

Transition planning: A six step guide

School staff, under the guidance of the principal, are responsible for identifying and planning for students in their school who require individualised support to successfully transition from one longer term school context to another.

The following six step guide can be used to plan for and support students with a diagnosed or imputed disability, or students identified as having additional needs, to successfully transition.

Step 1 – Identify students who require additional transition support

In consultation with school leadership, school staff identify students who will require additional transition support.

- ☐ Enrolment documentation submitted by parents or carers of incoming students has indicated that individualised transition planning and support will be required.
- ☐ 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.
- ☐ 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.
- ☐ 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.
- ☐ 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.
- ☐ 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.
- ☐ School staff have reported that particular students experience significant social and emotional difficulties that will require individualised transition planning and support.

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Step 2 – Allocate a transition case manager or coordinator and identify relevant stakeholders

A school leader, in collaboration with an identified case manager, gets transition planning underway for identified students.

- ☐ The school leadership has initiated the transition planning process for students who have been identified as requiring additional transition planning and support.
- ☐ School leadership have identified a case manager for an individual student, or case coordinator for a group of students, as appropriate.
- ☐ 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.
- ☐ School leadership has collaborated with teachers to collect information¹ required before the planning meetings.
- ☐ The information collected has been assessed as being both current and relevant.
- ☐ The case manager has identified further information that may be required as part of transition planning.

Step 3 – Convene a transition planning case conference

The case manager convenes a meeting (also known as a case conference) among relevant stakeholders to discuss planning and support for the student.

- ☐ In collaboration and consultation with teachers, the transition team have established a time line for transition from one school context to the next.
- ☐ 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.
- ☐ The transition team have read and discussed existing documentation, such as individual education plans (IEP), individual behaviour plans (IBP) and individual health care plan.
- ☐ 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.
- ☐ 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.
- ☐ Agreed strategies for supporting the student have been cross referenced with other documented planning.
- ☐ A schedule of future meetings has been proposed and endorsed.

¹ The information collected may include psychology reports, anecdotal information, observational data, informal assessment, interview notes from parent meetings and involved agencies, psychology, therapy and medical reports, previous school records and current school records and any other information available that may help in the planning.

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Step 4 – Document the transition plan

The case manager ensures the transition plan is documented and stored.

- ☐ Actions that will support the student to successfully transition between contexts have been discussed, negotiated and agreed.
- ☐ A transition plan has been developed² and documented (with attention to actions, timelines and responsibilities).
- ☐ The transition plan has been signed off by relevant stakeholders.
- ☐ The transition plan has been stored in an accessible way for easy reference, modification and recording of observations and feedback.
- ☐ The transition plan has been provided to relevant agencies (with attention to appropriate permissions).

Step 5 – Implement and manage the transition plan

The transition team, under the guidance of the case manager, takes responsibility for implementing and managing the transition plan.

- ☐ Team members have been assigned areas of responsibility to follow-up, monitor and provide feedback to case manager around student progress.
- ☐ Case manager is monitoring time lines linked to the various actions and assists in the problem solving of any issues that may arise.
- ☐ Teachers and team members have communicated to the case manager their assessment and evaluation of the transition plan, strategies and adjustments to guide a review of the plan.

Step 6 – Monitor and review the transition plan

The case manager takes responsibility for monitoring and reviewing the transition plan.

- ☐ In collaboration with teachers, the transition team have monitored the student's educational progress and met to discuss possible modifications to the plan.
- ☐ In collaboration with teachers, the transition team have evaluated the transition plan and determined it remains relevant on an ongoing basis.
- ☐ Review timelines have been agreed.
- ☐ The transition plan has been reviewed three or more times throughout the school year.

² A transition plan template can be found elsewhere in this guide.