

TRANSITION GUIDELINES

Transition in and out of schools/services is a huge challenge for VI/MDVI children, young persons or clients and the family.

What is meant by TRANSITION for a child/young person/client with SEN (special educational needs)?

This is when a child or young person goes through the process of a change which may have a major effect on their emotional state. Young persons with SEN may experience more transitions than their peers. These transitions begin from an early age as examples below show.

- home - nursery school for VI/MDVI children
- home - nursery school
- nursery school - nursery school for VI/MDVI children
- nursery school - primary school
- nursery school - primary school for VI/MDVI children
- nursery school for VI/MDVI children - primary school for VI/MDVI children
- primary school - primary school for VI children
- primary school - secondary school
- primary school for VI/MDVI children - secondary school
- primary school for VI/MDVI children - secondary school for VI/MDVI
- primary school – secondary school for VI/MDVI
- secondary school for VI/MDVI children - labour market
- secondary school - labour market
- change of physical environment or people
- change of class or activity

In order to ease the adverse effects of these transitions a protocol of guidelines is recommended. Such a document will serve as advise and a means of highlighting the important areas to be considered.

These guidelines will need to be adapted to meet the needs of the specific child and the requirements of each country's legislation.

In cases where our documentation does not fully illustrate the nature of the situation, a video recording should be included.

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What	When	Who	How
Research options for possible settings.	At least one year in advance. More complex cases may require longer	Parents/legal guardian Teachers Transition team (social worker, psychologist, itinerant/outreach teacher, special needs coordinator) Principals at other settings	Team meetings Meetings with parents/legal guardian
Contact new settings: look at a range of options.	At least one year in advance. More complex cases may require longer	Parents/legal guardian Teachers Transition team	
Meet with parents to discuss their expectations/choices- this might involve other professionals.	At least one year in advance. More complex cases may require longer	Parents/legal guardian Teacher Transition team Careers advisor	
Collect the data about: child-functional visual assessments, skills, medical information, ICT skills, etc.	At least one year in advance. More complex cases may require longer	Teacher Other professionals e.g. doctor, ophthalmologist	A social worker would visit the client's family home and collect information to share with the new setting. The client will be observed in different situations. These observations will help inform the educators as they understand the client and respond to their personal needs. Strategies/IEP (individual education plan) will be put in place according to their individual needs. The strategies will be monitored and evaluated to ensure they are appropriate and realistic for the client. The educator will discuss the client's progress on a regular basis with the parent.

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Visit the new setting	Dependent on choice. Ideally 2-3 months before. (In some cases more time is required.)	'Itinerant/outreach' teacher Parents/ legal guardians Child	
Plan a 'trial visit' for the child.	Ideally a few months in advance. Depends on the needs of the child. (In some case more time is required.)	Teacher New teacher Principal of new setting Transition team	The client can return for a longer period of time as part of the class, meet the teacher, see the class work.
Consult with the child.	This should be on going e.g. after visit to new setting	Teacher Parents	The Parents/Legal Guardian make a decision. The client will be involved in the process depending on their level of understanding.
Carry out environmental audit See attachment: Environmental Audit	This must happen before starting in the new setting. Depends on the needs of the specific child.	Teacher Special needs co-ordinator 'itinerant/outreach/' teacher	Recommendations can be submitted for any modifications/adaptations to be made prior to the child starting in the new setting.
Prepare child for transition	At least one year in advance. More complex cases may require longer	Parents/ legal guardians Teacher Transitional team: New teacher	Talk with the child about his transition
Provide training /advice for new setting	Ideally a few months in advance	'Itinerant/outreach teacher special needs coordinator	Teacher in new setting might observe child in old setting
Make a transition passport – personal information, strategies working with the client, strengths, and so on.		Parents/ legal guardians Teacher Transitional team	The new setting will ask the parents to inform the previous setting of their decision. After this the two schools will make connections.
Prepare the peers in the new setting	Ideally a few months in advance.	'Itinerant/outreach' teacher special needs coordinator, New teacher	All staff working with this child will be informed of the new pupil - why they are coming, what their specific needs are and any other relevant information.

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<p>A legal document from the authority in charge should be in place to confirm the placement and as a means of assurance of financial support.</p>	<p>Ideally right before starting in the new setting.</p>	<p>National Board or education department in the ministry, etc depending on the country and its educational system.</p>	<p>This is a signed legal document sent to all the partners involved.</p>
<p>The educators and professionals involved must share information constantly as they find out new information about the client.</p>			
<p>The first three months can be a probation period for the client. The team meeting will happen regularly.</p>		<p>New Teacher and other professionals involved Child</p>	<p>Monitoring by all staff involved Team Meetings</p>
<p>When the probation period is over, the school director will discuss with the parents about the following – if it is the correct setting/placement for the child.</p>			

After leaving a school setting the client will have other needs and experiences regarding transitions

1. Target group:

Students and adults in residential homes or boarding schools and working life.

2. Transitions:

a. General

- School to dormitory vice versa (v.v.)
- Parents to dormitory v.v.
- To the end of School to residential home and workplace v.v.
- Parents to residential home and workplace v.v.
- Residential home to workplace v.v.
- Living accommodation for teenager to adults
- Transitions between changing of staff, groups, occupations.....
- Transitions effected by the law

b. Specialised placements:

- Vocational training to working groups or day care groups
- Group and other interdisciplinary teams (e.g.physiotherapy, Orientation and Mobility)
- Sheltered workshop and legal labour market
- Working life to retirement

3. What do we need in general?

- personal profile
- interviews and meetings with : client, if possible alone, parents, previous school, dormitory etc
- trial period
- medical documents (e.g. diagnosis, medication)
- a personal book and /or accurate and realistic information
- information about required equipment /aids and assistance
- financial information (e.g. funds from government, foundations, individual)
- different permits

- power of attorney for different situations
4. What are the needs of the client?
- to be heard and to be taken seriously
 - to be given enough time for preparation and adjustment for any transitions
 - to have confidence in his or her abilities
 - to have the possibility to be him or herself
 - to have a reliable and contact person who can be trusted
 - to be given the opportunity for self-determination
 - to opportune of an individual programme

Attachements:

1. Environmental Audit



Environmental-Audit.pdf

2. Environmental-Audit-Template-Reference-guide



Environmental-Audit-Template-Reference-Guide.pdf