

# My Transition Guide

Put a photo  
of yourself  
here if you  
want



Your Name

THIS GUIDE IS THE CHILD/YOUNG PERSON'S IF  
THEY HAVEN'T SIGNED IT DON'T SHARE IT

## Who this guide is for

This guide is for all children and young people.

## What this guide does

- It helps you to see the skills and achievements you already have and will help you to use them to make plans.
- It helps the people involved in your transition to know who you are, where you want to go and what you need to get there.
- It gives you information that makes your planning easier.

## Contents

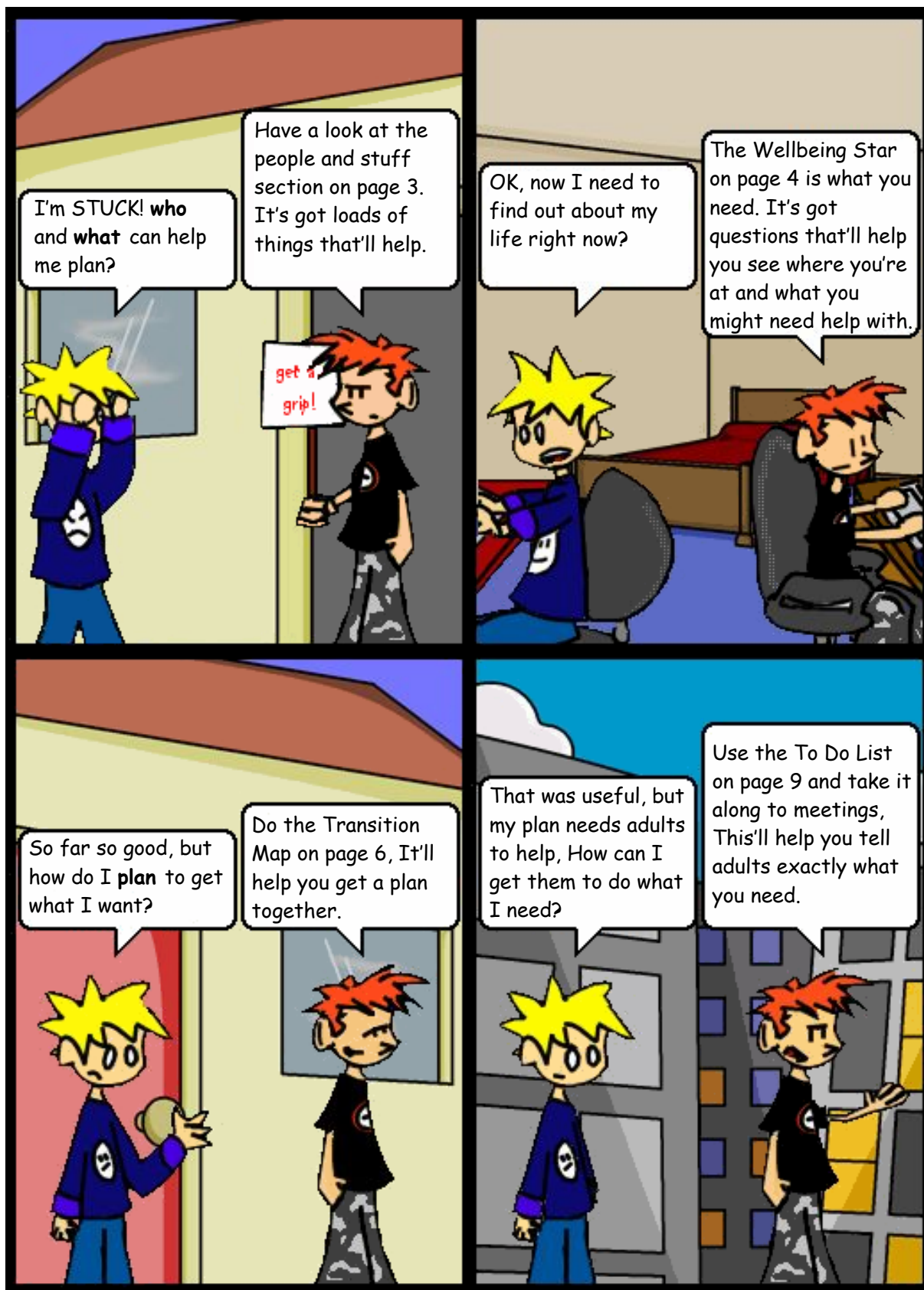
How the guide works	Page 2
People and stuff to help you plan	Page 3
Wellbeing Star	Page 4
How to do the Transition Map	Page 6
Transition Map	Page 7 and 8
How to do the To Do List	Page 9
To Do List	Page 10

