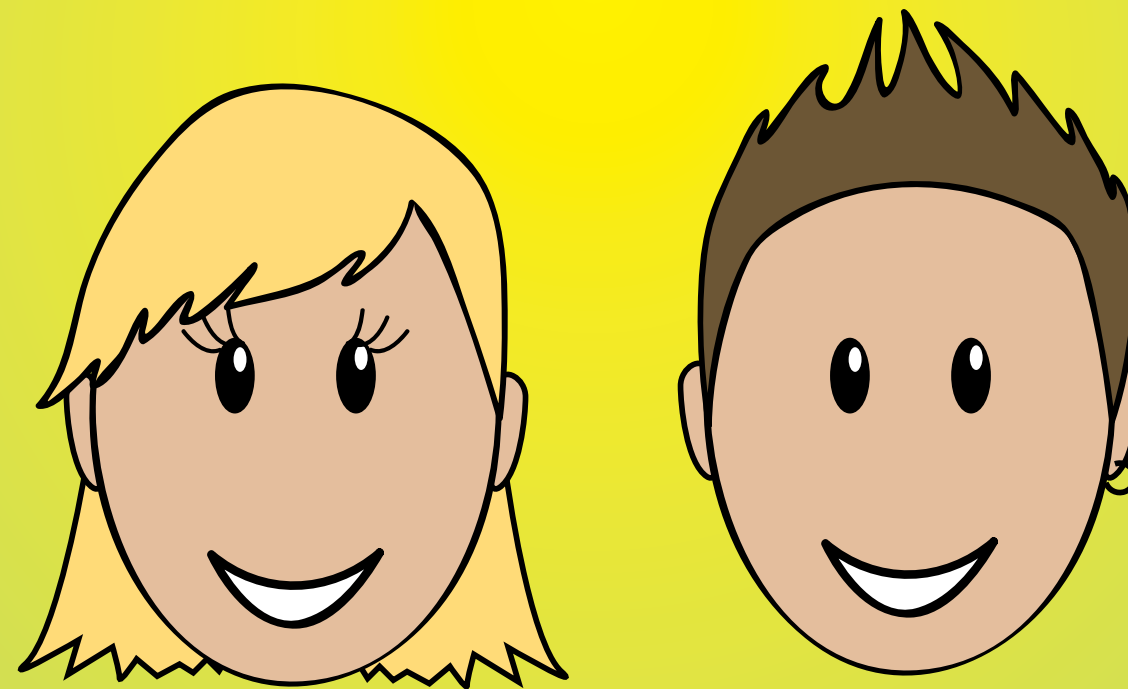


# My Transition Passport



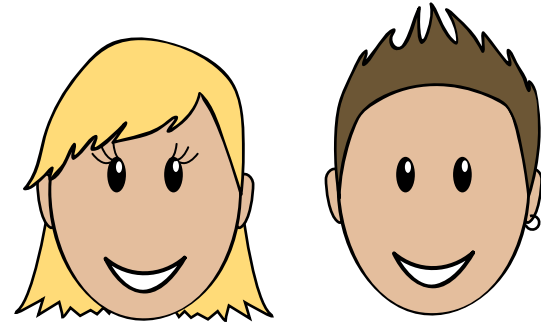
Name...

My full name is...

I like people to call me...

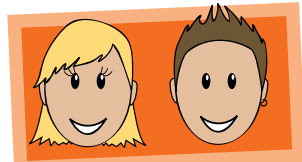
I was born on...

What I like about myself...

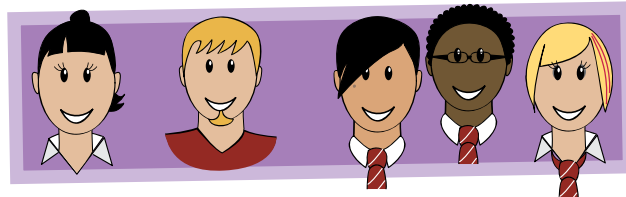


1. This is me

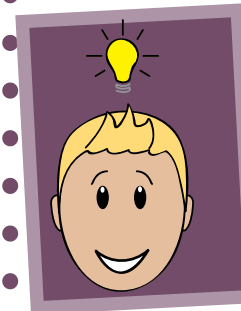
Large empty rectangular box for writing.



