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An Chomhairle Náisiúnta  
Curaclaim agus Measúnachta  
National Council for  
Curriculum and Assessment

# Section 6 Transitions

6.3 Educational Transitions

Snapshot Example of a Transition  
out of a Special Care School

May 2023

# Contents

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<b>Introduction/Overview of Approach</b>	<b>01</b>
<b>Context/Background</b>	<b>02</b>
<b>The Educational Transition Plan</b>	<b>03</b>
<b>Step 1</b> Idea of a Phased Approach Suggested Between Principals	04
<b>Step 2</b> Young Person Consulted in Relation to Phased Educational Transition	05
<b>Step 3</b> Teachers Meet Online	06
<b>Step 4</b> Teachers' Meeting Discussed with Young Person	06
<b>Step 5</b> School Social Worker Visits Young Person in Special Care	07
<b>Step 6</b> SNA Sanction Required	07
<b>Step 7</b> Young Person Attends School in Community	08
<b>Step 8</b> Teachers Meet in Person and Work Samples/Folders Shared	08
Step 9 Teachers Begin a Shared Project	09
<b>Step 10</b> Multidisciplinary Team Meeting in Person	09
<b>Step 11</b> Young Person Transitions to New Residential Placement	10
<b>Reflections</b>	<b>11</b>
What Worked Well?	11
What Were the Barriers/Challenges?	12
<b>Going Forward</b>	<b>13</b>
<b>Conclusion</b>	<b>15</b>

# Introduction/Overview of Approach

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This example details one young person's phased educational transition out of a Special Care School into a community-based high-support school for children considered 'at risk'.<sup>1</sup> Whilst it provides a snapshot of one specific educational transition, the approach and process adopted and documented encapsulates and reinforces the significance of core aspects of content outlined throughout the Guidelines for Schools Supporting Children in Residential Care or Detention. For example, Wellbeing and Teaching and Learning.

One of the key principles across primary, junior cycle and senior cycle education is wellbeing. Wellbeing and care is threaded throughout all aspects of life in these school settings. One of the key facets in planning for wellbeing is relationships. Considering adverse childhood experiences within wellbeing, such as the effects that separation, loss and trauma has had on young people in these settings, positive relationships are pivotal in terms of ensuring that the student's wellbeing is paramount and at the forefront of education. The need for the continuation of established school relationships and/or the scaffolding of the formation of new school relationships must be considered with regards to the educational transition. This is particularly pertinent throughout this specific transition example.

Intertwined with wellbeing is the approach taken towards teaching and learning. As outlined in the Wellbeing section of the guidelines, the day-to-day experience of teaching and learning within the classroom probably provides the greatest opportunity to contribute to student wellbeing. In addition to positive relationships, students' wellbeing can be supported further through teaching and learning that is personalised, actively engaging and helps the young person to feel connected to school. Approaches/methods that have worked well for a particular young person in one school setting should ideally be shared between schools. Universal Design for Learning (UDL) is also important as its principles enable school staff to empower young people to make positive choices around their learning while being supported and challenged appropriately. Trauma informed practices and collaboration across schools can further enhance the quality of the planning, teaching and learning. This example exemplifies the importance of the teaching and learning approach and its power as a tool for supporting the students' personal development process, particularly with regards to the educational transition.

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<sup>1</sup> To be deemed 'at risk' generally means that it is more likely that something negative will happen to you. Children are classed as 'at risk' in accordance with a variety of indicators, including exhibiting emotional and behavioural problems, having limited proficiency in numeracy and literacy, having experienced abuse or trauma or having a disability:

Pupils are placed at risk when they experience a significant mismatch between their circumstances and needs, and the capacity of willingness of society to accept, accommodate, and respond to them in a manner that supports and enables their maximum social, emotional, and intellectual growth and development. (McElwee, 2007)

# Context/Background

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Young people referred to Special Care Services are very vulnerable, sometimes very challenging, with complex psychological and sociological profiles (Túsła). This description matches the profile of the young person at the focus of this snapshot transition approach who required the intervention of Special Care to provide an individualised programme of support and skilled therapeutic intervention to enable him to stabilise before moving to a less secure placement based on his assessed needs.

