



Kāhui Ako Transition Plan (KTAP)



Purpose Statement - For the contributing school to provide information to the inducting school which informs and promotes a seamless transition process for the ākonga, whānau, teacher of students requiring additional transitional support

Section 1 - Student/ākonga Profile	
Name: Exemplar 1	DOB: 20-03-2012 Age 11 years 6 months
Ethnicity: NZ European	IWI:
Transitioning Kura: Ranzau School	Inducting Kura: Waimea Intermediate
KTAP Completion Date: 19 September 2023	People Contributing to KTAP Completion (include their role and contact details): JulH SENCO: JM - Kaiako: Exemplar 1 Student Mrs 1 - parent: ph 000 555 555
Identified Need/s (Cognition & Learning, Social & Emotional, Behavioural, Physical, Communication, Sensory): Slow processing, poor Working Memory and challenges with retention of learning. Academic progress - very slow, is working just within Level 2 of the curriculum Uses assistive technology for learning needs.	Identified Strengths: We have watched her grow into a confident, thoughtful learner, willing to take risks and persevere. She is a reliable student who will often help others without being asked. She enjoys sharing her ideas and opinions in small learning groups. We have been impressed with her dedication to a wide range of extra curricular activities including, joining our Kapa Haka

Seat her near the front of the room to help with eye tracking and copying from the whiteboard. Formal Diagnoses Yes/No/Pending Report attached/available Yes/No/Pending Dated: 1 March 2022 NMDHB - Garth Brooks Cognitive abilities in the Below Average range Full Scale IQ score 84%, Low Average Range Strengths in Visual Comprehension, weaknesses with Processing Speed. Suggestion that her difficulties may be representative of a dyslexic profile, Medication Nil	group and taking on all new challenges. Keen participant in all sports and P.E. From IEP: Life experiences, home extended family support, kindness and empathy towards others, oral language and vocabulary knowledge.
Additional Supports Provided (including funding): Current Assistive technology. Laptop - she is using Google docs. Word Q Own C-pen for reading. IEP Historical Student repeated Year 5 for the 2022 school year. RTLB referrals 2020 and 2021 Summary of service attached. ICS declined, one term's ICS funding provided 2022 Current Funding & Review No current funding	Student Interest, Hobbies: Netball Dance Music Attendance: Highlight and provide actual percentage for year to date Regular attendance 90% plus Moderate absent 70%-89% Chronically absent 69% or less Actual Attendance 90.9%

Learning Profile - please complete applicable sections (links from SMS to populate data in future)			
Learning Area	Data (Generate from SMS)	Individualised Adaptations	Possible next steps
Literacy & Communications Reading Writing Oral	Reading: Level 22 95% accuracy Comprehension and inference - 80% Writing: Spelling Essential lists 3 & 4. Oral Language: is her strength	Assistive Technology Uses Laptop writing programme Word Q Google Docs C-Pen reader Differentiated Learning - Using Decodable Texts. Additional support from T/A	Develop visual spatial skills Break things down and use visual prompts Remind her to wear her glasses.
Mathematics	Working at Level 1-2 Stage 4 - Beginning stage 5 Knowledge: working with number 50 - 100. Place Value to 1000 She has moved to Stage 4 for basic facts Strategies: Beginning to understand how to use part-whole strategies.	Differentiated Learning Additional support	Break things down and use visual prompts Consolidation of Basic Facts to 100 and use number patterns. 2 plus 3 equals So 20 plus 30 equals 15 into 3 groups 3 groups of 5 Use of part-whole strategies with problem solving.
Social Skills			
Sensory			

Health			
Hauora (Well Being)			
Behaviour (PB4L)			
ESOL			

Suggested Transition & Induction Programme (drawing on the information above)	
Regular programme	Yes/No
Differentiated Programme	Details here: Assistance with Literacy and Maths Programmes Integration of Assistive Technology

Section 2 - Ākonga & Whānau voice Purpose - to provide a holistic overview of the learner which sits alongside Section 1	
What people like and admire about me	How kind I am. They talk about my hair and how pretty it is. I am good at sports and PE. My favourite sport is netball. I have friends.
What does your new teacher need to know about you?	I have learning (problems) needs. I use a device. Normally for writing time. I think I should use it more.
What are you looking forward to?	Meeting all the new people and making new friends. I've heard you get to do baking and you get to play lots of games.

What do you think you will need extra support with?	With maths and sometimes my writing.
What would you like to be proud of at the end of next year?	After your first year of Intermediate? That I've done more than I have done at Ranzau – I mean I learnt more. Maths and Writing.
Whanau Voice: Any other comments you think are important for the new school to know about your child	Exemplar 1's personality and confidence has really blossomed this year. She has enjoyed being a Senior Student and has taken on Leadership Roles - Road Patrol and Sports Leadership. She has a great attitude towards school. It could be challenging for Exemplar 1's confidence to go to a completely new school with many more students. Exemplar 1 has expressed that she is happy to come to a new school to make some new friends.