



Transition Policy
Mitchell House School

Transition in Mitchell House

What is Transition?

Transition is the means by which a coordinator within Mitchell House will work to provide support and advice to pupils aged 14+, who have a statement of special educational needs, to assist in preparing for adult life. The co-ordinator will work closely with parents/carers, students, career advisors, further education colleges, and in cases forming links with adult services and outside agencies. A smooth transition will allow the following:

- That the Transition Plan will act as a tool which will steer the course of each child's last years in school taking into account their aspirations for the future as well as their parents
- They can avail of new and exciting opportunities which will equip them for adult life under the guidance of their school
- On leaving school that all their skills, talents, communication and personal care needs are met by the allocation of a suitable tailored placement

What is a Transition Review?

The first Annual Review after your child's 14th birthday (and subsequent Annual Reviews) is called the Transition (14+) Annual Review. It should play a significant role in the planning and preparation for your child's future and ensure that your child has a successful transition to adult life / learning or work.

A representative of the Education Authority (EA) shall attend the first Annual Review of a Statement after a child's 14+ birthday.

What is a Transition Plan?

A Transition plan helps your child to start thinking about leaving school and what your child might do in the future. It is there to help your child gain the skills which are needed in everyday life by offering experiences in their last years at school which will help them in adult life.

The Transition Plan will be created at the first Annual Review meeting after your child's 14+ birthday and it will be reviewed each year until your child leaves school.

What does a Transition Plan contain and how is it written?

A transition plan is drawn up in consultation with:

- School
- Parents,
- pupils
- Outside agencies

How does a pupil from Mitchell House have a transition report written?

The report will be written by the transition co-ordinator after consulting with:

- **Teachers** to ascertain the subjects that the pupil is studying and at what level.
Teachers will also indicate levels of support required for each pupil to access the N. Ireland curriculum.
Form teachers will ascertain individual set targets and Individual Education Plans
- **Parents** to discuss their thoughts on provision for their child.
What can they contribute in terms of helping their child develop personal?
and social skills, an adult life-style and acquire new skills?
Will parents experience new care needs and require practical help in terms of aids, adaptations or general support during these years?
- **Young Person**
What information do young people need in order to make informed choices?
What local arrangements exist to provide advocacy and advice if required?
How can the young person be encouraged to contribute to his or her own Transition Plan and make positive decisions about the future?
If the young person is living away from home or attending a residential school outside his or her own Board area, are there special issues relating to the location of services when he or she leaves school which should be discussed in planning?
What are the young person's hopes and aspirations for the future, and how can these be met?
- **The Professionals**
How can they develop close working relationships with colleagues in other agencies to ensure effective and coherent plans for the young person in transition?
Which new professionals need to be involved in planning for transition, for example occupational psychologists or therapists?

Does the young person have any special health or welfare needs requiring HSS Trust support?

What specific independence skills need to be particularly fostered during the remaining year(s) in school?

Are assessment arrangements for transition clear, relevant and shared between all agencies concerned?

How can information best be transferred from children's to adult services to ensure a smooth transition?

Do the arrangements for transition include appropriate training and technological support, (e.g. in encouraging independence in travel, coping with money)?

Is education after the age of 16 appropriate, and if so, at school or at a college of further education?

- **Careers service**

What are the young person's curriculum needs during transition?

How can the curriculum help the young person to play his or her role in the community;

make use of leisure and recreational facilities; assume new roles in the family;

develop new educational and vocational skills?

What approaches should the school be making to other institutions or agencies to ensure smooth transition for the young person?

What is an Education Transition Co-ordinator?

An Education Transition Co-ordinator is a member of the EA who will provide advice and support to pupils aged 14+ with a Statement of Special Educational Needs, and their parents/carers in preparation for adult life.

In Mitchell House the Transition officer will be provided by the area in which the pupil lives.

Belfast pupils are seen by Hilary Livingstone

South Eastern pupils are seen by Gary Harpur

Northern pupils are seen by Marie McKendry