Whilst Special Care is intended to be short term, due to multiple factors, this young person spent approximately two years in this secure environment. When it was determined by a multidisciplinary team that he had stabilised within the Special Care environment, those responsible for securing his onward residential placement began to explore potential suitable living arrangements for him. The transition out of Special Care Services was going to be extremely difficult for the young person and he was expressing reluctance to move on. The enormity of the impending change in the young person's life in terms of living somewhere new, having a new team of staff, residing with new young people, having a new routine etc. inevitably posed challenges.

One aspect of the transition out of Special Care that had some familiarity to the young person was the intention that he would return to the school that he had been in prior to Special Care. This educational transition needed to be approached with due care. The young person had flourished in school in Special Care and it was evident that the student's previous education setting had the potential be a place where the young person could continue to do so and where he could feel a sense of connection, belonging and stability amid a myriad of upheaval and change. In this instance, perhaps a carefully planned and executed phased educational transition could also be considered as the key to unlocking positive progress in relation to other aspects of the overall transition plan that the young person was resisting.

# The Educational Transition Plan

Firstly, it is important to note that this educational transition 'plan' was not straightforward. There was no clear and practical step-by-step-instructions provided or designed in advance. Even if this was available, each young person and his/her circumstances are so unique that a one-size-fits-all model would not be feasible. This young person required a process that was personalised for him and that was flexible.

Secondly, there was and continues to be a multitude of professionals involved with this young person, all of whom want the best for the young person but that have different roles and responsibilities and different agendas to each other at times. Whilst there was inter-agency collaboration, the step-by-step process outlined below mainly focuses on detailing what happened between the two schools involved in supporting the young person's educational transition. The process documented may differ if it was written from the perspective of other professionals involved as they would have a deeper insight into their own individual roles, for example, the young person's social care worker (who has also been central in terms of the logistics involved so that the young person got the opportunity to have his voice heard in this transition example).

Before setting an appropriate transition programme in motion for this young person, it was important that the basic foundations for the process were established. In the simplest of terms, what was evident in advance of this transition was that the young person had stabilised in Special Care yet really struggled to adapt to change. Uncertainty and change could trigger him to regress or to revert to expressing his feelings towards uncertainty and change by exhibiting challenging and self-destructive behaviours. What was also evident was that this young person really liked school. He liked school in Special Care and he liked his previous school. Both settings are places where the young person experienced positive relationships and where students' wellbeing, UDL and trauma-informed practices are at the forefront. He developed an awareness that school can be a place where he is supported and where his holistic needs are met. Ideas and elements of this plan could be tailored to meet the needs of other young people transitioning into or out of care and detention schools:

<b>Step 1</b>	Idea of a Phased Approach Suggested Between Principals
<b>Step 2</b>	Young Person Consulted in Relation to Phased Educational Transition
<b>Step 3</b>	Teachers Meet Online
<b>Step 4</b>	Teachers' Meeting Discussed with Young Person
<b>Step 5</b>	School Social Worker Visits Young Person in Special Care
<b>Step 6</b>	SNA Sanction Required
<b>Step 7</b>	Young Person Attends School in Community
<b>Step 8</b>	Teachers Meet in Person and Young Person's Work Samples/Folders Shared
<b>Step 9</b>	Teachers Begin a Shared Project with Student
<b>Step 10</b>	Multidisciplinary Meeting in Person
<b>Step 11</b>	"Young Person Transitions to New Residential Placement Letter Writing Begins and Communication Between Teachers Continues"

# Step 1

## Idea of a Phased Approach Suggested Between Principals

Both schools in question were aware that it was anticipated that the young person would return to his previous school after Special Care. The idea of this young person leaving Special Care and starting back in their previous school full-time to either 'sink or swim' was simply not an option. Following an initial inter-agency meeting, in order to support the young person to transition as smoothly as possible from his school in Special Care to his previous school, both principals began to communicate with each other. Both felt that the educational transition should begin while the young person was still in Special Care. This would give the young person the opportunity to ease himself back into his previous school whilst still having the comfort of familiar care staff, peers and residential surroundings to return to. Both principals also felt that the educational transition would need to be done on a phased basis in order for it to be both attainable and enjoyable for the young person and in order for both schools (and other professionals involved) to ensure that every possible support was in place to make this transition experience as positive as possible for the young person, to uphold his positive perception of school and to retain him in the education system going forward.