## Acknowledgements

- Marea Foulis, Roseann Christie and Sam Collyer thank all the young people who took part in 'It's MY Journey' ([www.highlandchildrensforum.org/library.asp](http://www.highlandchildrensforum.org/library.asp)), for sharing their ideas for making transition better. Their ideas made this guide.
- If you have any ideas that could make the guide or transition better let us know by emailing; [marea.foulis@highland.gov.uk](mailto:marea.foulis@highland.gov.uk)



# How The Guide Works



Comic art from [www.stripcreator.com](http://www.stripcreator.com)

# People and Stuff to Help you Plan



## Advice

- School Guidance teacher, Parents, Friends, etc
- Careers Scotland [www.careers-scotland.org.uk/](http://www.careers-scotland.org.uk/)
- Job Centre Plus [www.jobcentreplus.gov.uk/](http://www.jobcentreplus.gov.uk/)
- Planit plus careers planning [www.planitplus.net](http://www.planitplus.net)
- CHIP + It's MY Choice [www.chipplus.org.uk/choice.htm](http://www.chipplus.org.uk/choice.htm)
- Enquire [www.enquire.org.uk](http://www.enquire.org.uk)
- Calman Trust, leaving home in the Highlands [www.leavinghomeinthehighlands.org](http://www.leavinghomeinthehighlands.org)
- Advocacy Highland [www.advocacy-highland.org.uk](http://www.advocacy-highland.org.uk)

## Advice on continuing your learning

- UCAS [www.ucas.ac.uk](http://www.ucas.ac.uk)
- Guides to Higher and Further education  
Official - [www.aimhigher.ac.uk](http://www.aimhigher.ac.uk), [www.hero.ac.uk](http://www.hero.ac.uk)  
Independent - [www.push.co.uk](http://www.push.co.uk)
- Adult education  
Scotland - [www.learnirectscotland.com](http://www.learnirectscotland.com)  
Highland - [www.highland.gov.uk/learninghere/communitylearning/adultbasiceducation](http://www.highland.gov.uk/learninghere/communitylearning/adultbasiceducation)
- Education Maintenance Allowance [www.emascotland.com](http://www.emascotland.com)
- Young Scot advice on Jobs, Careers, Education and Training [www.youngscot.org](http://www.youngscot.org)
- Vocational pathways - opportunity for S3 - S6 school pupils to attend college to study vocational courses, speak to your school guidance teacher

## Advice and Planning Tools for young people with additional support needs

- Contact a Family [www.cafamily.org.uk](http://www.cafamily.org.uk)
- Arfur Moes [www.autismtoolkit.com/transition%20workbook.doc](http://www.autismtoolkit.com/transition%20workbook.doc)
- Highland Autism Spectrum Education Network [www.highlandschools-virtualib.org.uk/hasen](http://www.highlandschools-virtualib.org.uk/hasen)
- Macintyre's Transition workbooks for young people with learning support needs [www.macintyrecharity.org/transition](http://www.macintyrecharity.org/transition)
- National Autistic Society resources [www.nas.org.uk/nas/jsp/polopoly.jsp?d=119](http://www.nas.org.uk/nas/jsp/polopoly.jsp?d=119)
- Highland Developmental Coordination Disorder Resource pack for transition contact HDCD [www.hdcd.org.uk/htm/contact.php](http://www.hdcd.org.uk/htm/contact.php)
- My learning record for Gypsy/Travellers [www.highland.gov.uk/learninghere/supportforlearners/specialistservices.htm](http://www.highland.gov.uk/learninghere/supportforlearners/specialistservices.htm)
- Learning bytes North Highland College intranet and; [sen.skillnetonline.com/SabaWeb](http://sen.skillnetonline.com/SabaWeb)

## Benefits

- UK government <http://www.direct.gov.uk/en/DisabledPeople/FinancialSupport>  
Helpline 0800 882200.

## Relationships and Sexual Health

- Brook [www.brook.org.uk](http://www.brook.org.uk)
- LGBT Youth Scotland - Advice for young people who are lesbian, gay, bisexual or transgender [www.lgbtyouth.org.uk](http://www.lgbtyouth.org.uk)
- Contact a family booklet for young disabled people [www.cafamily.org.uk/packs](http://www.cafamily.org.uk/packs)
- Highland Learning Disabilities and Relationships Group 'Love Is' documents. [www.highland.gov.uk/socialwork/learningdisabilityservices/](http://www.highland.gov.uk/socialwork/learningdisabilityservices/)

Highland Council cannot guarantee the quality of information on websites run by other organisations. Always surf safely - never give out your address or telephone number.

