# 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 |
| * 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 Actions  Planning 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 |
| School Actions  EAP 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 |
| * 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 |