This approach was suggested taking into consideration key factors, such as the duration of time that the young person had spent in Special Care, the complexity of his needs and the mixed emotions that the young person was experiencing around returning to his previous education setting. Whilst the student was grateful that his place in his previous school was still available to him and the sense of familiarity was positive in this instance, there was still an initial sense of fear for the young person surrounding all the unknown elements prior to beginning the educational transition.

## Step 2

### Young Person Consulted in Relation to Phased Educational Transition

At the centre of the educational transition plan was a young person who needed to know that he was at the centre and that he had a voice that would be listened to. While uncertainty remained surrounding the young person's residential placement, he approved of the idea that he could start taking steps on the pathway towards returning to his community-based school and that he could play a key role in determining the pace of these steps. He agreed that a phased return would be a good option, but he had lots of important initial questions, for example:

Will the same students still be there?

What class will I be in?

Will the same teachers still be there?

Can I leave class if I need to?

Who will I sit beside?

Do I already know my new teacher?

His teachers in Special Care took note of these questions and ensured the young person that they would get answers.

## Step 3

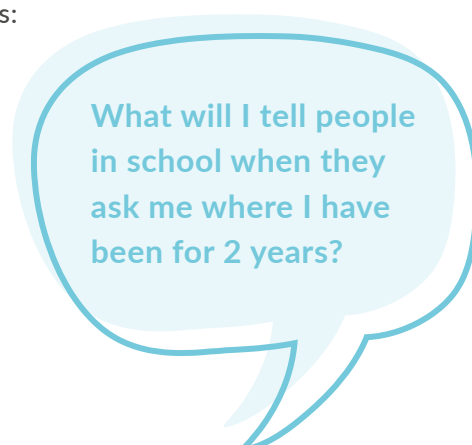
### Teachers Meet Online

While communication between both principals remained ongoing, an online meeting was arranged so that two of the young person's teachers in Special Care could meet with the new teacher in his previous school that would be teaching his class. This meeting was extremely important for many reasons. First and foremost, it provided the opportunity for the new teacher to answer the young person's questions and to get an insight into the young person's concerns. The meeting also gave the new teacher a vital opportunity to ask questions about the young person and to learn more about his likes, dislikes, abilities, interests etc. This teacher had not been working in the school when the young person had attended previously. The meeting gave all three teachers a chance to discuss similarities and differences between both school/classroom settings and anticipate aspects that the young person might find difficult and share ideas as to how such difficulties might be minimised in advance.

## Step 4

### Teachers' Meeting Discussed with Young Person

The young person was made aware that his teachers in Special Care had met with the new teacher. He was reassured that the new teacher was looking forward to meeting him and that she could continue doing lessons, activities and games that he particularly enjoyed. The young person was also given answers to the questions that he had asked previously. When he realised that the teachers had come together to answer these important questions for him, it provided a sense of reassurance that both schools were committed to working together to minimise uncertainty and stress surrounding the educational transition. The responses that he received to his initial closed-ended questions were perhaps key in enabling him to feel comfortable enough to express critical open-ended questions that followed, such as:



The young person was supported around this and communication between both schools enabled everyone to be on the same page in terms of both staff and the young person handling questions that peers may ask.



## Step 5

### School Social Worker Visits Young Person in Special Care

The support that the young person was given was enhanced by the school social worker (based in the school in the community that the young person was transitioning into). She visited the young person in Special Care prior to his return to her school to initiate the reconnection. This was the first time that the young person had an opportunity to speak face to face with someone from his school in the community since his admission to Special Care so it was important that this was a positive experience for the young person. The school social worker also played a key role by engaging in ongoing liaison with relevant professionals involved, particularly the allocated Child and Family Agency Tusla social worker. The school social worker then communicated with her principal in this regard who could then relay significant information to the young person's principal in Special Care.