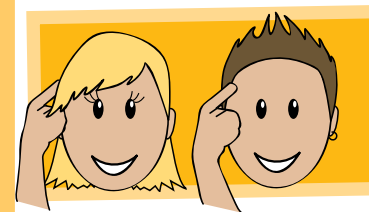
What other people like about me...



My most favourite things are...



The most important things that have happened in my life so far...



Notes for teachers and support staff

The suggestions under this heading are examples only and should not be used as a definitive list.

What I like about myself and what other people like about me might include physical attributes (such as being tall or having long hair), personality traits (keen to join in or being happy), talents and what the person considers they are good at such as drawing or swimming.

Most significant things may include either positive or negative events that the young person feels have happened in their lives so far (such as starting high school, having an operation or moving house).

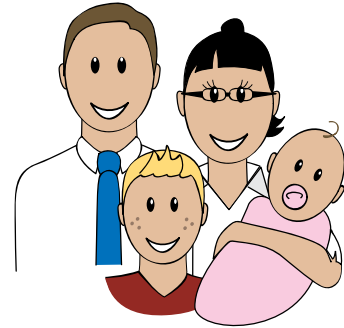
More space

My space for drawing, writing, photos or anything else that I would like to include:

1. This is me

The closest family members to me are...

Other people in my family are...

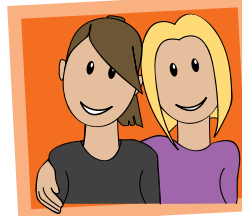


## 2. Relationships

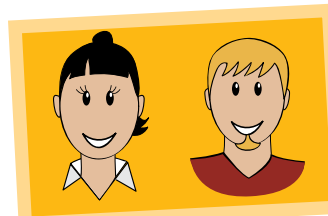
The people I trust most are...



My best friends are...



Important professionals that help me are...

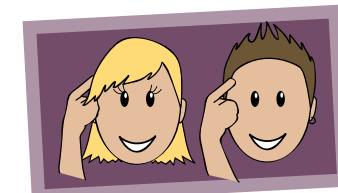


Other people I know and like are...

People who I sometimes do not get on with are...

Important people that I have lost touch with and miss are...

I'd like to get to know... better.



Notes for teachers and support staff

This section is about acknowledging the young person's relationships and their wider support network.

More space

My space for drawing, writing, photos or anything else that I would like to include:

## 2. Relationships



### 3. Home

My favourite thing to do at home is...

Chores I usually do at home are...

Notes for teachers and support staff

The people who take care of me at home would include family members and employed support staff.

Chores I usually do at home may include activities such as getting dressed, tidying their room or making their own breakfast, as well as helping wash up or clean.

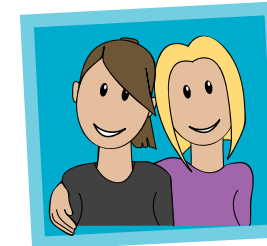
I share my home with...

People I know in my street are...

My pets are...

My favourite place in my home is...

The people who take care of me at home are...



The nearest big town is...

More space



My space for drawing, writing, photos or anything else that I would like to include:

### 3. Home

The name of my school is...

I am in Year...  
Class...



## 4. My school

The worst things about school are...

The best things about school are...



The clubs I am part of or go to are...



At lunchtimes I usually choose...

My best achievements at school so far are...



My friends at school are...



Notes for teachers and support staff

The clubs I am part of or go to should include both in school and after school activities.

At lunchtimes I usually choose may include packed lunches or cooked dinners, sitting by myself or with friends.

Best achievements at school so far may include academic successes, physically staying in school or trying new things.

More space



My space for drawing, writing, photos or anything else that I would like to include:

## 4. My school

The subjects I am best at are...

I am supported by...

Notes for teachers and support staff

The subjects I need more support with are...

### 5. My school (learning)

The most important things to remember when supporting me are...

I am supported by should name any specific support staff.



The most important things to remember when supporting me are may include needing lots of time, needing encouragement, preferring to be away from others, needing quiet.

The subjects I really find challenging are...

Things that encourage or motivate me are...

Things that encourage or motivate me may include reward charts, praise, getting a certificate, the feeling that I have done well, having extra time for a particular activity.

