



Department of  
**Education**

# Guide to Transition

**Tools and templates to assist Department schools  
to support successful student transition**

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## About this guide

This guide is intended to:

- define transition as it relates to school contexts
- step out a transition planning process to assist schools to plan for students with disability and students with additional needs
- suggest potential actions schools could take to successfully transition students
- guide the use of transition tools, templates and documentation.

## Using this guide on a device

1. Download the PDF of the guide to your computer or device.
2. Open in an application that reads PDFs (such as the free Adobe Acrobat Reader application).
3. Fill in text fields where applicable.
4. Delete pages that are not applicable to your purpose.
5. Save changes.

## Individual tools and templates

The tools and templates in this guide can be found individually on the One Classroom website at [oneclassroom.wa.edu.au/ssend/transition](https://oneclassroom.wa.edu.au/ssend/transition)

This content has been prepared by the School of Special Educational Needs Disability (SSEND). For further information and support, see SSEND's One Classroom website at [oneclassroom.wa.edu.au](https://oneclassroom.wa.edu.au)

## About transition

For the purposes of this guide, transition is defined as the movement from one set of circumstances to another, resulting in changes to environments, relationships, behaviours, routines, learning concepts and expectations.

For students, these transitions may be short term, everyday transitions between educational contexts, such as moving from one classroom activity to another, one class to another, or engaging in an out of routine activity such as a school event, an incursion or an excursion.

Transitions are also longer term changes in environment and circumstance, such as moving to a new school, moving between school years or back into school after a significant life event, such as extended hospitalisation.

Examples of transitions include:

- everyday transitions between activities within a class, between classes or to and from out of routine events
- one school year to another
- primary school to secondary school
- one school to another
- transition into a school-related environment such as a work placement
- transition into or out of an alternative learning context
- transition out of a school environment into post-school life.

## Introduction to transition tools

The following tools and documents can be beneficial in promoting the successful transition of a student with disability or additional needs from one school context to another. You can find examples and templates in this guide.

### Transition planning: A six step guide

The six step transition planning process outlines the steps that can be taken to plan and manage the successful transition of a student from one longer term school context to another.

### Transition plan

A transition plan is a documented record of the negotiated actions, agreements and timelines designed to contribute to the successful transition of a student between school contexts.

### Student profile

A student profile documents relevant information about an identified student with disability or additional needs. It is designed to assist school staff in understanding how to effectively support the student.

### One page student profile

A one page student profile is a condensed snapshot of the student that is designed to assist educators to get to know the student. This document can include:

- likes and dislikes
- strengths and interests
- strategies that are known to effectively support the student.

### Transition passport\*

A transition passport is a personalised overview of a student that the student may carry with them to promote understanding in a range of school contexts. The passport must be appropriate to the student's age and developmental stage.

### Transition social narrative\*

A transition social narrative is a custom made story that helps a student familiarise with a new educational context. It uses a narrative style to explain and promote understanding of changes that a student will experience.

### Transition checklist/s

A transition checklist is a series of descriptors that focus on the many aspects of school life that will need to be taken into consideration when a student is moving between school contexts. These descriptors are designed to be checked off as a way of assessing and tracking support for the student.

\*These resources are supplementary and can be found on the website alongside this guide. They are not incorporated into the guide.

## Transition planning: A six step guide - Overview

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### Introduction

The following pages contain a six step guide to transition planning. An extended version and a condensed version of the six step guide are included.

### Resource description

- A list of steps and sub-steps that can guide the transition planning process.
- A one page rubric containing a condensed version of the six step guide.

### Purpose

To illustrate how the transition planning process can be stepped out and recorded. A checked off version of the one page rubric could be attached to a transition plan to show the steps have been completed.

## Transition planning: A six step guide

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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.

## Transition planning: A six step guide (cont.)

### 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 information<sup>1</sup> 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.

<sup>1</sup> 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.



## Transition planning: A six step guide (cont.)

### 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 developed<sup>2</sup> 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.

<sup>2</sup> A transition plan template can be found elsewhere in this guide.

## 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 <sup>2</sup> 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 <sup>1</sup> 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.			

## Transition plan template - Overview

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### Introduction

The following pages contain a template for a transition plan. The template includes potential actions that could be incorporated into a transition plan. These are suggestions only.