## Step 6

### SNA Sanction Required

In order for the young person to return to their previous school setting, a Special Needs Assistant (SNA) needed to be sanctioned. The SNA was required to facilitate best practice education and to promote full and meaningful inclusion of the student. Among other things, an SNA was going to be vital in terms of supporting the principal/teacher in the safe handover of the young people from care staff to and from the school, facilitating sensory/movement breaks for the student, assisting with pair and small group teaching initiatives, helping to maximise time in school for the student and helping the student to self-regulate as they continue to learn alternative ways to express needs and frustrations.<sup>2</sup> The SNA that was allocated to the young person was a member of staff already employed in the school who the young person was familiar with from when he had attended prior to Special Care. This SNA went on to play a significant role in the young person's transition and in terms of her involvement in the young person's behaviour support plan.

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<sup>2</sup> This young person would have undoubtedly benefitted from the support of an SNA in Special Care but historically SNA support has been denied to the school. The absence of SNA support may be deemed as a historical error that has exacerbated behavioural problems, resulted in unnecessary reduced timetables in the past and resulted in the further marginalisation of students.

## Step 7

### Young Person Attends School in Community

The student began with several 90-minute sessions towards the end of the first term. For those periods, the size of the class group was reduced to a maximum of three students and the SNA was present. The school did not have the resources to reduce the numbers to three for the entire day/week and it was deemed essential that for a number of weeks, possibly months, the student should not be expected to cope in a class of five students, all of whom have their own individual challenges.

The school proposed a six-week plan whereby they endeavoured to provide part-time teaching hours (90 minute blocks two mornings and a 90 minute block one afternoon) three days per week to keep the numbers in the class small. Staff in the Special Care school supported this plan. The young person would also still have classes available to him in his Special Care school on the days/times that he was not attending his new school. This plan was discussed and agreed in collaboration with the young person's parents/guardians who were informed of their right to withdraw consent for this plan at any time. They were informed that Túsla Educational Support Service educational welfare officer can provide assistance and advice if required.

Upon review of this plan, it was hoped that it would be deemed to have been successful and that the student would increase attendance to five days per week. This arrangement would then be reviewed after a further six-week period, and hopefully a further lengthening of the school day would be feasible.

## Step 8

### Teachers Meet in Person and Work Samples/Folders Shared

Once the young person began to attend their previous school in the community, one of his teachers in Special Care (who had attended the initial online meeting) visited the school to have an in-person meeting with the new teacher and see the student's school and classroom. They discussed how the young person was settling in. The teacher from Special Care brought some of the student's folders and other samples of work/projects to give the new teacher a further indication of things that had worked well with this student and ideas that might support him to engage in his new learning environment. Both teachers acknowledged that the online meeting and communication between schools had been extremely beneficial for themselves and for the young person.

## Step 9

### Teachers Begin a Shared Project

As outlined in the Transitions section of the guidelines, a programme of learning must facilitate the continuity of the learning experience for students as they transition between educational settings. When the teachers met in person, they realised that in both settings the young person enjoyed talking about work that he was doing in the other school. He liked that both teachers were aware of topics that he was covering and activities that he was engaging in. The young person had responded extremely well to the linkage between the two schools which led them the teachers to the idea of beginning a shared project which the student could work on in both settings. The teacher in Special Care was aware that the student had a particular interest in rabbits and he was due to get one as a pet when he moved to his new residential placement. She suggested the idea to the student and he was enthusiastic about it. They brainstormed chapters that they would like to include in the project and the young person identified which school that they would like to do each chapter in. Instead of the young person having to bring a physical folder back and forth between schools, the new teacher created a Google Folder where both teachers and the young person could scan and share work.