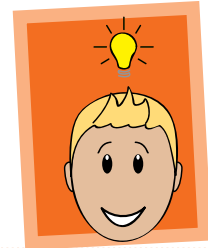
Things that I am learning now are...

In the future I would really like to learn...



When lots of attention is focused on me I...

When lots of attention is focused on me may include I am more confident, struggle more, get embarrassed, love it!

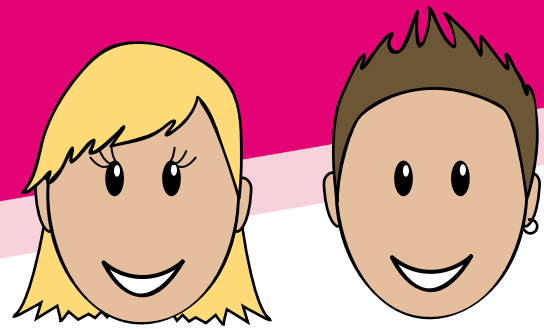


The subjects I really find challenging may mean I lose focus easily, not just that I may find it difficult or boring.

More space

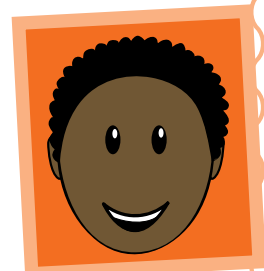
My space for drawing, writing, photos or anything else that I would like to include:

**5. My school  
(learning)**



## 6. Life as it is now (date: )

Things that are going well and working for me now are...

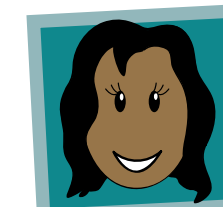


Things that are not working so well and need changing are...



The biggest thing that I want to do now that I am not doing is...

The person or people who can help me with this are...



**Notes for teachers and support staff**

This section is to get a 'snapshot' of life from the young person's perspective that focuses more on immediate wishes and goals rather than the bigger aspirations of section 9 and can be used as part of their ongoing transition plan.

**More space**

My space for drawing, writing, photos or anything else that I would like to include:

**6. Life as it is now**  
(date: )

## 7. My usual week right now looks like this...

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	Morning	Morning	Morning	Morning	Morning	Morning
Afternoon	Afternoon	Afternoon	Afternoon	Afternoon	Afternoon	Afternoon
Evening	Evening	Evening	Evening	Evening	Evening	Evening

Notes for teachers and support staff

This section should record how the young person spends their week.

More space



My space for drawing, writing, photos or anything else that I would like to include:

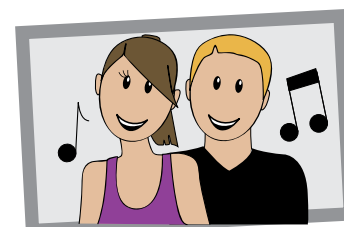
**7. My usual week right now looks like this...**

## 8. Hobbies and leisure

These are my interests and the things that I most enjoy doing...

**Notes for teachers and support staff**

This section should include any areas of interest such as clubs attended, favourite television programmes, using the computer, reading, different social activities, youth clubs and short breaks. It could also include spiritual interests.



**More space**

My space for drawing, writing, photos or anything else that I would like to include:

## 8. Hobbies and leisure

## Notes for teachers and support staff

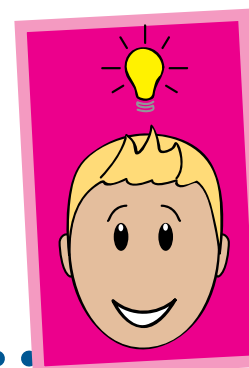
This space is for the young person to have the opportunity to draw or write what they want their future to look like, it can include anything and everything that they choose. They should be encouraged to represent this with drawings, shapes, colour and words.

It may be appropriate to have a discussion about all of us having aspirations, we do not always get exactly what we want but it is always good to have things to aim for.

More space

## 9. Big dreams

I want my future to look like this...



My space for drawing, writing, photos or anything else that I would like to include:

## 9. Big dreams

In the future I would like to live with...

The really important things about this house would be...

Notes for teachers and support staff



## 10. My housing plan

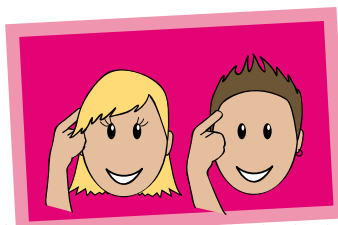
The house I would like to live in would look like this...