# The Wellbeing Star



## The aims of The Wellbeing Star are to

- Help you to see what Scotland wants for you.
- Get what you need to achieve your wishes.
- Check where you are now.
- Think about the questions you need to ask to get the help you need.

## How to use the Wellbeing Star

- Think about each of the outcomes on the star.
- Use the questions below to help you.



### Am I Safe, Healthy and Nurtured? Do I

- have a place to live where I feel supported, happy and cared for?
- feel secure in my home and community and safe from people who could harm me?
- have confidence to be able to plan for myself and to take informed risks?
- maintain a healthy body and mind?
- know how I feel and have someone to talk to?
- feel confident to be able to get support to make informed and healthy choices?

### If you answered no to any of the questions then you can

- Talk to an adult you feel safe with

Check out

- Childline - [www.childline.org.uk](http://www.childline.org.uk) - 0800 1111 - information for all young people.
- Kidscape - [www.kidscape.org.uk](http://www.kidscape.org.uk) - if you are being bullied.
- Calman trust - [www.leavinghomeinthehighlands.org](http://www.leavinghomeinthehighlands.org) - for housing advice if you are 16 - 25.
- Get connected - 0800 096 0096 - someone to talk to if you are thinking about running away from home.
- Health - [www.teenagehealthfreak.org](http://www.teenagehealthfreak.org) - health information and email ask a doctor service.
- Information [www.youthinformation.com](http://www.youthinformation.com) - information on everything from love to the law.





**Am I Included and Active? Do I**

- have the support to be accepted and understood as an equal at home, work and play?
- like and respect myself and am I willing to 'have a go'?

**Am I Respected and Responsible, am I a Responsible Citizen? Do I**

- feel heard and involved in decisions that affect me and others?
- have opportunities and encouragement to be confident?
- understand the values and beliefs of others and look at the wider world?

**If you answered no to any of the questions then you can**

- Talk to an adult you feel safe with

**Check out**

- Advocacy highland - [www.advocacy-highland.org.uk](http://www.advocacy-highland.org.uk) - free support to be heard.
- Duke of Edinburgh Award 14 - 25 - [www.spanglefish.com/youthhighland](http://www.spanglefish.com/youthhighland).
- Volunteering Highland - [www.volunteeringhighland.org](http://www.volunteeringhighland.org) 16+ - get involved in volunteering.
- Highland Council Children's Rights Service - 0800 0853 569 - advice information and support for young people who are looked after or accommodated by the council.
- Highland Children's Forum - [www.highlandchildrensforum.org](http://www.highlandchildrensforum.org) - getting policy makers to listen to children.



**Am I a Confident Individual? Am I an Effective Contributor? Do I**

- feel comfortable with myself and others?
- set achievable goals for myself?
- understand the skills and needs of others and myself?
- understand the importance of being a team player?

**Am I a Successful Learner? Do I;**

- have curiosity, do I want to learn?
- have enthusiasm, am I keen to learn?
- have determination, do I keep trying?

**Am I achieving my wishes? Do I;**

- feel supported to achieve my goals?



**If you answered no to any of the questions then you can**

- Talk to an adult you feel safe with

**Check out**

- Princes Trust - [www.princes-trust.org.uk](http://www.princes-trust.org.uk) - provides personal development opportunities.
- Scouts/Girl Guides - [www.scouts.org.uk](http://www.scouts.org.uk), [www.girlguidingscotland.org.uk](http://www.girlguidingscotland.org.uk) - help for young people to achieve their full potential through fun activities.
- SOAR - 01349 853508 - Activities for young people from 5 to 19 with a range of disabilities.
- Young Scot - [www.youngscot.org](http://www.youngscot.org) - advice on Jobs, Careers, Education and Training.
- Careers Scotland - [www.careers-scotland.org.uk](http://www.careers-scotland.org.uk) - support and advice on getting a job.



# Transition Map

## The aims of the Transition Map are to

- help you to think about your own wishes.
- help you to think about the support you might need.
- give you a tool to help you to plan and be heard.

## You should complete the Transition Map to help you to

- plan the steps needed to achieve your wishes.
- record your skills and achievements.
- share your thoughts and wishes with others.
- help you to fill in your CV and applications for jobs.



