# EFFECTIVE TRANSITION PLANNING TIMELINE

**ATTACHMENT A**

EDOC2016/4339

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|  | When | Priority | Action | Who |
| System Actions | Term 3 annually | * Strategic planning and projected sector needs
 | * Schedule meeting
* Circulate agenda
* Distribute minutes
 | Coordinated by Department of Education. Regional focus, participants to include: * National Disability Insurance Scheme (lead),
* Office of Disability,
* Department of Health
* Territory Families,
* Student Wellbeing and Inclusion (Dept. of Education)
* Family Transition Network groups
* Disability Services Sector
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| * Information sharing on Transition processes and the agencies involved in post-secondary pathways
 | Examples: * School newsletters, information brochures
* SET network meetings
* Career / post school expos
 | Department of Education |
| School ActionsPlanning and EAP | Years 7,8,9 | * 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 as necessary
 | * Provide program information on Transition from School
* Schedule a meeting if appropriate
* Identify key stakeholders
* Refer to Office of Disability/ National Disability Insurance Scheme
* 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:* Student
* Family
* Legal guardian
* Transition from school staff
* If in care: Department of Children and Families (DCF)
* If appropriate, Department of Health/National Disability Insurance Scheme
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| School ActionsEAP and ITP | Year 10(age 15)Year 11(age16)Year 12(age 17) | * Confirm key stakeholders
* If in care, commence individual transition planning (DCF: draft Leaving Care Plan)
* Set goals with students for secondary and post-school pathway.
* Confirm school leaving year
* Develop/review ITP
 | * School, families and Transition from School staff to identify/confirm key stakeholders
* Schedule meeting
* If in care, Territory Families: draft Leaving Care Plan
* Link goals to general capabilities and transition curriculum framework
* Distribute ITP
* Continue process of updating assessments, including cog/ functional
 | * As above
* Other key stakeholders as identified
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| * 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
* Record/ review decisions
 | * Refer to NDIS/Office of Disability
* Update/review TF LCP
* Schedule meeting
* Review goals
* Distribute ITP
* Update assessments as necessary
* Intensive planning
* Distribute ITP
 | * As above
* Other key stakeholders as identified
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