In the future I would like to live with should include names of family members or friends or that the young person may wish to live alone with or without support.

- The young person should be encouraged to draw what they **would like their house to look like** and include what is important to them for example such as a number of bedrooms, proximity to family home, quiet location etc.
- Try to establish whether the house would be sparsely furnished or full of their favourite things big television, bean bags etc.



I would like this house to be in the area of...

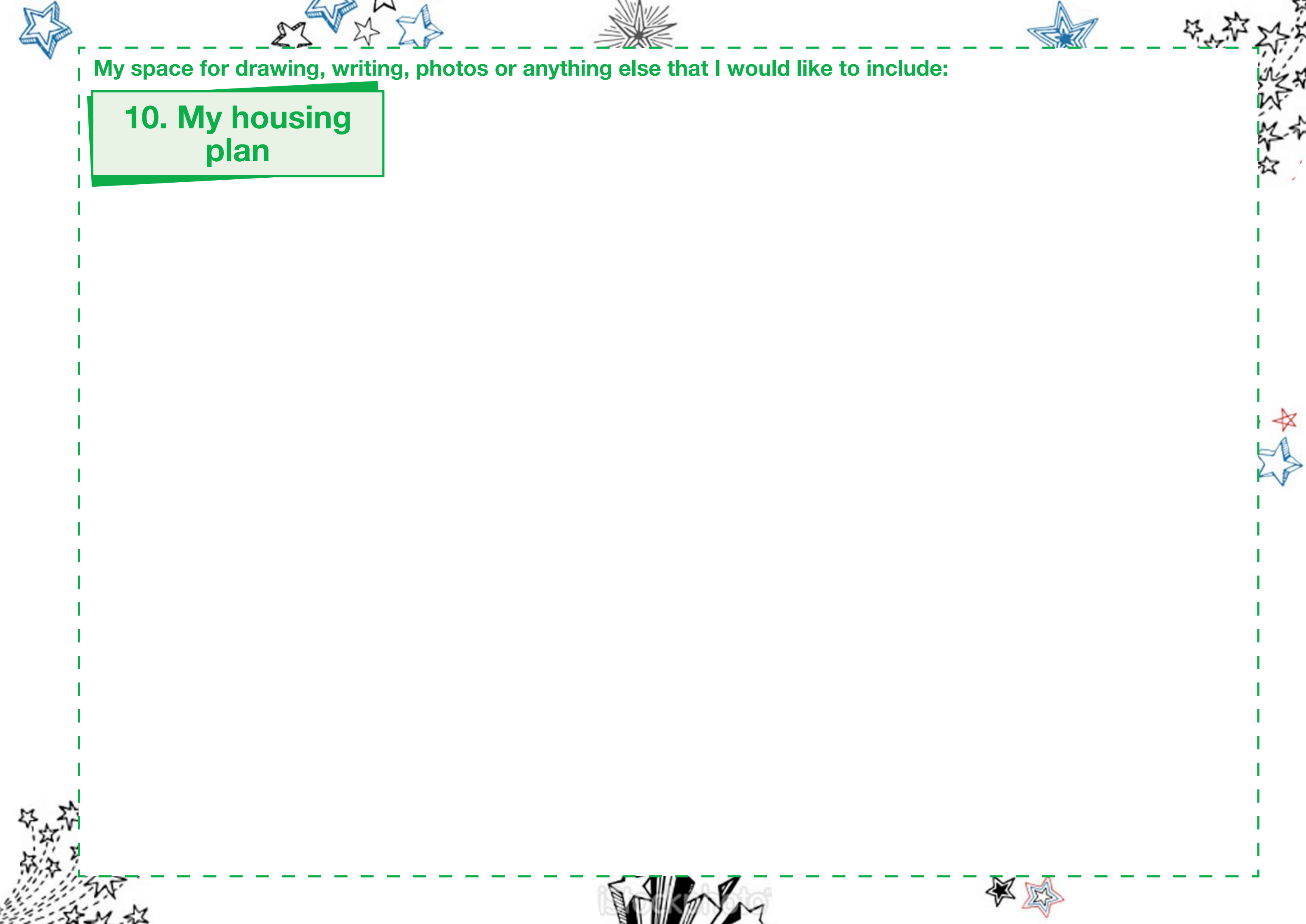


More space



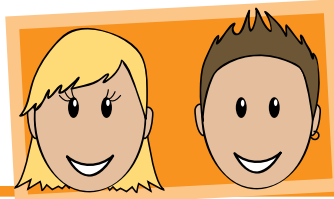
My space for drawing, writing, photos or anything else that I would like to include:

## 10. My housing plan



The types of jobs I am interested in are...

