

# Inclusive practice: Primary to secondary | Kura tuatahi ki te kura tuarua

A suggestion for implementing the strategy

'Prepare your environment | Te whakarite  
wāhi ako' from the Guide: [Te Ara Ako –  
Learning pathways in times of change](#)

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## **Includes:**

Whakataukī

Why this matters | Te take

Sensory supports | Ngā taituarā tairongo

Visual timetables | He wātaka ataata

Plan and assess collaboratively | Te whakamahere me te  
aromatawai

Peer groups | Rōpū aropā

Personal care | Akuaku whaiaro

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Date

15 June 2026

Link

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## Whakataukī

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## Why this matters | Te take



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## Sensory supports | Ngā taituarā tairongo

Consider aspects such as:

- lighting
- noise levels around the school
- crowded hallways and bag bay areas
- quiet spaces or ‘chill zones’ that can be accessed at any stage in the day
- extreme heat or cold
- stimulation needs, such as movement breaks during the day
- managing stress levels when moving from class to class and the impact of fluid peer groups during the day
- co-constructed work plans
- flexibility within each class environment
- the amount of time it may take to transition between classes
- stress if there is late arrival.

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## Visual timetables | He wātaka ataata

As students get older and move around the school, they may benefit from digital-based apps and software that support managing timetables and routines. These can be added to assistive technology devices. Consider apps such as:

- [Choiceworks](#)
- [Visual Schedule Planner](#)
- [Routinery](#)

Some learners may require an exemption to carry their mobile phones in class. (See: [Using phones at school | Ministry of Education](#)).

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## **Plan and assess collaboratively | Te whakamahere me te aromatawai**

Consider the following:

- Invite cultural knowledge and identity into all planning. Include whānau from the beginning.
- Coordinate planning with other kaiako in each subject area and consider: routines; workload; moving around the school; break times; special interests when planning learning programmes; workplace transition programmes; assessment timetables.
- Collaborate on assessment methods that meet the needs of ākonga across all subject areas. NCEA level unit standards can be accessed and achieved by developing programmes that build on ākonga strengths. There are internal standards and external standards that may require specific modification of conditions for the learner.

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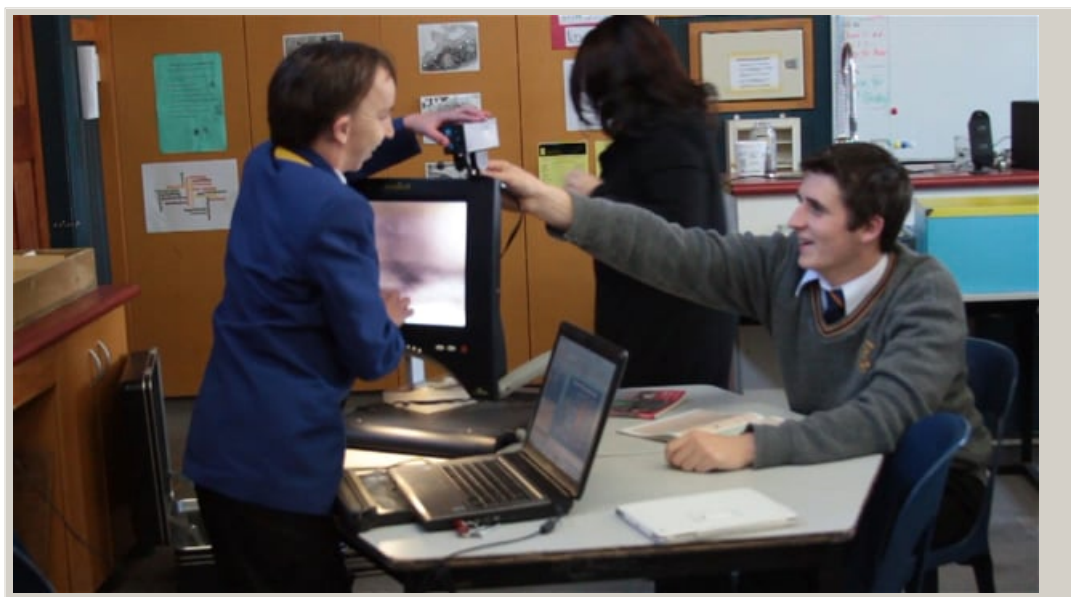
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## Peer groups | Rōpū aropā

A high school student describes how a peer provides practical support when transitioning between classes in secondary school.



Video hosted on Vimeo <http://vimeo.com/61762057>

Closed Captions

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## Personal care | Akuaku whaiaro

Students may require extra support with personal hygiene during their secondary years.

Personal hygiene routines need to consider ākongā dignity, mana and independence.

Consider these aspects:

- menstrual hygiene and assistance
- visual supports for keeping clean and toileting in their new setting
- change areas for places like swimming pools
- social stories for learning about hygiene
- how you notify the student about toilet breaks.

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