

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"> Strategic planning and projected sector needs 	<ul style="list-style-type: none"> Schedule meeting Circulate agenda Distribute minutes 	Coordinated by Department of Education. Regional focus, participants to include: <ul style="list-style-type: none"> Office of Disability, Department of Health National Disability Insurance Scheme (lead) Territory Families (lead and Transition from Care Project Officer) Manager Student Support (Department of Education) Family Transition Network groups Disability Services Sector
		<ul style="list-style-type: none"> Information sharing on Transition processes and the agencies involved in post-secondary pathways 	Examples: <ul style="list-style-type: none"> School newsletters, information brochures SET network meetings Career / post school expos 	Department of Education
School Actions	Years 7,8,9	<ul style="list-style-type: none"> Provide information about post-school planning Identify year of leaving Identify key stakeholders in the student's life and available post-school options Develop ITP (from age 14 or earlier if at risk of disengaging from school) 	<ul style="list-style-type: none"> Provide program information on Transition from School Schedule a meeting if appropriate Identify key stakeholders Refer to National Disability Insurance Scheme / Office of Disability Record meeting outcomes Commence process of updating assessments including cognitive/functional, SP/OT/PT assessments 	Led by school representative who invites the following participants to be involved: <ul style="list-style-type: none"> Student Family Legal guardians; Territory Families if in care Transition from school staff If appropriate, National Disability Insurance Scheme / Department of Health
School Actions ITP and EAP	Year 10 (age 15)	<ul style="list-style-type: none"> Confirm key stakeholders If in care, commence Leaving Care Plan (LCP) Set goals with students for secondary and post-school pathway Confirm school leaving year Develop / review ITP 	<ul style="list-style-type: none"> School, families and Transition staff to identify /confirm key stakeholders Schedule meeting Refer to Office of Disability/ /National Disability Insurance Scheme If in care, Territory Families develop LCP Link goals to general capabilities and transition curriculum framework Distribute ITP Continue process of updating assessments, including cog/ functional 	<ul style="list-style-type: none"> As above Other key stakeholders as identified, e.g. Disability Advocacy Service
	Year 11 (age 16)	<ul style="list-style-type: none"> Ensure all relevant assessments completed to confirm pathway is appropriate Confirm school leaving year Apply for additional time if required Review goals Access chosen pathway as part of school program More regular meetings for school leavers to confirm pathway 	<ul style="list-style-type: none"> Refer to National Disability Insurance Scheme / Office of Disability Update and review Territory Families LCP Schedule meeting Review goals and actions; reset if required Distribute ITP Update assessments if necessary Intensive planning Distribute ITP 	<ul style="list-style-type: none"> As above Other key stakeholders as identified, e.g. Post school service providers
	Year 12 (age 17)	<ul style="list-style-type: none"> Ensure all relevant assessments completed to confirm pathway is appropriate Confirm school leaving year Apply for additional time if required Review goals Access chosen pathway as part of school program More regular meetings for school leavers to confirm pathway 	<ul style="list-style-type: none"> Refer to National Disability Insurance Scheme / Office of Disability Update and review Territory Families LCP Schedule meeting Review goals and actions; reset if required Distribute ITP Update assessments if necessary Intensive planning Distribute ITP 	<ul style="list-style-type: none"> As above Other key stakeholders as identified, e.g. Post school service providers