

A celebration of a successful transition, to reception class for a child with Autism.

A well-planned transition making use of the child's interests, was just what was needed for a little boy starting on his school journey into reception class.



Theo began reception class in September 2024, and shortly after, in October, he was diagnosed with Autism.

To ensure a smooth transition into school, staff collaborated closely with Theo's parents, gathering information around Theo's strengths and interests, in order to create an inclusive environment tailored to his needs. Theo has a keen interest in logos, which both captivate and motivate him, supporting his engagement, learning and continued growth and development.

Staff supporting Theo explored his interest in logos and introduced a variety of logos to aid his transition into school. This approach proved particularly beneficial during the first half-term, each morning he would be greeted at the entrance by a key adult and a new logo. Theo's interest in logos have now become a daily feature, for example, by incorporating them into maths lessons to capture Theo's attention and support his motivation to engage, they are also used as part of a reward system. These thoughtful accommodations and flexibility have truly made, and continue to make a significant difference for Theo.

Theo's Zones of Regulation

What zone is Theo in?	What might this feel like for Theo?	What can Theo do to help?
	Scared Angry Frustrated	<ul style="list-style-type: none">Go to a safe spaceGo to the sensory denUse visuals to show what is wrongBlow some bubbles
	Worried Nervous Anxious Silly	<ul style="list-style-type: none">Take a break with Mrs NaughtonCount to 20Squeeze somethingPlay with some sensory toys
	Tired Bored Sick	<ul style="list-style-type: none">Talk to someonePlay with some kinetic sandGo into the sensory denGo for a walk with Mrs Naughton
	Happy Calm Focused Ready to learn	<ul style="list-style-type: none">Ready to learnReady to playReady to play with a friendReady to do something enjoyable with Mrs Naughton

Transition points can be unsettling, and staff supporting him draw on logos to help regulation with key transitions throughout the school day, i.e., between different rooms. Theo will select a logo from his desk and take it with him to the new space/room, where he will attach it to some Velcro, on the wall, in an accessible place. Logos have also been integrated into the school-

wide use of 'emotion stations', to ensure that these whole school support systems remain accessible to Theo.

Staff are well attuned to Theo's needs and are able to adapt systems to support him. One example of this is that Theo can experience increased dysregulation if overstimulated. Staff will ease this by ensuring that less logos are presented on his desk at these times.



Theo's parents said, "We are pleased to share Theo's story, if it helps other children and young people. It's just those little accommodations and that flexibility that make the world of difference."

This is a wonderful celebration of inclusive practice, exploring the strengths and interests of autistic children to promote a sense of belonging, support regulation, build positive and supportive relationships, and create an environment in which children and young people are able to thrive and reach their full potential.