### Resource description

- A template to develop an individualised transition plan for an identified student.
- Potential actions that could be incorporated into a transition plan.

### Purpose

To record the negotiated actions, agreements and timelines designed to contribute to the successful transition of a student between longer term school contexts.

## List of potential actions for a transition plan

Select from or adapt these potential actions to develop the transition plan, or create custom actions. These are suggestions only.

### Student-focused actions

- The student will make one or more familiarisation visits to their upcoming classroom/s during the school day before the end of the year prior to transition.
- The student will meet with their upcoming teacher/s and other school staff during classroom visits.
- The student will participate in a small-group orientation visit prior to the main student orientation events.
- The student will be accompanied to and from their new classroom to areas such as the library, front office, assembly area and toilet.
- Any evidence of raised anxiety associated with visits will be recorded and addressed accordingly.
- The student will take part in a whole class 'passport' activity where personal strengths/needs can be recorded and passed on to the upcoming class teacher.
- The student will be given photographs to take home for holidays of constants, changes, new class teacher and new class environment.
- The student will be provided with a social narrative, outlining what is happening in the upcoming transition period, to take home prior to the transition (e.g. holiday period).

### School-focused actions

- School leadership will review and align resourcing allocations to ensure appropriate accommodations are provided for students with disability and additional needs.
- The case manager will use a transition checklist to assess and track the support that has been put in place to ensure the successful transition of an identified student.
- The case manager will arrange and conduct a handover meeting involving relevant stakeholders.
- The case manager will oversee the development of a planning matrix for the student.
- The case manager will oversee the development of a 'one page' student profile to assist educators to become familiar with the student.
- Disability-specific professional learning will be provided for educators.
- Sharing and handover time will be provided for upcoming educators to go through student profile, strategies, plans, and skills with existing educators.
- Current documented plans will be reviewed and updated.
- Current visual supports will be transitioned with student.

- Visual supports will be developed to familiarise the student with new learning environments.
- Upcoming teacher will be given an opportunity to visit the current teacher and student to observe lessons, view strategies and share ideas.
- The physical environment of the school will be assessed for potential risks or hazards.
- Minor works will be undertaken to ensure the student has access to the the physical environment of the school.
- A transition file (including such items as work samples, student profile, documented plans) will be prepared for the upcoming educators.
- Individualised resources (e.g. individualised work station) will be transitioned with student.
- Assistive technology, such as ICT and peripherals, will be transitioned with student.
- Assistive technology, such as mobility and positioning equipment, will be processed for transition.

### Parent/carers-focused actions

- Parents/carers will be invited to have input into the transition plan and/or student profile.
- Parents/carers will have opportunity to provide input on student passport.
- Parents/carers will support student by reviewing photographs (e.g. new classroom, new teacher) at home in the weeks before the transition takes place.
- Parents/carers will be encouraged to use a calendar to represent when school starts again to assist with transition period.
- Parents/carers will be invited to scheduled case conferences to celebrate success and discuss any concerns.
- Parents/carers will be encouraged to visit the school playground during holidays or walk past the school to familiarise with physical environment and routines.
- Parents/carers will provide copies of relevant documentation, such as reports, that will assist in transition planning.

## Transition plan

A template to record the negotiated actions, agreements and timelines designed to contribute to the successful transition of a student between school contexts. For further general information about student planning, access the [Support education planning for students](#) service on Ikon.

### Plan development

Record details of who developed this plan, and when.

Name and role	
School	
Date of plan development	
Date updated (if applicable)	

### Student details\*

Record details of student to assist with management of the plan.

Name	
Exiting school	
Exiting school contact	
Incoming school	
School-based case manager	

\*Attach a student profile to provide full student details.

### Transition point

Add information about the educational contexts the student is moving between.

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[illegible]

[illegible]



## Student profile - Overview

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### Introduction

The following pages contain a template for a student profile. The template includes space for student details that will assist in information sharing among different parties. The student profile should be shared only with attention to appropriate permissions.

### Resource description

- A template to record student details that will assist in the successful transition of the student from one educational context to another.

### Purpose

To provide a complete, all-in-one-place overview of the student to guide support for the student; to share an agreed understanding of the student among all stakeholders.

## Student profile

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A template to document relevant information about an identified student with disability or additional needs. For further general information about student planning, access the [Support education planning for students](#) service on Ikon.

