsletter identified P6 Big Buddies for their P1 pupils and each child received a different newsletter which included a video from their own P6 buddy.</p> <p>Castleviev: Have a slide show of their new school and are compiling booklets about the new people and places the children will see</p> <p>Glasgow: Reconnection to school and nursery – Nurture principles applied to their COVID 19 response and transitions.</p> <p>10 Ways to support children with additional support needs</p>
Fear of health risks in returning to school	<p>Reach: Feeling Anxious about Coronavirus</p> <p>Social story around the ways to stay safe at school such as hand washing and physical distancing. Scottish Autism Risk assess return to school for children and young people with underlying health conditions alongside partner agencies and parents. See Appendix 3 in Guidance for Emergency Hubs in response to COVID 19</p>
Changes to school experience: preparing children for schools reopening	<p>Quick Note: Social and Physical Distancing</p> <p>Use of social stories and visual timetables (see links 'Supporting understanding of COVID 19 Changes' section - NOW phase)</p> <p>Glasgow: Reconnection to school and nursery – Nurture principles applied to their COVID 19 response and transitions.</p> <p>Dundee City Council - Visuals to help explain social distancing</p> <p>Quick Note: Empowerment</p> <p>Quick Note: Reconnection and Wellbeing</p>

	NHS Grampian: It's ok to worry about coronavirus
Maintaining emotional connections and Relationships: establishing or re-establishing	Quick Note: Reconnection and Wellbeing Quick Note: Relationships Creating opportunities for connection experiencing being held in mind Interesting Article: How to survive an emotional Tsunami? Stirling: Allan's PS in Stirling hold weekly assemblies via their Allan's App which maintain connection and positivity for learners and families. Glasgow: Reconnection to school and nursery – Nurture principles applied to their COVID 19 response and transitions.
Children who cannot return to school due to underlying health conditions	GIRFEC practice model COVID-19: shielding support and contacts Extra consideration needs to be given to how this child can be reconnected and then stay connected with their peers, for example, joining lessons through video conferencing, online tea breaks with friends, activities that can be carried out with peers via telephone, learner adding to a joint piece of class work and photo being sent to them of the everyone's contributions, etc.
Concerns that some children will not return to school	Reassurance may be needed around the school Environment being safe. Emotional support may be required to rebuild the child's social confidence and/or motivation to attend school. (see Quick Notes for Relationships and Reconnection and Wellbeing) Glasgow: Reconnection to school and nursery – Nurture principles applied to their COVID 19 response and transitions.
Longer Term: Returning to school	
Assessing ASNs	GIRFEC practice model – includes assessment tools Stirling's Supporting Vulnerable Children during COVID-19 guidance
Safety fears	Quick Note: Environment Carol Gray's social story on pandemics and coronavirus Social story on how to use own personal equipment – individual or whole school versions. Risk assessments should be adapted to include COVID-19 risks for learners and staff and include personal care routines and supports for children with more complex needs. See Appendix 3 in Guidance for Emergency Hubs in response to COVID 19
Wellbeing of staff	COVID-19 workforce education and resources (Public Health information) Perth and Kinross resource: Covid-19: Wellbeing for staff Education Scotland: Staff Wellbeing Wakelet

	Anna Freud: Supporting Staff Wellbeing
Wellbeing of children	NHS Lothian Visual resources for supporting wellbeing during the Coronavirus - children and families CAMHS Resources Mental Wellbeing Wakelet with a range of resources BBC (SEND) Resources: Parents Toolkit for supporting wellbeing NHS Grampian: It's ok to worry about Coronavirus Perth and Kinross resource: Wellbeing for Children and Young People
Emotional needs: Staff confidence in addressing these	Research article: Leaning into Social-Emotional Learning Amid the COVID-19 Crisis Reflective article: Five ways to help children heal when schools re-open Quick Note: Distressed Behaviour
Children reconnecting with school and peers	Quick notes: Reconnection and wellbeing and Relationships Glasgow: Reconnection to school and nursery – Nurture principles applied to their COVID 19 response and transitions.
Behaviour, development and lost learning: Concerns about impact of school closure	Parents and children need reassurance that on return to school 'wellbeing' will be the priority for schools and different types of learning recovery programmes will be offered to support learners who have fallen behind including those who require additional support. If significant, it may be necessary to use the GIRFEC practice model to address recovery learning , development issues or social, emotional and behavioural needs.
Children being upset/distressed in school	EdPsychInsight: Supporting post lockdown education visual – nurture principles in practice EdPsychInsight: 6 steps of trauma-sensitive connection Attachment Focused Classrooms - image Quick Note: Distressed Behaviour
Bereavement and loss: supporting children and staff	A school in Glasgow are going to develop a wellbeing centre within their school for staff. Glasgow: Reconnection to school and nursery – Nurture principles applied to their COVID 19 response and transitions. Grief - The Ball and The Box – Film for understanding grief (for practitioners) University of Dundee Resources: When People Die Stories from Young People (for practitioners and pupils) BBC Bitesize: Coronavirus: Tips on coping with fear of losing a loved one (for practitioners and pupils) Staying connected when someone is seriously ill Increased anxiety about the virus and coping with talk of death and dying Talking to children about illness

	Self care and wellbeing during times of uncertainty Living with worry amidst global anxiety and uncertainty
When a child does not return to school	Glasgow: Reconnection to school and nursery – Nurture principles applied to their COVID 19 response and transitions. Arc Scotland: Adapted COVID-19 version of Principle into Practice Guidance – Planning for those who leave school/college Arc Scotland: Transitions Planning and coronavirus – what happens now? – For school/college leavers GIRFEC practice model should be applied for children or young people who do not return to school but are of school age.