Framework for planning the transition of EA Students

My Cognitive Achievements

Final cognitive profile Implications of profile for new learning environment

My Emotional Wellbeing

Maturity of social skills, Self-awareness personal resilience & self-belief Ability to self-advocate (own needs, positive mindset, seeing the good in others words and actions) General happiness levels Available social /family networks Ability to express their feelings

My Team

Documented Action Plan with assigned responsibility at new school Advocacy of Home Room teacher and Learning Support Teacher styles – EAS/New School Parents preferred communication styles and learning profiles Academic support outside of school Family learning philosophy

My Transition from Eaton Arrowsmtih

My 'ways' that work for me

Morning/Afternoon preferences General levels of application Impact of physical activity on effort Medication requirements Sources of motivation and inspiration

My Academic Performance

Standardized testing scores in
English and Math
Learning strengths and learning
development needs
Preparation for new content/ICT needs
Academic content planning at school
Expectations first academic year
(my goals; my school's goals for me)
Ideal learning environment: cues,
language, coaching

My Other Needs

Sources of anxiety
Sources of independence
Ways of staying healthy inc. Dietary
requirements and exercise
Scheduling/Organisational requirements
Sources of extra-curricular
engagement/relaxation