



## TRANSITION POLICY

A policy for students with special learning needs from school to the workforce, or to a pre-employment course, or from Year 10 to VCE within the school.

### PREAMBLE

This policy has been developed with reference to Killester's Mission Statement and Special Education Policy which recognise:

- \* the value of the individual
- \* individual differences and ways of learning
- \* the need for the school and the family to co-operate to nurture and support students with special needs in the transition process
- \* the need to provide varied and appropriate educational experiences which will enable all students to achieve some success
- \* the importance of developing feelings of self confidence and self esteem in each student
- \* the desirability for the student, her parents and her teachers to work closely together to plan the student's educational path

### POLICY

The nature of the transition process should:

- \* be collaborative and consultative
- \* focus on enabling the student to access as many opportunities as possible in future education, training, and employment, rather than limiting her options
- \* focus on meeting the needs of the individual rather than conforming to mainstream expectations

### PROCEDURES

Planning for transition (school to post school) should take place in the following way:

- \* The **Individual Education Plan** should be the basis for the management of transition for the student with special educational needs
- \* The **Program Support Group** for the student in question should meet once a term to review her progress at school, and plan for her transition
- \* The Program Support Group should be convened by the Level Co-ordinator and comprise the student, her parents or their representative, a member of the Special Education team and a member of the Leadership Team
- \* The Program Support Group should be formed as soon as it is established that the students will probably require transition support. This may be as early as Year 7 in the case of an integration student, and in general, should be in place in Year 9. Transition issues may need to be

raised at time of enrolment for students with special learning needs who come to Killester in Years 9 and 10.

- \* Realistic short term and long term goals for educational progress and appropriate transition should be established and frequently reviewed.
- \* Detailed information about post-compulsory and post Killester options (eg. TAFE pre-employment courses, employment opportunities, and modified VCE programs) should be made available to parents and the student so that suitable pathways can be chosen.
- \* Liaison with level co-ordinators, home room teachers and subject teachers will be an essential part of the process.
- \* Reports to parents need to reflect a realistic assessment of the student's achievement in the light of her special needs and Individual Education Plan.

### **In school Transition to the VCE for students with special educational needs.**

The planning for this will be based on the understanding that students with special learning needs should be:

- \* enabled to undertake (according to their interests, long term goals and abilities) a full range of VCE subjects.
- \* supported in their selection of an appropriate course of study, in the light of the Individual Education Plan which has been established for them.
- \* enabled, when necessary, to undertake a course of study within a selected unit which is modified to meet their individual learning needs. This may mean that work requirements and assessment tasks are modified to meet the students' needs, while remaining within the spirit of the course description.
- \* enabled to undertake VCE over three years.
- \* enabled to study VCE subjects without undertaking BOS assessments.

**Ratified by Stewardship Council 25/10/99  
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