The jobs I have tried are...



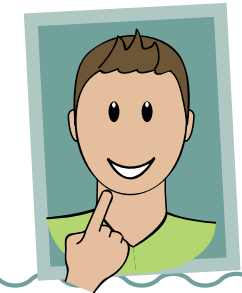
## 11. Work skills

Things I liked about these were...

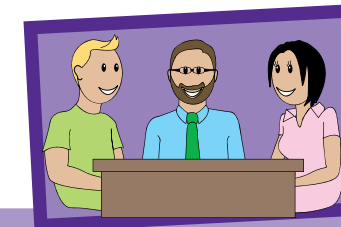


Things I didn't like about these were...

My ideal job would be...

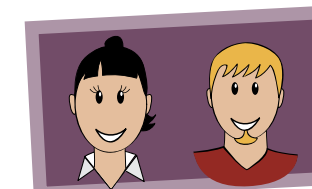


Other people think that a good job for me would be...



To do this I would need to learn...

People who could help me with this are...



Notes for teachers and support staff

For **my ideal job** the young person should be encouraged to think 'big' and not just 'realistically'.

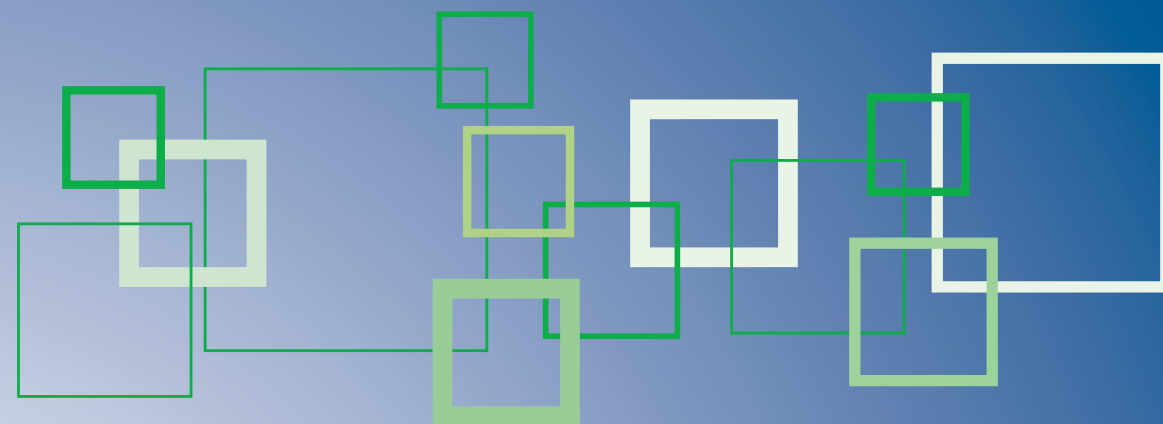
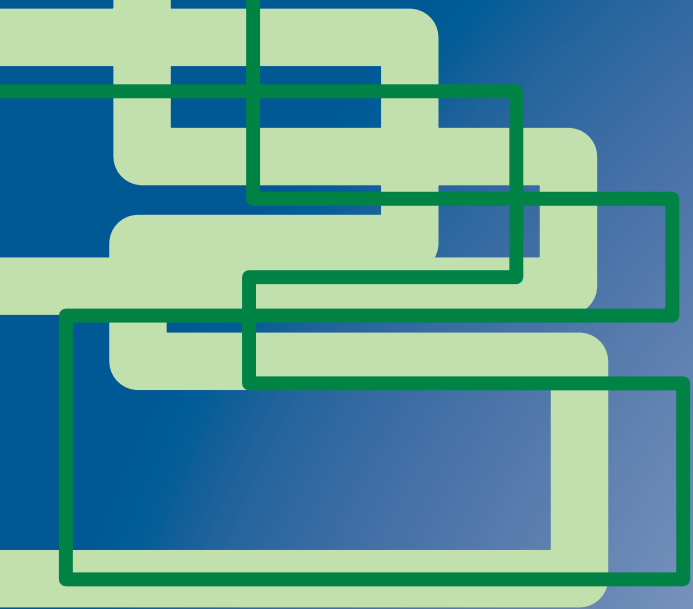
**People who could help me** should be as specific as possible, if there are identified people who can help then they should be named.

