JSS International School L.L.C

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Transition plan for academic year (2026-27)

Kindergarten to Primary Phase

Objective : To ensure KG2 students move into grade 1 with confidence, readiness and emotional security by gradually familiarizing them with new routines.

Key Transitional Goals:

- Build students confidence and independence.
- Parent partnership to bridge the gap of low achiever students by conducting a coffee morning.
- Ensure KG2 and Grade 1 teams are unified in their expectations and instructional continuity.

- Targeting the skills in KG2 for maintaining the standards of vertical progression.
- Preparing them for grade 1 through a sample of Grade 1 lesson.
- Identification of low achievers in KG, parents were called for a coffee morning.
- Students list to be prepared considering gender balance, Islamic and Value education requirements and academic levels of students apart from subject choices and parent history.
- Transition planning survey for literacy with the basic skills like CVC, CVCC, sight words, reading level, reading and comprehension skills, handwriting and spellings are provided.

Action Plan

- KG2 students visit the primary phase to familiarize themselves with new environment.
- Grade 1 teachers to visit the kindergarten classrooms for storytelling and interaction.
- Handover of the KG2 profile books, Box files with worksheets.
- To strengthen reading. Reading competitions are held twice a year.
- Sharing strategies to support academic, social, and emotional readiness.
- KG2 → Grade 1 teachers meet to discuss students.

Transition plan for academic year (2026-27)- Primary Phase to Middle Phase

Objective: To ensure Grade 5 students move to Grade 6 with confidence, readiness and emotional security.

Key transitional goals:

- Build students' confidence and independence by giving support from the beginning of the academic year, after consulting with the teachers from the primary about their academic and non- academic profiles.
- Parent partnership to bridge the gap of low achiever students by conducting orientation and support meetings.
- Ensure Grade 5 and Grade 6 teams are unified in their expectations and instructional continuity.
- Targeting the skills in Grade 5 for maintaining the standards of vertical progression.
- Identification of low achievers in Grade 5, parents were informed and intervention strategies were shared.
- Conduct structured orientation sessions to familiarize students with the bifurcation of subjects by introducing separate subject teachers, notebooks, timetables, and classroom expectations to develop independent subject management skills.
- Recovery curriculum to identify and bridge learning gaps.

· **Action Plan**

- Handover of the transition document and sharing strategies to support academic, social, and emotional readiness.
- Grade 5 → Grade 6 teachers meet to discuss about each student.
- Support students in developing independent homework management skills by training them to record and track subject-wise assignments.
- Share subject bifurcation details with parents to enable them to support their children in organising study schedules at home.
- Conduct readiness activities (discussing question paper models,monthly test pattern,target setting etc) to help students adapt to increased academic expectations and smooth transition into subject-based learning.
- Conduct age-appropriate guidance and counselling sessions to create awareness about puberty-related physical and emotional changes, while providing a safe environment and continuous pastoral support to help students manage these changes with confidence and understanding.

Middle School and Secondary School Transition

Vocational guidance is an integral part of the secondary school programme, aimed at helping Students of Determination explore career pathways that align with their strengths, interests, and learning profiles.

Beginning in Grades 9 and 10, students participate in aptitude assessments, career interest inventories, and structured counselling sessions conducted by the School Guidance Counsellor and Career Counsellor.

These activities support informed decision-making regarding subject choices, stream selection, and potential post-secondary pathways. Students are also introduced to various vocational options through workshops, industry exposure, and guest sessions, fostering awareness of skills, qualifications, and employment opportunities in different sectors.

The vocational guidance programme emphasizes the development of self-advocacy, independent decision-making, and practical career planning, ensuring that every student is empowered to pursue meaningful and achievable career goals beyond school.