## How to use the Transition Map

1. Use it like a mind map; see the examples  
[www.highland.gov.uk/learninghere/psychologicalservice/projects/Transition.htm](http://www.highland.gov.uk/learninghere/psychologicalservice/projects/Transition.htm).
  2. Start at whatever box you feel is easiest for you.
  3. Use photographs, drawings, magazine cuttings, certificates, My Learning Record, academic work. The examples will give you ideas.
  4. Do one wish at a time on separate pages.
  5. Each box can be done on separate pages or you can do it as you see it.
  6. Complete it electronically or on paper, you can get copies at the link above
- A wish is something you hope to achieve.

## What the boxes mean

I  
CAN

Think about your **skills and abilities**; record all the things you can do.  
(...swim, ...write good history essays, ...ride a unicycle)

I  
AM

Think about **who you are**; record everything that describes you as a person.  
(...a happy person, ...organised, ...a chatterbox)

I  
HAVE

Think about your **achievements**; record anything you are proud of doing.  
(...good friends,...standard grades,...rode a unicycle from Alness to Wick)

I  
WILL

Think about your **plans**; record your wishes, plan goals you can achieve by the time on each arrow that will move you closer to your wishes.

I  
NEED

Think about your **needs**, record what you need to achieve the goals you identified at each arrow around the I WILL box.

WHO  
HELPS

Think about **people around you who can help**, include anyone that can help you achieve your wishes e.g. Parents, school staff, friends, neighbours, pets.

We have used 'now', 'soon', 'later', 'and then' in the mind map but you can change this to whatever timescale you want, e.g. one day, one week, two months, six months, a year, whatever fits your wish.

# Transition Map

I  
CAN

I  
AM

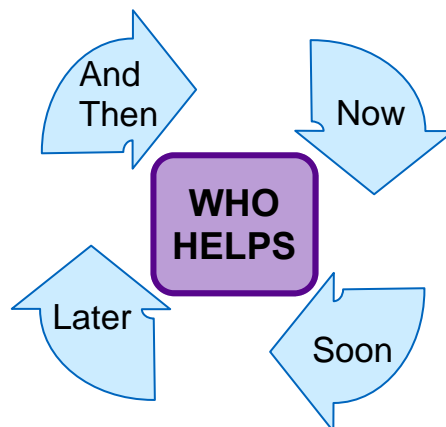
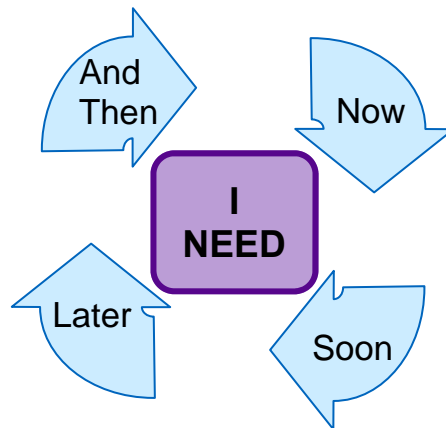
I  
HAVE



Sign here if you are OK sharing this \_\_\_\_\_ Date \_\_\_\_\_



# Transition Map



Sign here if you are OK sharing this \_\_\_\_\_ Date \_\_\_\_\_

# Transition To Do List

## The aims of the To Do List are to

- encourage you to have the confidence to share your thoughts and wishes.
- help you to work with others to manage your own transition.
- provide a clear picture of your needs.
- encourage you to use your strengths to find solutions for your needs.
- give a way of planning progress in small achievable steps that are easy to understand and review.
- offer an instant record of the outcomes of the meeting to encourage you and others to think about and reflect on agreed actions.

## How the To Do List will help you get what you want in meetings

1. Take the To Do List to any meeting you have.
2. The needs on your To Do List will be talked about first.
3. Others in the meeting will then offer views about where you are, what you might need and who could help you.
4. The To Do List will be agreed at this meeting and printed out so everyone leaves the meeting with a copy.
5. If there are needs that this meeting cannot find solutions to, then another bigger meeting called a Liaison Group or Child's Plan Meeting will be arranged by an adult.
6. The To Do List will help you to achieve your goals and wishes.

