



**Brent NHS
Speech & Language Therapy
Service**

Transitions

**Chit Chat
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What are Transitions?

Movement from one state to another, this can be physically or mentally. In this edition of Chit Chat, we will discuss the transitions children face between pre-school and secondary school.



These Transitions Include:

Pre-School



Primary School

Reception



Year 1



Year 2



Year 3
etc.

Primary School



Secondary School

Secondary School



College



What Makes Transitions Challenging?

- Transitions can be a challenging time for any child as they become familiar with a change or routine, new rules and new people.
- Transitions are particularly difficult for children with speech, language and communication needs.

Some of the additional challenges for these children include:

**New
vocabulary**

**Difficulties
asking for
help**

**Difficulties
making
friendships**

**Environmental
adjustments
needed**



How we can support:

Pre-school > Primary School:

- Parent Information Video about the service we offer and what to expect
- Transition reviews – review skills ahead of transition, provide targets and advice tailored to their needs ready for when they start in September.
- Phone call from school speech therapist to parent after child has started Reception to introduce self.

Year Group Transitions:

- Social Stories
- Opportunity for children to meet new class teacher and visit new classroom before September.

Primary school > Secondary school:

- Communication passport – a document that provides a brief overview about the young person. This can include their likes, dislikes, how they communicate and how best to communicate with the young person.





Pre-School to Primary Strategies

Vocabulary:

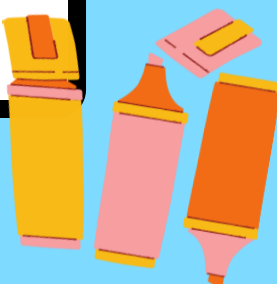
- Focus on building your child's understanding and use of everyday words (e.g. "cooking", "go/stop").
- Introduce them to school based words (e.g. "playground", "lunchtime", "teacher").
- Model a range of verbs to support them to extend their spoken sentences, e.g. "eating a banana", "drinking water" and "building a tower."

Experiences:

- Give your child as many experiences as possible (e.g. gardening/planting seeds).
- Visit different places (e.g. farm, post office, park).
- Talk to your child about what they are doing and what they can see.

Self Help:

- Support your child to learn how to ask for help. Model using "help please".
Encourage independence by talking through your everyday self-help routines e.g. "taking off shoes", "brushing teeth."
- Encourage your child to be able to eat by themselves or go to the toilet themselves.





Pre-school to Primary School Strategies Continued

Read Together:

- Read a book with your child everyday. Talk about the pictures and what's happening in the story.
- Also make sure you take a look at your child's school website. There will be lots of useful information there to prepare you and your child for September.

Special Time:

Try to set aside five to ten minutes each day to play together every day. Turn off the TV and put away phones. Play with toys your child chooses, follow their lead and give them all your attention.

Pretend Play:

- Pretend play, such as pretending to be at school using brothers/sisters, teddies and dolls.
- Take the register, have a story time or pretend it is lunchtime.



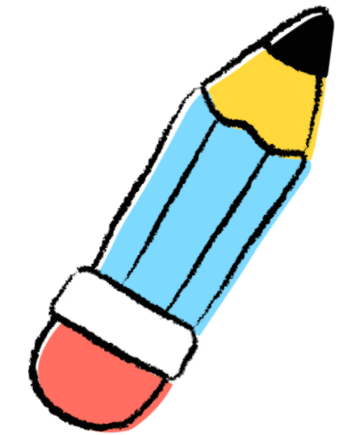
Primary > Secondary Strategies

Organisation:

- Homework recording (diary/planner)
- Reading timetable
- Auditory memory strategies
- Route planning – reading bus timetables, tube maps
- Packing your bag – equipment needed

Language:

- Curriculum based language learning strategies (e.g. word webs)
- Secondary school vocabulary (blazer, locker etc.)
- Non-literal language



Higher Level Language:

- Problem solving – bullying, friendships, asking for help
- Identifying a range of solutions
- Self-esteem and confidence



Transition Groups:

- Discuss – teachers, classes, friends



Between Year Group Strategies



- Allow opportunities for time in their new setting – such as induction sessions.
- Give opportunities to reflect on their feelings in nurture groups
- Use visual planners and daily routine maps
- Chunk tasks
- Pupil passports



Editable one-page pupil profile

My name is:



When I feel upset, I:



I am years old.



I can find it difficult to:



What I'm good at / what I love doing:



I sometimes need help when:



What I look forward to the most:



What I don't enjoy doing:



Three things that teachers can do to help me learn are...

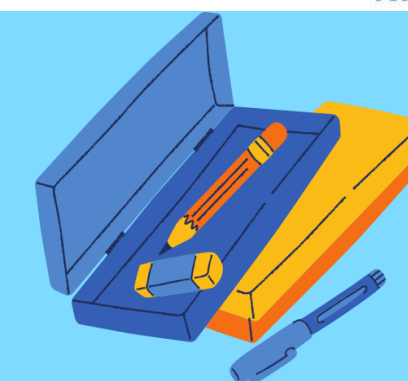
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Transition Support for Reluctant Talkers

- **Identify a key worker** in the new setting who will meet with the student regularly and build rapport with the child/young person on a 1:1 basis.
- **Reassure the child/young person** that they will not ask them questions or pick them for demonstrations
- **Give the child/young person unique roles** (e.g. register monitor) and then praise them for a job well done.
- **Reassure the child/young person that** you will be checking they are OK, have a friend to sit with, understand the work, have been to the toilet etc.
- **Help to familiarise** the child/young person with their new school/building/classroom.
- You can support your child to take photos and make a booklet.





Transition Strategies for Autistic Learners

Visit to new setting, new classroom, new teachers to familiarise child with new people and places

Create a photo book following your visit and revisit this throughout the summer holidays to support the child to prepare for their new setting



Phased entry – if the child has difficulties with transitions a phased entry may be appropriate (start school for just a few hours and increase this at the child's pace).

Visuals – use visuals to support the child's understanding of their new routine, school day.

Use social stories to introduce the change to the child ahead of time and help them to understand what to expect in their new setting.

Create a communication passport to help staff at the new setting to understand more about the child's needs, likes and dislikes.

Brent



Paediatric Speech and Language Therapy Service is now on Social Media!

Follow us @clchbrentslt for lots of information about supporting children's speech, language, communication and swallowing needs.



Let us know
your thoughts or
if you have any
other topic
ideas for Chit
Chat! →

