

## School Transition Planning Framework

Student Name:

DOB:

Year / Class:

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### School Transition Planning Record Student Preferences, Needs and Interests

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**Transition Planning Team:**

**Schedule of meetings:**

**Venue:**

**Context: (example below)**

Name\* met with his guidance counsellor at the conclusion of TY to discuss his vision for the future including his ideal job, place of work, housing, lifestyle. Name\* has a diagnosis of autism and a mild General Learning Disability. Name\* has a special interest in cars including a very detailed knowledge of makes and models and ideally would like to find employment where he can make simple repairs under supervision or do some type of work that involves cars. He is not interested in a sales role in a car showroom as he lacks confidence and does not yet have the pragmatic and communication skills necessary for this role, however, he is open to working on these which will provide him with two areas of work opportunities. Name\* would like to live in an apartment in his local area close to people he knows and amenities that he can access comfortably such as the cinema and shops. His Transition Plan will identify the key skills and knowledge to be developed over the next two years.

<b>Post-school aspirations and goals Based on student's Preferences, Needs and Interests</b>	<b>Present Levels of Functional Performance:</b>
1. Post-Secondary Education/Training Goal: (FE / HE, vocational education and training, continuing and adult education, on-the job training):	Current academic and functional levels in preparation for transition to FET:
2. Post-secondary Employment Goal:	Current Job Skills in Preparation for employment:

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3. Independent living goal (family, community, independent):	Current home/independent daily living skills in preparation transition:
4. Future leisure and community activities:	Current leisure and community activities:
5. Adult services and health services required:	Current support services:
Self-awareness, self-determination, and self-advocacy required in context:	Current self-awareness, self-determination, and self-advocacy:

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### Current post-primary curriculum

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Programme: (e.g. LC, LCA, LCVP, ASDAN, other)

Year	Subjects to be taken each year
TY	
5th	
6th	

Grades / points estimation:

School leaving date:

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### Adult Services

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<b>Transition Area</b>	<b>Services</b>	<b>Begin Date/End Date</b>	<b>Agency/Person Responsible</b>
<b>Education support</b>			
<b>Community engagement</b>			
<b>Employment</b>			
<b>Health / Disability Services</b>			
<b>Independent living</b>			
<b>Daily Living</b>			
<b>Functional Vocational Assessment</b>			
<b>Self-awareness, self-determination, self-advocacy skills</b>			

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### Education and Training Needs

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<b>Transition Area</b>	<b>Details</b>	<b>Begin Date/End Date</b>	<b>Agency/Person Responsible</b>
<b>Education provider</b>			
<b>Courses</b>			
<b>Qualifications needed</b>			
<b>Health / Disability Services support</b>			
<b>Independent living skills required</b>			
<b>Access routes</b>			
<b>Access resources e.g. DARE / HEAR / SUSI / other</b>			
<b>Costs</b>			
<b>Disclosure</b>			
<b>Self-advocacy skills</b>			

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### Employment Needs

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<b>Transition Area</b>	<b>Details</b>	<b>Begin Date/End Date</b>	<b>Agency/Person Responsible</b>
<b>Employment area</b>			
<b>Employment role</b>			
<b>Qualifications required</b>			
<b>Skills required</b>			
<b>Job-shadowing opportunities</b>			
<b>Work experience</b>			
<b>Travel requirements</b>			
<b>Self-advocacy skills</b>			
<b>Functional Vocational Assessment</b>			

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### SMART GOALS

Area of Need:	Implementation Personnel/Position Responsible:
Short-term goal:  To..	
Medium term goal:  To...	
Annual goal:  To...	

Short-Term Objectives or Activities toward meeting these goals	Beginning Date
<ol style="list-style-type: none"> <li>1. List</li> <li>2. List</li> <li>3. List</li> <li>4. List</li> <li>5.</li> </ol>	

Measurable Method for Evaluation	Method of Reporting to Parent / Carer
	Termly Progress Reports