## Step 10

### Multidisciplinary Team Meeting in Person

Coming towards the end of the initial six-week plan, a multi-disciplinary meeting was held in the new school. This gave the new residential placement team an opportunity to meet with both principals, both teachers, care staff from Special Care, the school's social care worker and the young person's Child and Family Agency Tusla social care worker prior to the residential transition taking place.

At this meeting, the young person's progress was discussed in terms of his educational transition and how care staff in the new residential placement might be able to smoothly take over from care staff in Special Care in terms of supporting the young person's schooling. This included taking him to and from school when he had initial overnights in the new placement (the young person's residential transition was also done on a gradual basis).

Elements of the educational transition that the student was finding challenging were also acknowledged. The young person's school timetable was tweaked accordingly to allow him more time to work on building his confidence around the school and introducing new people slowly and gradually.

## Step 11

### Young Person Transitions to New Residential Placement

#### Letter Writing Begins and Communication Between Teachers Continues

After several months of the phased educational transition being underway, the young person moved from Special Care into his onward residential placement. The prospect of returning to a different school was one less concern for the student as he had already transitioned back to his previous school with a significant level of support. Upon leaving Special Care, his presence was missed by staff and by his peers. One peer wrote a letter in English class and the teacher decided to scan it to the young person's new teacher. Both teachers and principals discussed the fact that that it may possibly be upsetting for the young person to receive so the letter was not presented immediately. However, on a day that the young person presented to his school expressing that he missed Special Care and wondered if they missed him, the teacher took the opportunity to present the letter and it had a really positive impact. Letters began to be scanned back and forth from the young person to her peer and teacher in Special Care.

This educational transition has been documented by the young person's class teacher in Special Care. However, the reflections detailed throughout and in this particular section also capture the experiences and views of the young person himself, his principal in Special Care and his principal, class teacher and school social worker in the school in the community. Each of these people were interviewed in relation to this particular educational transition so that their voices and accounts of the transition experience could be heard and documented.

## What Worked Well?

According to the young person, if he was to begin this educational transition again, there is nothing that he feels should be done differently! He particularly liked that his old school had 'kept his place' for almost two years and that he got to start back slowly by just going there a couple of mornings a week while still attending his school in Special Care. He liked that staff in both schools linked in with each other and mentioned that doing similar work and doing a shared project was helpful and fun. The young person expressed that, after leaving Special Care, letter writing facilitated through the schools helped him to still feel connected to his peers and school staff.

Both principals felt that honesty between them and their availability to discuss matters on an ongoing basis was essential. Communication was vital, covering both essential organisational and staffing matters but also their personal experiences with the student. Both principals also recognised that the involvement of the young person's two main teachers in detailed pre-transition discussions, as agreed by both principals, was of great significance. They highlighted that the young person liked the fact that there was communication between the teachers and principals and mentioned staff from each school in both settings while she was transitioning. This extended to class work being done and building linkages in the work that he was doing.



**think the transition went well as both schools put the young person at the centre of the whole process and at all times considered how he was likely to experience the process. The emphasis on building the relationships between the young person and school staff (particularly his new class teacher) was central to the success. The considerable skills and experience of the relevant teachers in both schools also contributed to the success of the transition.**

Principal of school in the community

Both teachers expressed that the transition worked well as it was a collaborative process that was trauma informed. In line with what was said by the principals, the teachers felt that communication between them was invaluable. The teacher in the school in the community felt that any challenges faced in the school in Special Care were communicated to her and could inform her planning and practice. She also recognised that the SNA played a critical role in the young person's re-integration and his behaviour support plan. In terms of school work, both teachers recognised the importance of their meetings with each other which involved exploring the student's folders and samples of work/projects to give the new teacher a further indication of things that had worked well with this student and ideas that might support him to engage in his new learning environment.



**I value the work that was planned between the two schools. This created links for the student between the work started in his school in Special Care and continued in our school. It was familiar and very manageable for the student which made the work more accessible.**

Teacher in school in the community

From the school social worker's perspective, interagency cooperation and communication worked well during this process as it ensured that all professionals were informed of the challenges present and that everyone was involved in the decision-making process to ensure that the best possible outcome was achieved. She felt that all involved in the transition process were aware that the transition needed to be carefully implemented and somewhat led by the pace set by the young person. The school social worker identified ongoing links and communication between staff in both schools as very beneficial to the young person. She feels that the letter writing in particular has had a positive impact on the young person and the long-term connection that the young person has with staff in Special Care continues to be of significant importance to her in her life.

