

Appendix A – Transition from School for Students with Disability Guidelines

## EFFECTIVE TRANSITION PLANNING TIMELINE

	When	Priority	Action	Who
System Actions	Term 3 annually	<ul style="list-style-type: none"> <li>Strategic planning and projected sector needs</li> </ul>	<ul style="list-style-type: none"> <li>Schedule meeting</li> <li>Circulate agenda</li> <li>Distribute minutes</li> </ul>	Coordinated by Department of Education. Regional focus, participants to include: <ul style="list-style-type: none"> <li>Office of Disability, Department of Health/ National Disability Insurance Scheme (lead)</li> <li>Manager Student Support (Department of Education)</li> <li>Family Transition Network groups</li> <li>Disability Services Sector</li> </ul>
		<ul style="list-style-type: none"> <li>Information sharing on Transition processes and the agencies involved in post-secondary pathways</li> </ul>	<ul style="list-style-type: none"> <li>For example: School newsletters, Setting the Pace, information brochures</li> <li>Career / post school expos</li> </ul>	Department of Education
School Actions  Planning and EAP	Years 7,8,9	<ul style="list-style-type: none"> <li>Provide information about post-school planning</li> <li>Identify year of leaving</li> <li>Identify key stakeholders in the student's life and available post-school options</li> </ul>	<ul style="list-style-type: none"> <li>Provide program information on Transition from School</li> <li>Schedule a meeting if appropriate</li> <li>Identify key stakeholders</li> <li>Refer to Office of Disability/ /National Disability Insurance Scheme</li> <li>Record meeting outcomes</li> <li>Commence process of updating assessments including cognitive/functional, SP/OT/PT assessments</li> </ul>	Led by school representative who invites the following participants to be involved: <ul style="list-style-type: none"> <li>Student</li> <li>Family</li> <li>Legal guardian</li> <li>Transition from school staff</li> <li>If in care: Department of Children and Families (DCF)</li> <li>If appropriate, Department of Health/National Disability Insurance Scheme</li> </ul>
School Actions  EAP and ITP	Year 10 (age 15)	<ul style="list-style-type: none"> <li>Confirm key stakeholders</li> <li>If in care, commence individual transition planning (DCF: draft Leaving Care Plan)</li> <li>Set goals with students for secondary and post-school pathway.</li> <li>Confirm school leaving year</li> <li>Develop ITP</li> </ul>	<ul style="list-style-type: none"> <li>School, families and Transition staff to identify/confirm key stakeholders</li> <li>Schedule meeting</li> <li>If in care, DCF: draft Leaving Care Plan</li> <li>Link goals to general capabilities and transition curriculum framework</li> <li>Distribute ITP</li> <li>Continue process of updating assessments, including cog/ functional</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li>Other key stakeholders as identified</li> </ul>
	Year 11 (age 16)	<ul style="list-style-type: none"> <li>Ensure all relevant assessments completed to confirm pathway is appropriate</li> <li>Reset goals if required</li> <li>Confirm school leaving year</li> <li>Record/ review decisions</li> <li>Access chosen pathway as part of school program</li> </ul>	<ul style="list-style-type: none"> <li>Schedule meeting</li> <li>Review goals</li> <li>Distribute ITP</li> <li>Update assessments</li> </ul>	• As above
	Year 12 (age 17)	<ul style="list-style-type: none"> <li>Termly meetings for school leavers to confirm pathway</li> <li>Apply for additional time if required</li> </ul>	<ul style="list-style-type: none"> <li>Update assessments if necessary</li> <li>Intensive planning</li> <li>Distribute ITP</li> </ul>	