



Waimea 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 2	DOB: 22.10.2012
Ethnicity: NZ European	IWI:
Transitioning Kura: Hope School	Inducting Kura: St Pauls
KTAP Completion Date:	People Contributing to KTAP Completion (include their role and contact details):
Identified Need/s (Cognition & Learning, Social & Emotional, Behavioural, Physical, Communication, Sensory): Can be anxious. Challenge to process info and instructions Can hide it when she's struggling. Low self esteem Lacks confidence. Formal Diagnoses Yes Report attached/available Yes	Identified Strengths: Kind and caring Gives things a go. Resilient Reflective A quiet and diligent student Dependable friend Honest

Medication	No	
Additional Supports Provided (including funding): Current NO Historical Not low enough for ICS RTLb 2022-2023 Cath Dyson Cognitive assessment 2022 Dyslexia diagnosis 2022 RTLit 2021 Reading Recovery 2020 Lucid Rapid 2020 Current Funding & Review NO		Student Interests/Hobbies: Baking and making cupcakes. Maths – written form Netball
		Attendance: Regular attendance 90% plus Moderate absent 70%-89% Chronically absent 69% or less Actual Attendance percentage: 92.4%

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 at Level 23 • Writing at L2a	• Decodable texts, audio books (eg via Epic!) • Build root word knowledge to reduce the need for memorisation. • Assistive Technology - Speech to text to record ideas/draft writing. • Give extra time. • Keep instructions short and simple and check in on understanding. • Reduce quantity or work required. • Limit copying activities especially from the whiteboard.	• Structured Literacy Approach? • Continue to encourage recreational reading.

Mathematics	• Early Stage 6	• Use concrete material where applicable. • Ensure understanding of concepts before independent work. • Learning Buddies • Charts or visuals. • Teach skills in progressions. • Reading support for written instructions and word problems.	
Social Skills			
Sensory			
Health			
Hauora (Well Being)	• Low self esteem • Lacks confidence.		
Behaviour (PB4L)	NA		
ESOL	NA		

Suggested Transition & Induction Programme (drawing on the information above)	
Regular programme	Yes with support.
Differentiated Programme	Targeted reading/spelling/writing program.

Section 2 - Whānau/ākongā voice Purpose - to provide a holistic overview of the learner which sits alongside Section 1	
What people like and admire about me	• Good humour. • Appreciate beauty. • A good friend.

	Honest.
What does your new teacher need to know about you?	- That I am not very confident reading in front of a whole group of people. - Maths is challenging. - I can work independently. - I don't like being put on the spot to think about things. - I think I have learnt heaps since I was a middle.
What are you looking forward to?	Hopefully it's a better learning space. (A better learning space might look like less people in the classroom for example)
What do you think you will need extra support with?	- Probably writing the most. - A bit of help with reading and maths too.
What would you like to be proud of at the end of next year?	That I could read confidently.
Any other comments you think are important for the new school to know about your child	Not sure.

Appleby School

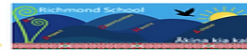
Learning and growing together



Brightwater School



ranzausCHOOL



Salisbury

