

## 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 & **Identified Strengths: Emotional**, Behavioural, Physical, Communication, Kind and caring Sensory): Gives things a go. Can be anxious. Resilient Challenge to process info and instructions Reflective Can hide it when she's struggling. A quiet and diligent student Low self esteem Dependable friend Lacks confidence. Honest **Formal Diagnoses** Yes Report attached/available Yes

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	Student Interests/Hobbies: Baking and making cupcakes. Maths – written form Netball
Lucid Rapid 2020  Current Funding & Review NO	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	<ul> <li>Reading at Level 23</li> <li>Writing at L2a</li> </ul>	<ul> <li>Decodable texts, audio books (eg via Epic!)</li> <li>Build root word knowledge to reduce the need for memorisation.</li> <li>Assistive Technology - Speech to text to record ideas/draft writing.</li> <li>Give extra time.</li> <li>Keep instructions short and simple and check in on understanding.</li> <li>Reduce quantity or work required.</li> <li>Limit copying activities especially from the whiteboard.</li> </ul>	<ul> <li>Structured Literacy Approach?</li> <li>Continue to encourage recreational reading.</li> </ul>

Mathematics	Early Stage 6	<ul> <li>Use concrete material where applicable.</li> <li>Ensure understanding of concepts before independent work.</li> <li>Learning Buddies</li> <li>Charts or visuals.</li> <li>Teach skills in progressions.</li> <li>Reading support for written instructions and word problems.</li> </ul>	
Social Skills			
Sensory			
Health			
Hauora (Well Being)	<ul><li>Low self esteem</li><li>Lacks confidence.</li></ul>		
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/ākonga voice Purpose - to provide a holistic overview of the learner which sits alongside Section 1	
What people like and admire about me	<ul> <li>Good humour.</li> <li>Appreciate beauty.</li> <li>A good friend.</li> </ul>

	Honest.
What does your new teacher need to know about you?	<ul> <li>That I am not very confident reading in front of a whole group of people.</li> <li>Maths is challenging.</li> <li>I can work independently.</li> <li>I don't like being put on the spot to think about things.</li> <li>I think I have learnt heaps since I was a middle.</li> </ul>
What are you looking forward to?	<ul> <li>Hopefully it's a better learning space. (A better learning space might look like less people in the classroom for example)</li> </ul>
What do you think you will need extra support with?	<ul> <li>Probably writing the most.</li> <li>A bit of help with reading and maths too.</li> </ul>
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.