**To do this I would need to learn** could be specific skills, or more general attributes such as, to be more confident, to be more punctual.

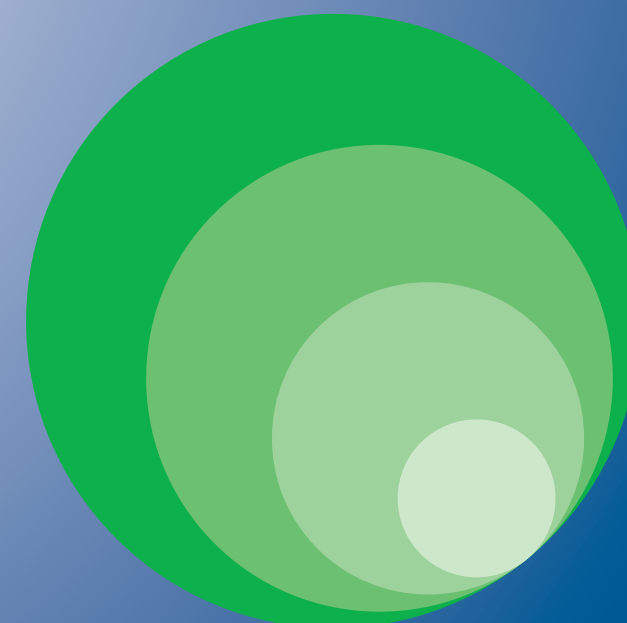
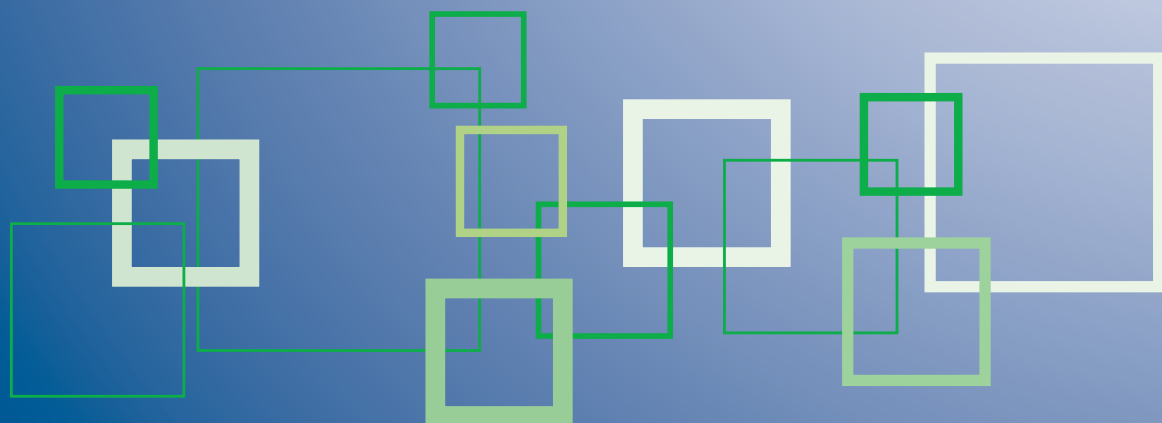
More space

My space for drawing, writing, photos or anything else that I would like to include:

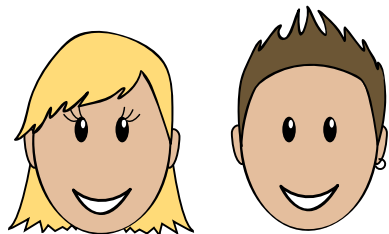
## 11. Work skills



**Other things I  
want you to know**



## 12. My communication



When I am sad or upset others will know because I...

The way that I let others know about how I am feeling or what I want is by...

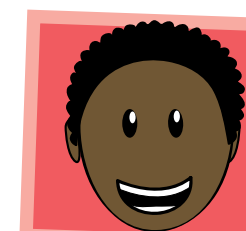
When I am worried or anxious others will know because I...