## How to use the To Do List

1. Get a To Do List from the link below or get someone to photocopy the one on the next page.  
[www.highland.gov.uk/learninghere/psychologicalservice/projects/Transition.htm](http://www.highland.gov.uk/learninghere/psychologicalservice/projects/Transition.htm).
2. Take the needs you have put around the 'I NEED' box on the transition map and copy them into the 'I NEED' column of the To Do List.
3. Think about how important each need is to you.
4. Use the scale to rate how you feel about your need.
  - If you are really worried about it, or you want adults to focus on it then give it a low number.
  - If you are feeling OK about the need or you don't need the adults to focus on it then give it a higher number.



Ask for help from someone you trust if you find this hard.



Young person's name: \_\_\_\_\_ To Do List

Named Person/Lead Professional: \_\_\_\_\_

Date: \_\_\_\_\_

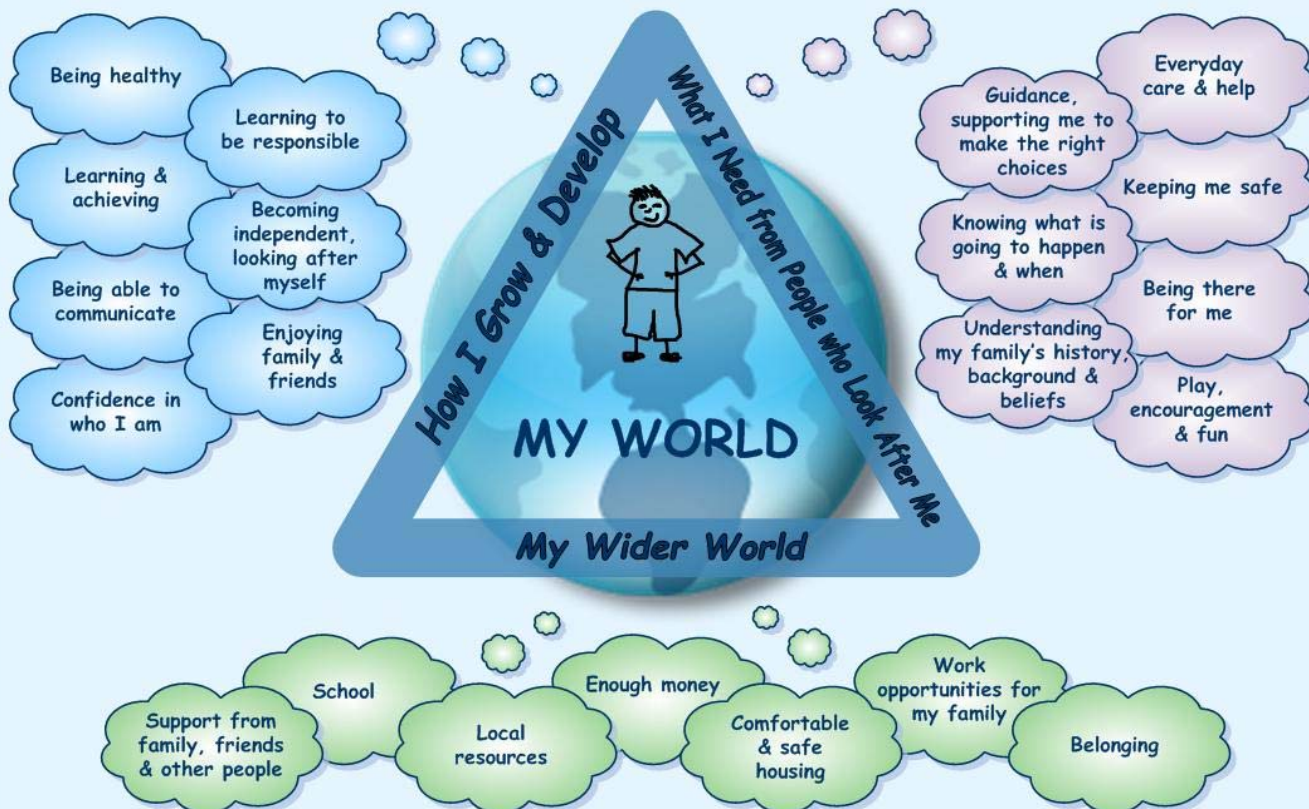
**This space is for things you want to share from the 'I HAVE' 'I CAN' 'I AM' bits of the transition map**

<b>I NEED</b>	<b>Where are you now on a scale of 1▶10</b>	<b>What needs to happen to move you up the scale</b>	<b>Who helps</b>	<b>Start date</b>	<b>Review date</b>

**Anything else people want to add** (comments signed and dated)

# My World Triangle

getting it right for every child



The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

## Supported by

