



***Abacas Special School
Transition Policy***

Aims of this policy:

The aims of this policy are as follows:

- To provide a foundation for discussion between a student, his/her parents, the staff of Abacas and other service providers regarding what constitutes the best placement for the student.
- To create the best preconditions possible to allow our students to succeed when commencing a new placement within or outside of the educational system.
- To provide the staff at the student's new placement with all of the information required to ensure that the student transitions smoothly to his/her new placement and receives the level of support they require.

Based on this policy, the staff of Abacas will work with students, parents, support services and other service providers to help to prepare our students in the best way possible for their transition to a new placement.

What is an individual transition plan?

A transition plan is a planning tool and a supportive framework that helps our students and their parents when transitioning within or out of the educational system in a coherent and coordinated way. It is a written, formal plan or series of plans that can offer recommendations for future placements.

Based on a person-centered approach to planning, the aims of the transition plan are:

1. To identify desired long-term goals and short-term objectives based on the student's needs
2. To identify possible post-school outcomes for work, education and training, community participation, social/relationship, recreation and leisure
3. To identify the student's interests, strengths, needs
4. To identify available resources, opportunities and services
5. To set out activities, strategies, supports and services needed to achieve goals and objectives

6. To identify dates and timelines and allocate responsibilities for actions
7. To involve a range of people, services and agencies
8. To be a flexible, reflective document incorporating a *review, plan, do and reflect* cycle
9. To identify a curriculum and experiences relevant to the needs of the individual, linking current and future learning to future goals and aspirations;

A transition plan should be reviewed on a regular basis to reflect the following:

- the student's developing skills and understanding;
- changing goals, aspirations, interests and needs;
- changes in the young person's environments;
- new information about future options;
- the effectiveness of identified actions and strategies.
- the distribution of responsibilities for different areas of the Transition Plan.

When should Transition Planning begin?

Ideally, students should begin preparations for transitioning as much as five years in advance of their transition.

- Transitioning will be a part of a student's I.E.P. and should help to track progress and changes in that student over a period of time while updating what all parties involved (particularly the student) target as important goals for that student's eventual transition.
- Teachers will develop a "Communication Passport" for all pupils in their class who will be transitioning from Abacas. This will include details of the pupil's education with us, goals mastered, likes, dislikes, strengths, weaknesses, behaviour management etc. This passport will be transferred to their new setting whether it be another school, adult service etc.
- As well as holding a meeting with parents, disability services managers, or any other relevant professionals working in/for the new setting will be invited to meet in Abacas. Ideally, disability services managers should be able to offer advice on suitable settings and support parents in acquiring these placements.
- Once a setting is suggested for a pupil leaving us, a request will be made for the pupil to visit this setting. Staff from other settings will also be given the opportunity to visit the pupil in Abacas.

Ratification:

This revised policy was ratified by the Board of Management on 18th January 2017

Signed: _____

(Chairperson)

Review Date: _____