## **What Were the Barriers/Challenges?**

One principal identified an initial difficulty around non-teaching professionals understanding the need for the transition to be phased in gently. He felt that in their wish to maximise the access for the student to education, they were inclined to see the school situation from their own perspective rather than from the young person's perspective and how the young person actually experiences school. With recent 'negative press' around reduced timetables, the principal felt that it is sometimes not understood that there are young people for whom a reduced timetable is a support and makes school manageable for them. The principal felt that the professionals' understanding of this shifted by the inter-agency meeting which took place some weeks after the educational transition began.

The school social worker also recognised the above as a challenge. She mentioned that due to the complex nature of the young person's needs and the nature of the environment he was coming from, agreeing timeframes for implementing the transition presented a challenge. This required agreeing very realistic timeframes for implementation of the plan and a shared understanding of the intricacies involved. Hence, she stated that the educational transition was at a slower pace than initially expected by some professionals involved in the process. The school social worker also recognised as a challenge the fact that the young person was transitioning from a secure environment where engagement was predominantly on a one-to-one basis to a special school environment with higher ratios of young people with their own complex needs in a more open environment.

Staff in the school in the community reportedly found it unhelpful when they were not informed that the young person would not be attending school on a given day. The principal shared his experience that it is common for care staff not to inform them of a young person's non-attendance in a timely manner as one of the challenges/barriers in terms of the actual implementation of this transition plan. The principal highlighted that this was not specific to when the young person was in Special Care as it remained the case when he moved to his new residential placement.

On a number of occasions, both in Special care and in his new residential placement, the young person had a difficult time the evening before he attended school in the community. This difficulty was not communicated to the school in the community and could have made a difference to the student settling into the school/classroom environment. Likewise, the new school were not informed if the young person had an important meeting/appointment later after school which may impact their mood or behaviour. The teacher in the school in the community explained that while she had an insight into the student's behaviour in the school, she was not informed about the young person's behaviour and progress on the unit/in the residential. The teacher mentioned that while it may not have informed her planning and implementation of the academic work, it would have informed the young person's behaviour plan and manner in which you engaged with them on a given day.

# Going Forward

Ideas and elements of this personalised educational transition plan could be tailored to meet the needs of other young people transitioning into or out of care and detention schools. In order to take the next step and implement a version of this process effectively in the future, appropriate tweaks and adaptations will need to be explored. The following points/questions might touch on some of the useful things to consider in terms of the flexibility of the process to suit every student:

- **Returning to a school:** This young person was returning to a school that he had previously attended which had an insight into his complex needs and there were positive relationships that he could re-establish/re-connect with. He was happy to return to this setting. Returning to a previous school may not be an option for some young people and even if it is, the young person may be reluctant to do so. Is it possible and productive for the young person to return to a familiar previous school setting? Would it be more beneficial for the young person to start in a new educational setting? It is not the role of the school in Special Care to determine/find the young person's onward educational placement but these are important considerations when consulted by those professionals who are.
- **Mainstream:** This young person transitioned out of a Special Care School into a community-based high-support school for children considered 'at risk'. He was not returning to a mainstream setting but to a school that provides holistic educational supports through an alternative, more flexible education programme and approach than is normally possible in mainstream schools. Which type of school or educational setting could best provide opportunities for the student to explore and develop their full potential? Again, this is a question to consider to help to inform those fully responsible for determining the young person's onward educational placement.
- **Attitude towards phased approach:** This young person was supportive of the phased approach to her educational transition, mainly as a result of the duration of time in Special Care and positive relationships established. Another young person might become frustrated if they can avail of a place in a new educational setting and are advised not to begin attending full time immediately. They could become frustrated, disengage from their school in Special Care, begin in their new school and, if it is too much too soon, then they may run the risk of feeling disengaged from both schools. Can the young person meet with the schools (and other professionals/parents/guardians etc. involved) and attempt to create a plan that might work best? Is there a way to balance what the young person wants with what those supporting them feel is most beneficial/achievable?
- **Unpredictability surrounding onward placement:** It was intended that, upon leaving Special Care, this young person would be kept in close proximity to his family. Therefore, it was highly likely that the school that he was transitioning into would be suitable in terms of commuting distance from his onward residential placement. However, it was uncertain as to when the young person would go to a new residential placement so this impacted the educational transition plan. For other young people, the unpredictability of where they will be placed after Special Care can make it difficult to determine suitable schools. Also, as mentioned, it is not the role of the school in Special Care to determine/find the young person's next school so, while schools might suggest suitable onward education placements, in order for a transition to



