

What you might see:

You might see a child who:

finds it difficult to move between activities or places without clear routines.

needs extra time to adjust to a new activity.

experiences increased anxiety during busy or noisy transitions.

finds even small unexpected changes distressing.

withdraws or shows distress when changes feel sudden.

feels anxious until they feel familiar with the new situation.

may feel strong emotional reactions to rushed or unclear transitions.

struggles when working with unfamiliar adults.

finds difficulty in group transitions if the social rules are not clear.

needs support for longer before feeling fully settled.

What you can try:

- Plan transitions carefully, ensuring support is individualised.
- Involve Parent Carers and the child or young person in transition planning.
- Share information about them (strengths and support needs) with the receiving setting.
- Identify a key adult to support transitions.
- Use resources such as photo books, transition booklets, additional visits or Parent Carer workshops.
- Give advance notice of changes to help the child or young person feel safe and prepared.
- Offer reassurance, explanation and visual support when routines change (e.g. different teacher, timetable change, new classroom).