

# The Green Paper Project: Support and aspiration



**This is Orchard Hill's transition passport. It was devised as a means of gathering specific information about the behavioural and communication support needs of potential students, in order to support the process of initial assessment and, where appropriate, transition into college. Much of the text has been duplicated in a PowerPoint presentation (2.c) for you to use with your teams in your own training programmes.**

When a learner has been referred to our college the transition passport is sent to the previous organisation involved with the learner, this may be a school or another college

It is completed by the tutor and the curriculum team and the information in it is supported by a visit to the school.

Once the transition passport has been completed it is shared with the teaching staff and parents and/ or carers to ensure the information and guidance contained is up to date and accurate. The information gathered forms part of the 'information you need to know about me' file created for all potential new students at Orchard Hill. To show how the process works, we have provided a completed element of this form.

The transition passport is useful because during assessment visits, the passport provides invaluable information about the best ways to work with an individual.

At Orchard Hill we believe there is a link between behaviours which challenge and difficulties with communication, and therefore gathering information about how the learner communicates and how best to support that process is very helpful. It also means that where appropriate we can ensure the relevant aids or equipment are available for the learner to use during their visit.

Coming into an unfamiliar environment can be challenging in itself for a young person. Being aware of the types of behaviours an individual may present as well as being aware of, and where possible therefore avoiding any potential triggers, is very important. All staff who will be working with the learner during their visit read the passport. This ensures they are aware of the most effective ways of supporting each individual and helps to provide consistency of approach when working with a learning with whom they are unfamiliar. This is supported by other documentation in the learner file such as medical and therapy assessments. We think this is a key factor in supporting learners to adapt to a new environment. In addition, because being supported effectively helps the learner to feel more at ease, it is likely that we will get a more accurate picture of his or her skills during assessment.

In addition to the information which acts as guidance for support, the passport also helps us to collate and signpost relevant sources of information such as the 139a or existing behaviour strategies. It is useful for us to be aware of other involved agencies, such as CAMHs, who might

be able to provide additional information and or on-going support should the individual become an Orchard Hill student.