

# Inclusive transition

Education transition is when learners move from one grade, class or school to another. It can be a very difficult time – for the learners, their families and their teachers. Many learners drop out during or soon after transition, especially if they have specific needs that are not addressed during the transition process.

## What challenges do learners face during transition?

I can't find my way around or find accessible routes in my new school.

I did not see inside my new school until the first day of term. I was scared.

Everyone thinks I'm 'big' and should be able to cope with my new school. I'm still scared and confused!

I get in trouble for being rude to my new teacher because I can't understand what she wants me to do.

The teachers in my old school planned how to help me in certain subjects. My new school doesn't know about this. All the support plans have to be started again. I wish my old teacher could still be involved.

I am worried I won't find new friends or actively participate in the school events.

My parents are less involved in the school now I'm in a higher class, but I still want them to talk with my teachers when I have problems.

I'm confused by the new timetable. Where am I supposed to go and when? I get told off for being late.

The school is in a different neighbourhood – that's frightening.

It is really difficult to graduate to the next level. The exam is not adapted to my needs.

I'm not used to being away from my parents all day.

The teachers do things differently at this school. They have different ways of teaching. I can't get used to their expectations.

I want to go to vocational college. I don't know which colleges are inclusive for students with disabilities. No one at my school knows either.



## How can we make transition more inclusive and supportive?

Pre-schools, primary schools, secondary schools, higher education and vocational education institutions must communicate to support learners before, during and after transition.

Have staff who co-ordinate grade/school transition.

Develop mechanisms so teachers and specialist staff share information with previous/future teachers and specialists.

Ensure individual education plans are recorded and shared with the learner's new teacher/school.

Train all staff how to support learners' emotional, physical and academic needs when they leave or join a school, and provide guidance materials.

Give parents leaflets on what to expect and what activities they and the school can do to make transition easier.

Help learners visit their next class/school and become familiar with the surroundings, people and procedures before they move.

Enable teachers to make home visits to some learners to find out about their needs and family and community support system.

Involve parents/guardians in developing transition plans and activities.

Review and revise graduation or entrance exams and other admission procedures. Adapt them to be accessible and appropriate for learners with disabilities.

Ensure secondary schools have information about accessible/inclusive higher and vocational education options.

Ensure secondary, higher and vocational institutions offer career guidance giving appropriate and motivational advice to learners with disabilities.