

## Rational

The writer has chosen to produce a presentation to display understanding of transitions from year six to year seven and how learners identified with Autism can be supported through such transition.

As a child, the writer experienced highly motivated transitions that were exciting and fulfilling. However, the writer's sister did not experience well maintained transitions. This could have been due to her diagnosis of ASD and that the school was not able to meet her needs during such transitions.

Therefore, it is the writer's commitment within education to research and promote the needs of individual children and their access to learning and progression through the education system.

The writer has spent many days on work experience placements within additional learning needs unit and schools to develop deeper and further understanding of individual children's needs and develop strategies and pedagogical approaches to draw upon the success of children with additional learning needs, in particular those who are recognised as being on the autistic spectrum.

The writer hopes that the following documentation and thought processes demonstrates criticality of literature and understanding of progression during transitions.

## School development plan

| Target                                                                                                            | Action                                                                                                                                             | Time frame     | Success criteria                                                             |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------|
| Ensure detailed digital transition portfolios are provided to secondary schools of year 6 pupils entering year 7. | Use of Pupil attitude to 'self and school' report. A MAPS document including learner's strengths and challenges                                    | Annually       | Deeper learner understanding                                                 |
| Build stronger relationships with cluster schools in order to accurately assess learners levelling                | Share collaboration days with cluster secondary and primary schools in order to share levelling strategies and conform expectations for each level | Every 6 months | Effective collaboration and planning to better support children's next steps |
| Minimise lowering attainment during the transition of KS1 pupils entering KS2                                     | Support children's well-being and resilience through social and literacy rich contexts. Engagement of family during transitions                    | On going       | At a minimum, maintaining attainment levels of learners                      |
| Support staff professional development                                                                            | Collaboration days, External training, Sharing best practice                                                                                       | On going       | Use of pedagogical approaches and child centred planning                     |

### Critical review of video and module

The Module ECAD6001 has been a very informative module with a variety of themes running throughout the module lectures and content.

It has had a wide input from external parties the input from Estyn has been of valuable information for professional development. However, there has been some input that the writer did not find effective in the progressive learning of the module.

The assignment has been hard to engage with due to the structure of its assessment. It was at times unclear of the expectations, even with the module handbook, which at times contradicted the writer's perception of guidance that was provided during lectures.

The writer found the research aspect of the assignment has provided deeper learning of themes surrounding transitions in schools and has provided deeper understanding of well-being and collaboration within educational contexts.

The file that has been produced is concise and focused on the themes in which the writer decided to engage with to develop the intervention chosen in order to display understanding of transitions and progressions as an assessment of the module. However, the writer is still unsure and lacks confidence in whether the completed folder and video hits the criteria mark set by the university.

The intervention demonstrated within the file and video was developed from wider reading and the writer feels that the intervention is in line with current key policies within Estyn and Welsh Government.

The recording of the video was a rushed process due to the time in which the writer took to reflect upon the transition and make changes where appropriate to the script. The writer strongly feels that this process took a long time to complete due to uncertainty of the expectation of the assignment.

The video demonstrates understanding of key themes such as whole school approaches, collaboration, well-being and child centered planning which has been supported within the write up of the script referencing theory and Government policies.

However, the execution of the presentation could have been improved with rehearsal of script as the writer did not prepare prior to recording as rigorously as required to deliver a seamless presentation.