

All students aged 15 to 21 have an Individual Transition Plan (ITP). At the ITP meeting whānau, teachers, transition team and specialist team support students set goals that will help them achieve or move closer to their life aspirations.

The milestones below are a general guide and some students may be at different milestones at different ages.

14-15 years old:

- Teachers, transition team and specialist team meet to:
 - Identify students strengths and interests
 - Identify any barriers and potential solutions
 - Teacher discusses possible goals with students and their parents
- Class activities around: jobs in the community; hobbies and interests
- Classroom focus: Communication/English and Maths, Daily Living Skills/Health and PE.

In the year they turn 16:

- Classroom focus: Communication/Functional English and Functional Maths, Daily Living Skills/Health and PE.
- Placements could include:
 - In-school work experience such as with caretaker, e.g. taxi seats, recycling, gardening, reception, helping in younger classes, e.g. reading stories
- ITP meetings:
 - Attendees: student, whānau, teacher, transition team member, specialist team member
 - Info shared: transition programme, [EGL](#) and role of connectors, [Lifelinks](#) and [WINZ](#) as required
 - Key learning goals for student are identified
 - A link person is named who will coordinate the student's plan. This will generally be the class teacher.

17 -18 years:

- At 17 the student and their team (e.g. whānau, teacher, transition team, specialists, outside agencies) start to identify long term goals and future aspirations
- Work placements or community based 'transition-tasting' opportunities are offered to help students identify preferred activities and develop some key transition skills, e.g. following multi-step instructions, quality of work/attention to detail, productivity/working efficiently, communicating and self-regulating in the workplace
- Placements could include:
 - In-school work experience, e.g. recycling with caretaker, gardening with gardener, helping in younger classes, e.g. reading stories

- Group-based 'taster experiences' in the community, e.g.
 - Animal care at Arion Farm and Doggy Day-Care
 - Office work at Community Public Health, Kiddz Home-based Child Care, Aspire Canterbury
- Supported Learning Courses, e.g. ARA Workskills, National Trade Academy
- Other teaching and learning priorities in class time: expressive communication, receptive communication, emotional regulation, social skills, community independence skills

At 19 - 21 years:

- Focus of ITP intensifies on the post-school phase (in some cases this happens early if the student will leave school prior to 21).
- Based on student's prior experiences/'tasters' they usually have more agency in relation to choices, what they like and don't like
- Courses, work experiences and opportunities in the community become more individualised and tailored to a student's particular strength and interests.

Last 2 years at school:

- Whānau, school and EGL Connectors helping students in all aspects of their transition plan
- As appropriate, students are now beginning to spend part of their week off site attending courses, work experiences and community based programmes.
- For students and families who have chosen partial Day Service Providers as part of their post-school pathway, they will start transitioning to their programmes. This will be coordinated by the Transition Team in collaboration with students, whānau, class team, specialist team and EGL Connectors.