be initiated, the school may be dependent on the involvement of other professionals. Should the educational transition only begin when the young person's residential placement is certain? Should the young person's residential placement be considered based on its proximity to a suitable school setting?

- **Handovers:** Each morning, in this young person's Special Care setting, before school begins, the Unit Manager/Co-ordinator/contact person for school for that specific day completes a handover which the Principal and school staff receive. The handover provides answers to questions, such as: Did the young person have a good evening? Is the young person fit for school? Are there any grouping issues? Any medical issues? Child protection issues? Does the young person have any appointments? Medical, clinical, family access. If so, please specify time. Are there any other issues the school need to be aware of? A handover of this nature is vital to the teachers in Special Care but it was never extended to the school in the community by care staff throughout the young person's educational transition. When the young person is living in a Special Care setting but begins to attend an external education setting, what daily information is necessary to provide to the school? Could the school in Special Care inform the new school about the significance of handovers and advise the new school to request that they receive one from care staff?
- **Emergency plan:** The principal in the school in the community wrote an emergency plan for the young person, several months after the student returned, which considers responses available to school staff in the event of a serious incident and the possibility of needing to call care staff to the school. While it has not been necessary to implement this plan, the principal feels that perhaps he should have developed it earlier. Are the new school aware that an emergency plan might be necessary?

# Conclusion

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This example provides a snapshot of one young person's personalised educational transition out of a Special Care School into a community-based high-support school for children considered 'at risk'. The young person at the centre of this example stabilised throughout his time in Special Care and this stabilisation was particularly evident within the school setting. As mentioned previously, this example encapsulates and reinforces the importance of key aspects of content outlined throughout the Guidelines for Schools Supporting Children in Residential Care or Detention. For example, Wellbeing and Teaching and Learning.

Relationships are a key facet in planning for wellbeing. This young person was supported in establishing open, positive, supportive relationships across both school communities. He valued his relationships with school staff and peers in his Special Care School and a sense of continuation of these relationships through communication during and after this transition were pivotal. The young person also recognised and responded well to the fact that the principals and key class teachers from both schools communicated and formed their own relationships throughout this process with the sole intention of successfully supporting the young person to transition. In terms of teaching and learning, it was important that the student had ample opportunities to lead his own learning and meaningfully engage in student-centred lessons across both school settings. Lessons, resources, approaches and methodologies that worked well for the student were shared between schools. UDL and trauma informed practices gave the young person equal opportunities to learn and develop. Flexibility is key.

This young person engaged in a personalised phased educational transition which involved him returning to his previous school for an agreed period of time each week whilst still in Special Care and still attending his Special Care School on the days/times that he was not in his school in the community. He has remained in the education setting that he transitioned to from his Special Care School and gradually increased the number of hours and days that he attended. Whilst he has inevitably faced challenges adjusting to life outside of a secure care setting and attending school outside of a secure care campus, he has a solid support network within his community-based school and is aware that everyone in his Special Care school are cheering him on and wishing him every happiness going forward. He is brave, he is resilient and he is a fantastic young person. He reflected on this educational transition in an extremely positive light and was proud when he was informed that perhaps ideas and elements of his personalised plan could be tailored to meet the needs of other young people transitioning into or out of care and detention schools.



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