

# Transition to Post Primary School



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# Transition to Post Primary School

- Careful planning and preparation helps students with special educational needs to transition with greater ease and success.
- Parents, primary and post-primary schools all have an important part to play in the transition from primary school.
- For students with complex special educational needs, planning for post-primary should start two to three years in advance of the transition – in 4th or 5th class of primary school.



# Transition to Post Primary School

- If your child has complex special educational needs he/she may need a transition plan to assist him/her to transfer to post-primary school.
- You and your child will be involved in developing this plan.
- Other people may be involved, as necessary, including relevant teachers from the primary and post-primary school, NEPS psychologist, health professionals involved with your child and/or the local SENO.



# Transition to Post Primary School

- Most post-primary schools will have links with their feeder primary schools. This allows for an easier transfer of information.
- Usually, there is contact between the 6th class teacher/resource teacher and the receiving post-primary school which helps to overcome any disconnect between what was taught in primary and the starting point in certain subjects.



# Transition to Post Primary School

- The National Council for Curriculum and Assessment (NCCA) has developed an **Education Passport** to support the transfer of student information from primary to post-primary school.
- The primary school will only share this information after the post-primary school has confirmed your child's enrolment.
- More information on the Education Passport is available at: [www.ncca.ie/en/Curriculum\\_and\\_Assessment/Early\\_Childhood\\_and\\_Primary\\_Education/Primary-Education/Assessment/Report\\_Card\\_Templates/transfer/](http://www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Primary-Education/Assessment/Report_Card_Templates/transfer/).



# Important Note

- Additional supports that your child receives in primary school do not automatically transfer to post-primary school.
- This is because children's needs change over time and they may require a greater or lesser amount of support to manage in a post-primary school.



# Parental Support

- As a parent, you can help the post-primary school to plan by:
  - Arranging to have your child's professional reports forwarded to the post-primary school as the school will need these to apply for any additional supports for which your child is eligible.
  - This will mean that the necessary supports can be in place before your child starts school.
  - Sharing your own knowledge and experience of your child's strengths, abilities and difficulties and what works best in helping your child to learn.
  - This information could be very useful to the staff in the new school to allow them to plan for your child.



# Preparing for Change

Most students with special educational needs look forward to moving to post-primary schools and see the possibilities for making positive new relationships there.

They still, however, can have concerns about the change.



# Student Concerns

Research has identified that some of their main concerns include:

- Losing the security of the primary school, their primary school teachers and the friendships they have there.
- Making new friends;
- Getting to know their post-primary teachers and being known by them
- Learning to fit in among new students of their own age and with older students.
- Losing a sense of social standing and fearing they will be bullied
  - where they were the oldest students in the primary they will now be the youngest in post-primary.
- Following new rules, fitting in and staying out of trouble.
- Keeping up with the school curriculum.
- Fearing a lack of supports in post-primary school.



# Useful Resources

A range of resources are available to facilitate the transfer of 6th class students. The National Educational Psychological Service (NEPS) has produced three very useful documents on the transfer from primary to post-primary which are available on their website at:

<http://www.education.ie/en/Schools-Colleges/Services/NationalEducational-Psychological-Service-NEPS-/NEPS-Home-Page.html>



# Useful Resources

- The documents are:
  - a transfer profile which can be used to share information between primary and post-primary schools;
  - an information pack for the transfer of information to post-primary school;
  - sample transfer programmes and workbooks which can be used to prepare students for the move.



# Useful Resources

- The Special Education Support Service (SESS) has produced a transition booklet which includes useful strategies:
  - for familiarising students with the post-primary routine;
  - for settling in and getting to know classmates;
  - for learning how the school works.

This booklet is available on the SESS website at: <http://www.sess.ie>





# Expectations of Teachers –

Goals for Children with SEN at  
Post Primary School



# Goals & Expectations

- to involve the teenager in all aspects of school life and school routines
- to support social independence in school and the development of friendships with peers
- to support the development of leisure skills and inclusion with peers in break and lunchtimes



# Goals & Expectations

- to encourage, model and expect age-appropriate, socially acceptable behaviour at all times
- to be familiar with the research findings which demonstrate a specific cognitive profile associated with Down Syndrome and to adapt teaching methods appropriately



# Goals & Expectations

- to provide access to all areas of the school curriculum at a level appropriate for the individual teenager
- to recognise the importance of teaching reading and writing daily



# Goals & Expectations

- to have clear targets for speech and language work for each teenager, and identify how these can be absorbed into all aspects of the curriculum
- to develop speech, language and working memory skills as well as literacy skills



# Goals & Expectations

- to facilitate independent learning and the ability to work and to learn as part of a group
- to make full use of computer aided learning, with appropriate software for individual and group work



# Preparing the Child for Post –Primary School



Things that can be done in  
Primary School



# Things that can be done in Primary School

- Teach the students how to read school timetables and get samples from post-primary schools – this can be done within whole class maths lessons
- Give the class different due dates for certain pieces of homework in order to prepare them for a more complex timetable



# Things that can be done in Primary School

- Consider colour coding copies and books. For example, place a red sticker on the edges of the Maths book and Maths copy, blue on English, etc. This strategy can facilitate organisational skills
- Teach key words for specific subjects such as Home Economics, Metalwork (Materials and Technology), Business Studies, etc. This can be done within the oral language strand of the English curriculum



# Things that can be done in Primary School

- Integrate transition activities into the SPHE programme. For example, teach students about post-primary school, dealing with change, etc
- Attend open evenings in the post-primary school. This is a good opportunity to take photographs of rooms, etc. These can be used to familiarise the student with the school prior to entry.



# Things that can be done in Primary School

- Identify key personnel in the post-primary school and explain their roles to the student: e.g. class tutor, year head, chaplain, guidance counsellor, etc.
- Model and practice recording homework in a journal at the end of lessons as opposed to the end of the school day