Structured Subject & Stream Selection Support

Grade 8 → Grade 9 Transition (Subject Selection) – Students of Determination

Focus Area	Actions / Activities	Stakeholders / Responsibility	Notes / Outcomes
Parent & Student Orientation	• Detailed curriculum orientation session• Explanation of subject pathways and future implications• Guidance on prerequisite requirements	Phase Leaders, Subject Teachers, Parents, Student	Supports informed subject selection and clarity of expectations
Career Guidance – Aptitude & Strength Mapping	• Psychometric / aptitude assessments• Academic performance review• Consultation with Inclusion Team	School Guidance Counsellor, Inclusion Team, Student	Aligns subject choices with student strengths and learning profile
Emotional & Social Readiness	• Counsellor-led transition readiness sessions• Peer support / buddy systems where appropriate• Anxiety management and coping strategies• Encouragement of participation in co-curricular activities	School Counsellor, Teachers, Student	Ensures holistic adjustment to more structured secondary environment
Parent Collaboration	• Parent orientation on secondary expectations• Discussion of increased student responsibility• Review of accommodation adjustments• Guidance on fostering independence at home	Parents, Inclusion Team, Counsellor	Strengthens parent partnership and prepares for increased student autonomy
Monitoring After Transition	• Teacher feedback collected across subjects• Assessment data analysed• Inclusion Team review conducted• Adjustments to accommodations made if required	Teachers, Inclusion Team, Counsellor	Ensures progress is tracked and support is adjusted as needed
One-to-One Career Counselling	• Individual session with School Guidance Counsellor• Strength-based subject recommendations• Discussion of accommodations required in secondary• Parent-student-counsellor meeting (if needed)	School Guidance Counsellor, Inclusion Team, Parents, Student	Individualised guidance ensures alignment with career goals and support needs

Grade 10 → Grade 11 Transition (Stream Selection)

Focus Area	Actions / Activities	Stakeholders / Responsibility	Notes / Outcomes
Senior Secondary Orientation	• Detailed explanation of Science, Commerce, Humanities pathways• University eligibility requirements• Subject combinations and workload expectations	Phase Leaders, Subject Teachers, Counsellor, Students	Ensures students understand academic pathways and workload demands
Mandatory Individual Counselling Sessions	• One-to-one meeting with School Guidance Counsellor• Career goal clarification• Stream suitability analysis• Academic feasibility discussion• Accommodation planning for Grades 11–12	School Guidance Counsellor, Inclusion Team, Parents, Student	Individualised guidance ensures alignment with career goals, abilities, and support needs
Parent Consultation	• Parents invited for meetings to discuss stream options, accommodations, and responsibilities	Parents, Counsellor, Inclusion Team	Strengthens parent partnership and prepares for increased student autonomy

Transition Plan for Students of Determination

Objective:

At JSS International School, transition planning for Students of Determination is a structured, collaborative, and proactive process embedded within the school's inclusive education framework. We recognize that transitions—whether academic, social, or emotional—can significantly impact a student's confidence, performance, and well-being. Therefore, we adopt a systematic approach to ensure continuity of learning, stability of support, and successful progression across all phases of education.

JSSIS believes that effective transition planning:

• Aligns academic pathways with student strengths and aspirations
• Promotes independence and self-advocacy
• Strengthens parent-school partnerships
• Prepares students for successful post-secondary and career outcomes

Transitions at JSSIS are not treated as one-time events but as ongoing developmental processes. Planning begins early, includes structured orientation programmes, individual counselling sessions, classroom placement strategies, teacher preparedness measures, and continuous monitoring after transition.

For AY 2026–27, the transition process will place increased emphasis on student voice, independence, continuity of accommodations, documented post-transition monitoring, and clearer progression towards future study, vocational pathways and employment where appropriate.

JSSIS will also begin to align existing transition and career guidance practices with KHDA's newly introduced FutuReady Framework, taking a phased approach as the framework develops.