When I am cross or angry others will know because I...

When I am happy, other people will know because I...

When I am excited others will know because I...



Notes for teachers and support staff

The young person may rely mostly on speech to communicate, in which case not all of this section may be necessary. The focus is on how the young person communicates their choices and should include all of the different methods that they use such as sounds, silence, physical actions, avoidance and other behaviour.

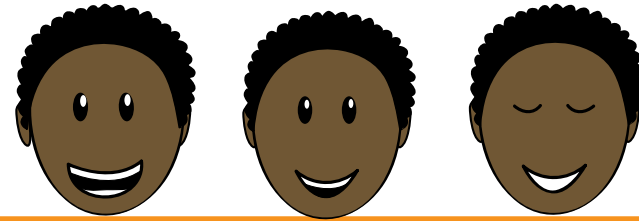
More space

My space for drawing, writing, photos or anything else that I would like to include:

## 12. My communication

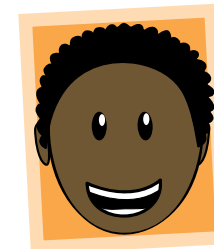
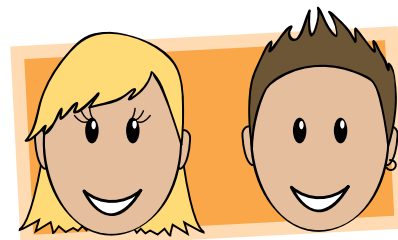


# 13. My feelings



Things that make me feel happy or excited are...

When I feel this way I like to...

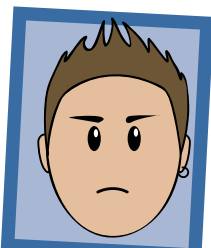


Notes for teachers and support staff

It is important to allow the young person freedom to express any feelings that they wish to. This page is also about finding coping strategies and possible solutions to help the young person deal with the range of varied emotions that they are feeling. Encourage them to think about what they actions they take currently and whether that helps, and what they might or could do in the future.

Things that make me feel sad, upset, worried or anxious are...

When I feel this way I like to...



More space

My space for drawing, writing, photos or anything else that I would like to include:

### 13. My feelings

To keep me healthy I need...

The things I can do for myself are...

Notes for teachers and support staff

To keep me healthy I need might include medication, regular meals or a restricted diet.

Things I need might include equipment, wheelchair, visual aids or leg supports

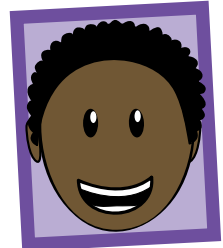
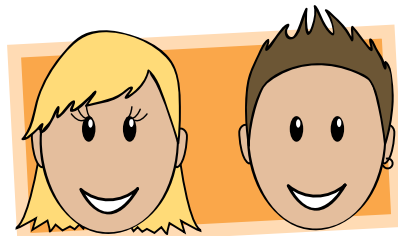
The places I need to visit might include Hospital Therapy sessions

The things I can do for myself include walking unaided or feeding

The things I am learning to do for myself might include increasing mobility or going to the toilet unaided etc.

Other things I may need are is a designated area for personal care, or administering medication.

More space



# 14. My health

The things I need are...

The places I need to visit are...

Other things I may need are...

The things I am learning to do for myself are...

My space for drawing, writing, photos or anything else that I would like to include:

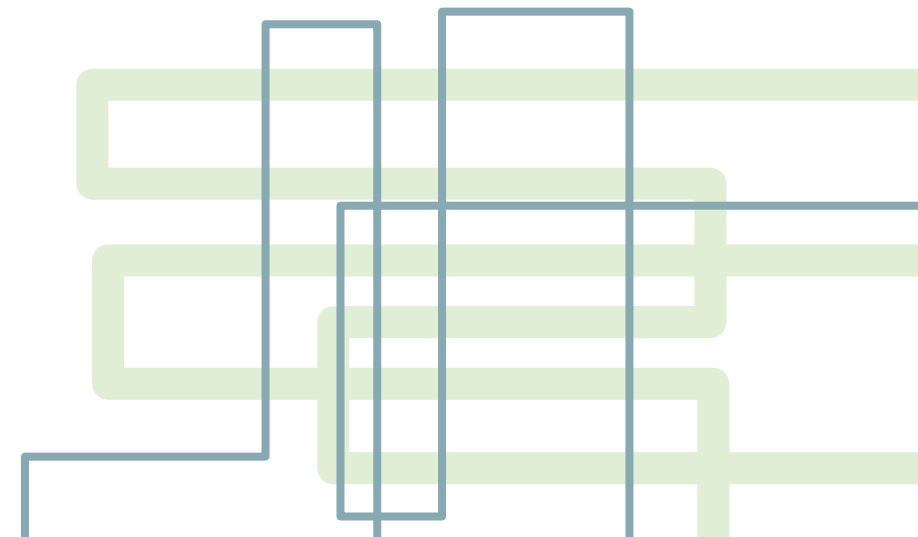
## 14. My health



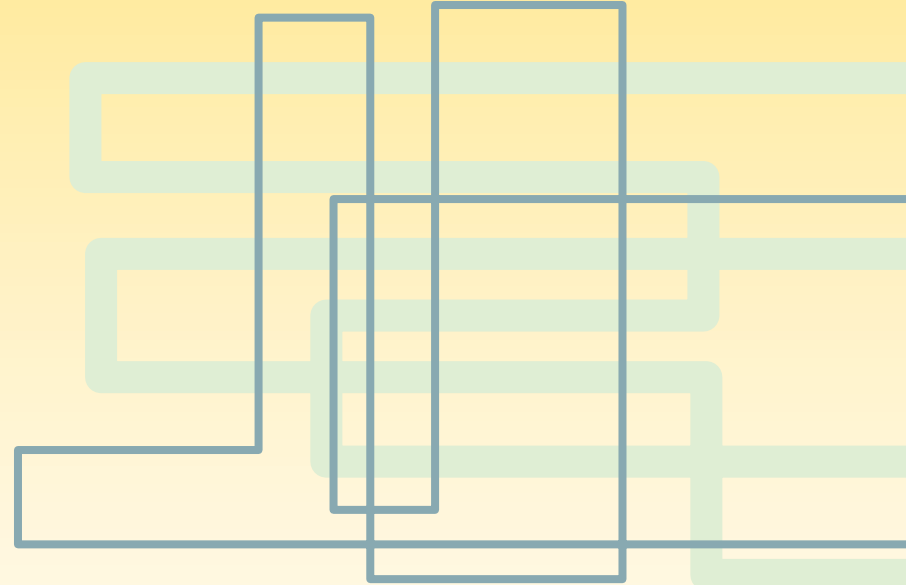
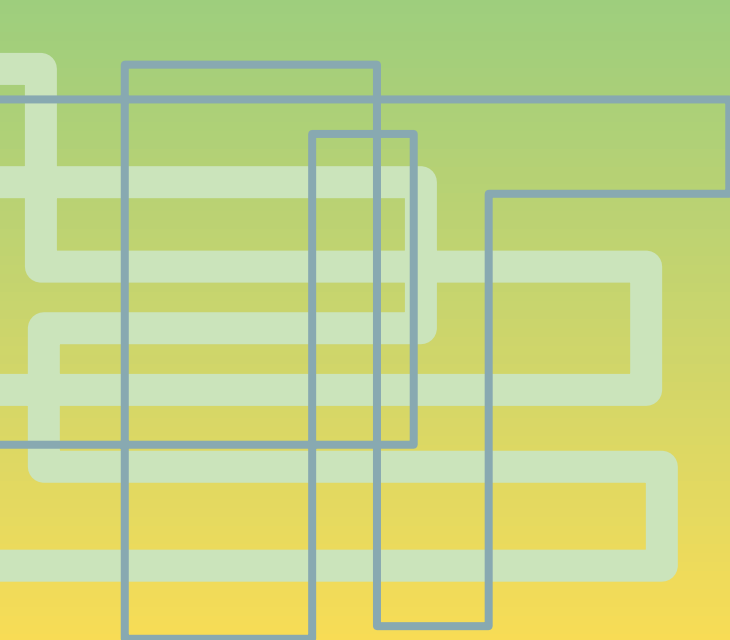
# **My Year Review**

(Inside back cover)  
Not printed

(Pocket)







**Children with Disabilities**  
working together to make life better

