

Transition planning: A six step guide

1. Identify students who require additional transition support	2. Allocate a transition case manager or coordinator and identify relevant stakeholders	3. Convene transition team meeting for discussion of the transition plan	4. Document the transition plan	5. Implement and manage the transition plan	6. Monitor and review the transition plan
<input type="checkbox"/> Enrolment documentation submitted by parents or carers of incoming students has indicated that individualised transition planning and support will be required.	<input type="checkbox"/> The school leadership has initiated the transition planning process for students who have been identified as requiring additional transition planning and support.	<input type="checkbox"/> In collaboration and consultation with teachers, the transition team have established a time line for transition from one school context to the next.	<input type="checkbox"/> Actions that will support the student to successfully transition between contexts have been discussed, negotiated and agreed.	<input type="checkbox"/> Team members have been assigned areas of responsibility to follow-up, monitor and provide feedback to case manager around student progress.	<input type="checkbox"/> In collaboration with teachers, the transition team have monitored the student's educational progress and met to discuss possible modifications to the plan.
<input type="checkbox"/> Teaching staff and/or nominated staff within the school, who have consulted with parents and carers, have determined that individualised transition planning and support will be required for particular students.	<input type="checkbox"/> School leadership have identified a case manager for an individual student, or case coordinator for a group of students, as appropriate.	<input type="checkbox"/> The transition team have implemented a simple communication strategy, such as a shared note-making space, to be used by all involved in the transition process.	<input type="checkbox"/> A transition plan has been developed ² and documented (with attention to actions, timelines and responsibilities).	<input type="checkbox"/> Case manager is monitoring time lines linked to the various actions and assists in the problem solving of any issues that may arise.	<input type="checkbox"/> In collaboration with teachers, the transition team have evaluated the transition plan and determined it remains relevant on an ongoing basis.
<input type="checkbox"/> Nominated staff within the school, who have communicated about students with providers in other educational contexts, have determined that individualised transition planning and support will be required.	<input type="checkbox"/> The designated case manager/ coordinator has communicated with teachers and other relevant staff to identify stakeholders [the transition team] who will be required to attend transition planning meetings.	<input type="checkbox"/> The transition team have read and discussed existing documentation, such as individual education plans (IEP), individual behaviour plans (IBP) and individual health care plan.	<input type="checkbox"/> The transition plan has been signed off by relevant stakeholders.	<input type="checkbox"/> Teacher or teachers have communicated to the case manager their assessment and evaluation of the transition plan, strategies and adjustments to guide a review of the plan.	<input type="checkbox"/> Review timelines have been agreed.
<input type="checkbox"/> Nominated staff within the school, who have communicated about students with recognised agencies and services, have determined that individualised transition planning and support will be required.	<input type="checkbox"/> School leadership has collaborated with teachers to collect information ¹ required before the planning meetings.	<input type="checkbox"/> In collaboration with teachers, the transition team have identified and discussed the barriers that are impacting on the student accessing education on the same basis as other students.	<input type="checkbox"/> The transition plan has been stored in an accessible way for easy reference, modification and recording of observations and feedback.		<input type="checkbox"/> The transition plan has been reviewed three or more times throughout the school year.
<input type="checkbox"/> Teaching staff have indicated that particular students experience sustained difficulty accessing the curriculum, engaging with school-based routines and achieving identified outcomes, indicating that individualised transition planning and support will be required.	<input type="checkbox"/> The information collected has been assessed as being both current and relevant.	<input type="checkbox"/> With attention to the student's strengths, interests and additional needs, the transition team has applied problem solving strategies to remove barriers to the student's successful participation in education.	<input type="checkbox"/> The transition plan has been provided to relevant agencies (with attention to appropriate permissions).		
<input type="checkbox"/> School staff have reported that particular students experience difficulty accessing the physical school environment on the same basis as other students, indicating that individualised transition planning and support will be required.	<input type="checkbox"/> The case manager has identified further information that may be required as part of transition planning.	<input type="checkbox"/> Agreed strategies for supporting the student have been cross referenced with other documented planning.			
<input type="checkbox"/> School staff have reported that particular students experience significant social and emotional difficulties that will require individualised transition planning and support.	<input type="checkbox"/>	<input type="checkbox"/> A schedule of future meetings has been proposed and endorsed.			