Roles and Responsibilities

Stakeholder	Role in Transition	Responsibilities
Student	Active participant	• Communicate strengths and needs• Engage in orientation activities • Develop self-advocacy and independence skills • Attend counselling and preparation sessions
Parents / Guardians	Primary partners	• Participate in consultation and IEP review meetings • Support learning and independence at home • Provide input for subject selection and accommodations • Monitor emotional and social well-being
Inclusion Team	Specialist support and coordination	• Conduct assessments and identify support needs • Develop, implement, and review IEPs

		• Provide recommendations for therapies and interventions • Facilitate teacher training and orientation sessions
School Guidance Counsellor	Career & transition guidance	• Conduct one-to-one counselling sessions for subject/stream selection for middle school and secondary school. • Support post-secondary and university transition planning • Develop self-advocacy and coping strategies • Monitor progress and post-transition outcomes
Phase / Subject Teachers	Academic delivery & monitoring	• Implement accommodations in classroom • Provide feedback on academic, social, and behavioural progress • Participate in transition planning meetings • Monitor students during post-transition and first-term adjustment
Therapists (OT, Speech, ABA, etc.)	Specialist intervention	• Provide targeted therapy as recommended • Support school readiness programs • Collaborate with Inclusion Team and teachers to implement strategies
School Leadership Team / Phase Coordinators	Oversight & strategic planning	• Approve transition plans and IEP adjustments • Ensure resources and training for staff • Monitor overall effectiveness of transition frameworks • Liaise with parents and regulatory bodies (e.g., KHDA)

Early Years and Primary Phases -Students of Determination

In the Kindergarten phase, early identification forms the foundation of successful long-term transitions.

• Students are screened and monitored to identify developmental, learning, or behavioural needs at an early stage.
• Periodic IEP review meetings are conducted with parents to monitor progress, set goals, and adjust interventions.
• Where required, students are recommended for external therapies such as:

- *Occupational Therapy (OT)*
- *Applied Behaviour Analysis (ABA)*
- *Speech and Language Therapy*

These recommendations are made to enhance developmental growth and strengthen school readiness skills.

Students with complex or significant developmental needs may be recommended for structured School Readiness Programmes to build foundational communication, regulation, social, and adaptive skills before transitioning fully into mainstream academic expectations.

This early intervention model ensures smoother progression into Grade 1 and beyond.

1.Ongoing IEP Review & Parent Partnership (Early Years & Primary)

In both Early Years and Primary phases:

• IEP review meetings are conducted periodically with parents, teachers and learning support assistants.
• Progress toward academic, behavioural, and developmental goals is reviewed.
• Accommodations and exemption plans are evaluated and refined.
• Transition readiness is discussed well in advance of phase movement.

This continuous review cycle ensures uninterrupted support and responsive planning at every transition stage.

2.Classroom Placement & Staffing

• Students are strategically placed in classrooms with teachers experienced and skilled in supporting Students of Determination. Students with complex needs are placed in different classrooms to ensure a smooth adjustment in classrooms with peers.
• Class composition carefully balanced to ensure inclusion.

3.Teacher Preparation

• Receiving teachers briefed and trained on individual learning needs.
• Exemption plans clearly documented and implemented from Day 1.
• Learning accommodations prepared in advance and handed over to teachers.
Receiving teachers meet with KG teachers for handover discussions along with inclusion team.
• Inclusion Team shares student profiles, accommodations, and strategies with teachers to equip them with strategies to support students of determination.

4.Flexible Entry & Adjustment Support (Beginning of Grade 1)

• Flexible timing provided during initial weeks (where required)
• Gradual increase in instructional hours if needed.
• Counsellor support for separation anxiety. Students are regulated when required in learning centers.
• Buddy system introduced.
• Regular check-ins with parents during the first month.

