



Transitioning to a Mainstream school from West Coast Language Development Centre

West Coast Language Development Centre offers a comprehensive transition process to support students moving to their new school. Students that will be exiting from the LDC at the end of the school year have the opportunity to participate in the transition process. Some students benefit from becoming familiar with their new mainstream school and developing some friendships prior to starting in the new year. **Parents and mainstream schools are under no obligation to take part in this, it is an opt in process from both parties.**

Proposed Term 4 Transition Plan

The transition plan needs to be endorsed by the principal of the mainstream school.

N.B. Some mainstream schools may not have the capacity to cater for a transition program.

- Parents to enrol their child at their mainstream school beforehand.
- Parents are to contact the mainstream school to arrange a convenient time to discuss with administration staff the possibility of transition days.
- Days and timeframes are negotiable and are at the discretion of the mainstream school. (A suggested model is one day a week for weeks 6-9 of Term 4.)
- A social story can be created; if needed, LDC will liaise with the mainstream school to obtain some photos for the story.
- The mainstream teacher is given the opportunity to visit the LDC class in term 4 for observation purposes.
- Parents are responsible for the conveyance of their child for transition, the bus service will not be available.
- Parents are to notify WCLDC of the days and times the student will be attending their transition.

In addition to the transition process, individualised student information will be sent to mainstream schools and the principal in Term 4 to support students moving to the new school.

What information will be sent to schools?

- A transition letter outlining key information about LDC programs and individual student needs. This information can be used by schools to help with planning for class placement and transition.
- The student's SAER file. This contains copies of rubrics, assessments, literacy intervention information, reports, positive behaviour support plans (if developed) and case conference information.
- A copy of the Speech Pathology report outlining the results of a standardised language assessment (CELF). This will include an age comparison for a variety of language skills will be included in the SAER file.
- Schools will be sent information from the transition coordinator about a professional learning opportunity for the teachers of exiting students. This opportunity will outline many strategies to support students with DLD within the classroom.

What information will be sent/given to parents?

- Student's Semester 2 school report including SEN goals and grades.
- Speech Pathology report outlining the results of a standardised language assessment (CELF). This will include an age comparison for a variety of language skills.