



LETTER CIRCULAR

Information: ✓

Action Required: ✓

Ref: OPS/36/2007

From: Mr. George Borg, Sp. & Inclusive Educ. Network Co-ordinator

To: All Heads of Primary B & C Schools (State Only)

Subject: Guidelines for Transition Meetings from Primary to Secondary Sector 2007

Date: 24th April 2007

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- Enclosed please find a copy of the Full Report “Transition from the Primary to the Secondary Sector of Children with a Statement 2007”, which includes the child’s profile and the Vineland Adaptive Behaviour Scales.
 - The above document is to be completed **for each child** in respect of **ALL year 6 students with a statement** who will be proceeding to Junior Lyceums/Secondary schools next scholastic year.
 - As from this scholastic year Transition meetings will be held at the receiving secondary school. Only students who will be sitting for the Junior Lyceum Exams will have their Transition meeting at the Primary School. Reports are to be sent to Ms. Aquilina after the 2nd meeting to be held at the Secondary or Junior Lyceum School.
 - Schools are to complete the **Child’s Profile** part of the **Full Report (Points 1-14)** for each child. This section is to be completed by the Class teacher and the facilitator with the active participation of the parents, and the Head of School or the Assistant Head of School, responsible for students with special needs before the meeting.
 - The **Vineland Adaptive Behaviour Scales** (pages 15-24) ONLY are to be filled in by INCO trainee or B. Psy. (Hons.) student.
 - Primary School SMT link person responsible for Inclusive Education, class teacher, facilitator, parents, student and if possible other professionals working with the student are expected to attend for the meeting.
 - Time and date of meeting will be communicated to both Primary and Secondary Schools in the near future.

- Heads of Primary Schools are to communicate with parents and give them the relevant information as regards the transition meeting arrangements. They are to contact parents to enquire whether their children receive outside support and whether these agencies would like to be involved in this exercise.
- Heads of Secondary School are to make the necessary arrangements for the meeting to take place at their school. They are also to ensure that Guidance Teacher/s; SMT link person responsible for Inclusive Education and any other person are to attend the meeting.
- Please check that at the end of the meeting, the document is duly signed by all concerned.
- 2 copies, (ORIGINAL AND ANOTHER copy) of the **Full Report** are to reach **Ms. Myriam Aquilina, person i/c of transition exercise, by not later than 30th June 2007. Special & Inclusive Education Network, Triq Fra Gaetano Pace Forno, Hamrun HMR 09**
- The Primary and Secondary Schools are to retain a copy of the Report. Parents are to be handed a copy of the report.
- In case of difficulties kindly contact Ms.Aquilina at the Special and Inclusive Education Network on Tel.No. 21228349.

Alfred Mallia
Director Operations

Education Division

Department Operations

Special & Inclusive
Education Network

University of Malta
Programme for Inclusive Education

Transition From Primary Education to Secondary Education 2007

Information protection:

Personal information provided in this transition form is protected, and used in accordance with the provision of the data protection act.

Persons involved in gathering the following information:

Parents:

Teacher:

Facilitator:

Psychologist/ Education:

Other:

Give a brief description of the child :

Child's Particulars:

Child's STM No. _____ Child's formal diagnosis _____

1. Name of Child: _____ 2. Age: _____

3. Date of Birth: _____ 4. Tel. No.: _____

5. Address: _____

School:

6. School: _____

7. Class: _____ (year and stream)

8. Head of School: _____ 9. Tel No: _____

10. Fax Number: _____ 11. E-mail: _____

12. Support at School Level:

12.1 Is the child following the class curriculum?

1. Same curriculum () 2. Minor changes () 3. Major Changes () 4. Different ()

Give details: _____

12.2 Is the child following a modified learning programme? Give details.

12.3 Does the child require specific resources, special equipment and/or adaptations to the physical school environment?

12.4 Are any physical adaptation needed during outings:

12.5 Describe any adaptations needed for transport.

12.6 Indicate which support, if any, the child receives outside school

- a) School Psychological Services b) CDAU
c) Equal Partners d) The Eden Foundation
e) Ir-Razzett tal-Hbiberija f) Respite Centre
g) Peripatetic teachers specify _____
h) Other specify _____