Monitoring & Support Framework for Transition from Formal IEP Support

Stage	Description / Action	Responsible Stakeholders	Monitoring / Follow-up
1. Identification for Transition to Reduced Support	Student demonstrates consistent achievement of IEP goals; readiness for reduced support evaluated.	Inclusion Team, Phase Teachers	Review of academic data, teacher feedback, IEP progress
2. Parent Consultation	Discuss the proposed transition to reduced support; explain the Level 2 → Level 1 Learner Profile transition.	Inclusion Team, Parents, Student (where appropriate)	Meeting minutes recorded; parent agreement documented
3. Learner Profile Update	Update Learner Profile to reflect Level 1 categorisation; record strengths, required accommodations, and monitoring indicators.	Inclusion Team	Documented in student file; shared with teachers
4. Implementation of Reduced Support	Formal withdrawal of IEP interventions; student continues in mainstream with minimal accommodations with minimal or no support from their iLSA.	Phase / Subject Teachers	Teacher-led classroom monitoring; note any emerging concerns
5. Post-Transition Monitoring (One-Term Cycle)	Observe student progress across subjects; monitor academic, social, and emotional adjustment.	Teachers, Inclusion Team, Parents, School Guidance Counsellor	Collect assessment data, teacher reports, and behavioural observations; weekly check-ins if needed
6. Review Meeting at End of Term	Evaluate student progress; determine if support is sustainable or if IEP reinstatement is required.	Inclusion Team, Parents, Counsellor, Teachers	Document outcomes; decide next steps (sustain Level 1, reinstate Level 2 if required)
7. Reinstatement of Support (If Required)	Short-term or full IEP support reinstated if student shows emerging difficulties.iLSA support re-evaluated for the student based on requirement.	Inclusion Team, Teachers, Parents	Update Learner Profile, adjust accommodations, schedule follow-up reviews

Transition Evidence and Review

Transition effectiveness will be evidenced through student and parent voice, transition meeting records, updated IEPs/Learner Profiles, teacher handover records, accommodation plans, career

guidance records, transition readiness checklists and post-transition review notes. Outcomes will be used to refine support and inform future transition planning.

Middle School and Secondary School Transition-Students of Determination

- Vocational guidance is an integral part of the secondary school programme, aimed at helping Students of Determination explore career pathways that align with their strengths, interests, and learning profiles.
- Beginning in Grades 9 and 10, students participate in aptitude assessments, career interest inventories, and structured counselling sessions conducted by the School Guidance Counsellor.
- These activities support informed decision-making regarding subject choices, stream selection, and potential post-secondary pathways. Students are also introduced to various vocational options through workshops, industry exposure, and guest sessions, fostering awareness of skills, qualifications, and employment opportunities in different sectors.
- The vocational guidance programme emphasizes the development of self-advocacy, independent decision-making, and practical career planning, ensuring that every student is empowered to pursue meaningful and achievable career goals beyond school.
- Provide counsellor-led transition readiness sessions, peer support, buddy systems, anxiety management, and participation in co-curricular activities to ensure social and emotional adjustment.
- Organize one-to-one career counselling sessions with guidance counsellor, parents, and Inclusion Team to discuss individualized subject recommendations, stream suitability, accommodations, and career goal alignment.

Transition Plan-Middle Phase to Secondary Phase

Objectives:

The secondary school transition programme is designed to:

1. Facilitate smooth academic, social, and emotional adjustment for students entering secondary school.
2. Support informed subject and stream selection aligned with student strengths, interests, and career aspirations.
3. Empower students with self-advocacy, independent decision-making, and practical career planning skills.

Key Transitional Goals

1. **Academic Preparedness** – Ensure students are aware of subject pathways, stream options, and workload expectations.
2. **Vocational & Career Awareness** – Provide exposure to career pathways, aptitude assessments, and skill mapping to guide subject/stream selection.

3. **Social & Emotional Readiness** – Support students' adjustment to the structured secondary school environment with coping strategies and peer networks.
4. **Parental Engagement** – Strengthen parent-student collaboration to foster independence and accountability in academic and career decisions.
5. **Monitoring & Support** – Track student progress and adjust interventions to meet individual academic, social, or emotional needs.

Action Plan

Grade 8 → Grade 9 Transition (Subject Selection)

- **Parent & Student Orientation**
  - Conduct detailed curriculum orientation sessions
  - Explain subject pathways and future implications
  - Provide guidance on prerequisite requirements
- **Career Guidance – Aptitude & Strength Mapping**
  - Administer psychometric / aptitude assessments
  - Review academic performance
  - Consult with Inclusion Team to align strengths with subjects
- **Emotional & Social Readiness**
  - Counsellor-led transition readiness sessions
  - Implement peer support / buddy systems
  - Teach anxiety management and coping strategies
  - Encourage participation in co-curricular activities
- **Parent Collaboration**
  - Conduct parent orientation on secondary expectations
  - Discuss increased student responsibility
  - Review accommodations and guide independence at home
- **Monitoring After Transition**
  - Collect teacher feedback across subjects
  - Analyse assessment data
  - Review student progress with Inclusion Team
  - Adjust support or accommodations as required
- **One-to-One Career Counselling**
  - Individual sessions with School Guidance Counsellor
  - Strength-based subject recommendations
  - Discuss accommodations required in secondary
  - Conduct parent-student-counsellor meetings if needed

Grade 8 → Grade 9 Transition (Subject Selection)

Focus Area	Actions / Activities	Stakeholders / Responsibility	Notes / Outcomes
Parent & Student Orientation	• Detailed curriculum orientation session• Explanation of subject pathways and future implications• Guidance on prerequisite requirements	Phase Leaders, Subject Teachers, Parents, Student	Supports informed subject selection and clarity of expectations

Career Guidance – Aptitude & Strength Mapping	• Psychometric / aptitude assessments• Academic performance review• Consultation with Inclusion Team	School Guidance Counsellor, Inclusion Team, Student	Aligns subject choices with student strengths and learning profile
Emotional & Social Readiness	• Counsellor-led transition readiness sessions• Peer support / buddy systems where appropriate• Anxiety management and coping strategies• Encouragement of participation in co-curricular activities	School Counsellor, Teachers, Student	Ensures holistic adjustment to more structured secondary environment
Parent Collaboration	• Parent orientation on secondary expectations• Discussion of increased student responsibility• Review of accommodation adjustments• Guidance on fostering independence at home	Parents, Inclusion Team, Counsellor	Strengthens parent partnership and prepares for increased student autonomy
Monitoring After Transition	• Teacher feedback collected across subjects• Assessment data analysed• Inclusion Team review conducted• Adjustments to accommodations made if required	Teachers, Inclusion Team, Counsellor	Ensures progress is tracked and support is adjusted as needed
One-to-One Career Counselling	• Individual session with School Guidance Counsellor• Strength-based subject recommendations• Discussion of accommodations required in secondary• Parent-student-counsellor meeting (if needed)	School Guidance Counsellor, Parents, Student	Individualised guidance ensures alignment with career goals and support needs

Grade 10 → Grade 11 Transition (Stream Selection)

Focus Area	Actions / Activities	Stakeholders / Responsibility	Notes / Outcomes
Senior Secondary Orientation	• Detailed explanation of Science, Commerce, Humanities pathways • University eligibility requirements • Subject combinations and workload expectations	Phase Leaders, Subject Teachers, Counsellor, Students	Ensures students understand academic pathways and workload demands
Mandatory Individual Counselling Sessions	• One-to-one meeting with School Guidance Counsellor • Career goal clarification • Stream suitability analysis • Academic feasibility discussion	School Guidance Counsellor, Teachers, Parents, Student	Individualised guidance ensures alignment with career goals, abilities, and support needs

	• Accommodation planning for Grades 11–12		
Parent Consultation	• Parents invited for meetings to discuss stream options, accommodations, and responsibilities	Parents, Counsellor, Teachers.	

Post-School Transition and Future Pathways

For students approaching the end of secondary education, transition planning extends to the next stage of learning, training or employment. Support is individualised according to the student's strengths, aspirations and support needs and may include:

• Further education, university or vocational pathway exploration.

• Career readiness and employability preparation, including communication, organisation and interview skills where appropriate.

• Development of self-advocacy and understanding of individual accommodations and support needs.

• Guidance on independence and practical skills relevant to the student's intended pathway.

• Student–parent–school transition meetings to review the preferred pathway and next steps.

• Where appropriate and with relevant consent, sharing of transition information to support continuity of provision.

JSSIS will continue to refine its transition provision as KHDA's FutuReady Framework develops, ensuring that students are supported not only to move successfully between phases, but also to build confidence, independence and realistic pathways beyond school.