12.7 What type of support does the child receive from the above?

12.8 Give a description of how the external support has been working with the child at school.

12.9 Describe the child's major achievements

12.10 What are the parents' expectations concerning the secondary school?

12.11 What are the parents' concerns regarding the secondary school?

12.13 How does the child follow the major school routine (Eating, socialising, toileting etc.).

13 Academic Progress:

Give a description of the child's present abilities in the following areas and indicate the adaptations and modifications used vis-à-vis the class curriculum. Also indicated the next teaching objectives agreed upon. Give examples.

13.1 Maltese - Spoken

Tick where applicable and comment:

13.11 Speech is intelligible () _____

13.12 Speech is unintelligible () _____

13.13 Child speaks in full sentences with appropriate grammar (give examples)

13.14 Child strings 4-5 words (give examples)

13.15 Child uses two word utterances (give examples)

13.16 Child uses one word phrases (give examples)

13.17 Child uses signs (give examples)

13.18 Child uses Alternative and augmentative communication techniques.

Under the supervision of: _____

13.2 Maltese - Written Tick where applicable and comment:

13.21 Age appropriate ()

13.22 a. Can plan a composition

13.22 b. Can write a composition

13.23 Can dictate a composition

13.24 Can write a few sentences about a subject

13.25 Can dictate a few sentences about a subject

13.26 Can write single words

13.26 Can give one word answers orally

13.27 Matches words

⇒ **Teaching Objectives:**

13.3 English - Spoken

Tick where applicable and comment:

13.31 Speech is intelligible () _____

13.32 Speech is unintelligible () _____

13.33 Child speaks in full sentences with appropriate grammar

13.34 Child strings 4-5 words

13.35 Child uses two word utterances

13.36 Child uses one word phrases

13.37 Child uses signs

13.38 Child uses Alternative and augmentative communication techniques.

Under the supervision of: _____

⇒ Teaching Objectives:

13.4 English - Written

Tick where applicable and comment:

13.41 Age appropriate ()

1. Same curriculum () 2. Minor changes () 3. Major Changes () 4. Different ()

13.42 a. Can plan a composition ()

13.42 b. Can write a composition

13.43 Can dictate a composition ()

13.44 Can write a few sentences about a subject ()

13.45 Can dictate a few sentences about a subject ()

13.46 Can write single words ()

13.47 Can give one word answers orally ()

13.48 Matches words ()

⇒ Teaching Objectives:

1. Same curriculum () 2. Minor changes () 3. Major Changes () 4. Different ()

Maths (note any manipulative and aides) Tick and comment

1. Same curriculum () 2. Minor changes () 3. Major Changes () 4. Different ()

13.51 Age appropriate ()

13.52 Age appropriate with modifications ()

13.53 Child has understanding of value of number till number () _____

13.54 Child knows the following times table () _____

13.55 Child uses calculator () _____

13.56 Child uses number grid () _____

Child can:

13.571 Add one digit ()

13.572 Add two digits ()

13.573 Add with carrying ()

13.581 Subtract one digit ()

13.582 Two digits ()

13.583 Subtract with borrowing ()

13.591 Can divide ()

Elaborate _____

13.592 Child can Multiply () *Elaborate*

13.593 Can work out problem sums ()

13.594 Area ()

13.595 Percentages ()

13.596 Fractions ()

13.597 Any Other ()

=> Teaching Objectives:

1. Same curriculum () 2. Minor changes () 3. Major Changes () 4. Different ()

13.6 Religion

1. Same curriculum () 2. Minor changes () 3. Major Changes () 4. Different ()

Describe modifications done

=>Teaching Objectives:

1. Same curriculum () 2. Minor changes () 3. Major Changes () 4. Different ()

13.7 Social Studies

1. Same curriculum () 2. Minor changes () 3. Major Changes () 4. Different ()

13.7.1 Describe modifications done ()

⇒ Teaching Objectives:

1. Same curriculum () 2. Minor changes () 3. Major Changes () 4. Different ()

13.8 Physical Education

1. Same curriculum () 2. Minor changes () 3. Major Changes () 4. Different ()

13.81 Describe modifications done ()

⇒ Teaching Objectives:

1. Same curriculum () 2. Minor changes () 3. Major Changes () 4. Different ()

13.9 Art and Craft:

1. Same curriculum () 2. Minor changes () 3. Major Changes () 4. Different ()

13.92 Describe modifications done ()

⇒ Teaching Objectives:

1. Same curriculum () 2. Minor changes () 3. Major Changes () 4. Different ()

14. Proposed Subjects to be followed at secondary school:

The following information can be collected through the administration of the Vineland Adaptive Behaviour Scales (This needs to be carried out under the supervision of a psychologist/education).

15 The Vineland Adaptive Behaviour Scales.

15.1 Communication

15.11 Receptive: What the child understands

⇒ **Teaching Objectives:**

15.12 Expressive: What the child says

⇒ **Teaching Objectives**

15.13 Written: What the child reads and writes

15.2 Daily Living Skills:

15.21 Personal: How the child eats, dresses and practices personal hygiene.

⇒ Teaching Objectives:

15.22 Domestic: What household tasks the child performs.

⇒ Teaching Objectives:

15.23 Community: How the child uses time, money, the telephone and job skills.

⇒ Teaching Objectives:

15.3 Socialization

15.31 Interpersonal Relationships: How the child interacts with others

⇒ Teaching Objectives:

Child's friends (Please state which school these children will probably be attending next year).

Any recommendations

15.32 Play and Leisure Time: How the child plays and uses leisure time.

⇒ **Teaching Objectives:**

15.33 Coping Skills: How the child demonstrates responsibility and sensitivity to others:

⇒ **Teaching Objectives:**

15.4 Motor Skills:

15.41 Gross Motor Skills: How the child uses arms and legs for movement and co-ordination

⇒ Teaching Objectives:

15.42: Fine motor skills: How your child uses dexterity

Teaching Objectives:

15.5 Behaviour: How the child behaves.

⇒ Modifications needed to be put in place:

15.6 Any generalised adaptations needed:

16.0 State the child's strengths:

16.1 (ask parents) Describe your experience and that of your child in the primary school (Tick one of the following)

- | | | |
|----------------------|----------------------|---------------------|
| 16.1.1 excellent () | 16.1.2 very good () | 16.1.3 good () |
| 16.1.4 fair () | 16.1.5 bad () | 16.1.6 terrible () |

16.2 (ask parents) What do you think the child gained from this experience?

16.3 (ask parents) What do you think the other children gained from this experience?

16.4 (ask parents) What would you like to see happen differently in relation to the child's inclusion in the school?

16.5 (ask parents) Is the child on any regular medication? How is it administered?

16.6 (ask teacher) What other type of support do you think you need?

16.7 What further training would you like to have?

16.8 (Head/ ass head.) How involved do you feel you are in issues related to inclusion in your school? (tick one of the following)

1. *extremely involved ()* 2. *Involved ()* 3. *Involved a little ()*
4. *hardly involved ()* 5. *not involved at all ()*

16.9 (Head/Ass head) Would you like to be involved more?

1. *Yes ()* 2. *No ()* 3 *Don't know ()*

16.91 (Head/asst. head) What do you need to be involved more?

Plan of Action:

1. Organise MAP session in School (indicate who is going to organise it and when)

2. The child will be introduced to the new school preferably before Summer. (Indicate who is going to do this)

3. What type of support will the school need to include the child and make sure that he has access to the school curriculum?

16.92 Transition Meeting Recommends (Please tick)

1. Child will not have support ()

2. Reduced Support ()

3. Child will continue with same support (). Specify current Support _____

4. Case will be reviewed after the 1st term ()

Recommended Personalised Provisions in Secondary School:

a) Physical:

Academic:

Any other comments?

Head of School
And/or Representative (Primary)

Class Teacher

Facilitator

Head of School
And/or Representative (Secondary)

Guidance Teacher

Other (Secondary)

Father/Guardian

Mother/Guardian

Student

Psychology/Educator
Student

Others (if any):