### Profile development

Record details of who developed this profile, and when.

Name and role	
School	
Date of profile development	
Date updated (if applicable)	

### Student details

Record details of student to assist with management of the profile.

Name	
Date of birth	
Gender	
Diagnosis and IDA level	
Current school	
Family/carer contact 1	
Family/carer contact 2	
Siblings	
School-based case manager	

### Student context, including strengths

Write a brief summary of information, such as strengths, interests, cultural background or previous schooling history, relevant to supporting the student.

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## Likes and motivators

Describe likes, such as specific subjects, incentives, rewards, reinforcers or restricted interests, that are, when deployed appropriately, known to motivate the student and promote positive behaviour.

## Dislikes and triggers

Describe dislikes, such as specific tasks, events, circumstances or environments, that are known to escalate and/or cause anxiety for the student.

## Documented planning

Tick off or list all up-to-date documented plans that are accessible by the student's current school, taking into consideration curriculum, behaviour, health and high needs medical planning.

Individual education plan (IEP)		Transition plan	
Behaviour management plan (BMP)			
Risk management plan (RMP)			
Health care plan			

## Effective strategies

Provide details of strategies that have been trialled and proven effective in maximising learning outcomes for the student.



## Assessments and base line data

Add information about assessments, such as name of assessment, result, date administered, areas of strength and weaknesses.

## Social skills, interactions and communication

Add information such as level of engagement with peers, skills in interacting with adults, preferred activities with peers and communication style.

## Learning style

Add information such as preferred learning styles (e.g. visual, auditory, tactile), learning settings, times of day, participation in groups, level of independence, use of modelling.

## Timetable considerations

Add information that will assist in planning and communicating around the student's timetable, such as support for everyday transitions, late arrival, appointments.

## Assistive technology, including student equipment

List assistive technology, including mobility and positioning equipment, and specialised ICT and peripherals that are used by the student (excluding standard ICT and equipment).



## Stakeholder collaboration

Tick off or list all stakeholders, including agencies and services, that have an investment in planning for and supporting the student.

Parent/carers		Medical team	
Teacher		School psychology services	
Education assistant		CPFS	
AIEO		WA Police	
Student services		CAMHS	
SSEN Disability		NDIS	
SSEN Behaviour and Engagement		Tutor	
SSEN Medical and Mental Health		Previous educators	
SSEN Sensory		Translation services	
Occupational therapist		Community members	
Speech therapist		Student mentor/s	
Physiotherapist		School chaplain	

## Support and supervision requirements

Add details of support and supervision requirements for the student.

Class time	
Toileting	
Eating	
Play time	
Assembly	
Excursions	
Other	

## Notes

Add any other information relevant to supporting the student.

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## One page student profile - Overview

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### Introduction

The following pages contain a template for a one page student profile. The template includes space for student details that will assist in relationship building between the identified student and educators.

### Resource description

- A template to record information about a student that will be readily accessible to an educator and assist the educator in getting to know the student.

### Purpose

To provide a condensed picture of the student so that their identified strengths, needs, wants and other information can be readily accessed by educators.



A one page student profile can give an educator ready access to key aspects of a student's support requirements, and facilitate relationship building and connection with the student .

Use the template included here to create a profile that you can keep for handy reference.

### **About me**

- Age and gender
- Positive statement about the student
- Short statement about the impact of the student's condition

### **Likes and dislikes**

- Gather information from the student or other stakeholders, such as family members, to add here

### **My strengths and interests**

- Gather information from the student, or add information from your observations and connections with the student

### **I am working on**

- Goals from student's IEP
- Any goals from other sources, such as Individual Behaviour Support Plans
- Goals developed in consultation with therapists and other stakeholders
- Goals developed in consultation with the student

### **How to support me**

- Strategies that are in place and what is working for the student

### **Photo**

- Insert a student photo (Consider if this will assist relationship building, and appropriate permissions are in place)

# One Page Profile

Name:

About me

I like...

I don't like...

My strengths

I am working on

How to support me



## Transition checklists - Overview

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### Introduction

The following pages contain a series of checklists that can be used by school staff to track the transition support of a student in different school contexts. The items are indicative only and can be added to or subtracted from as relevant.

### Resource description

- A series of checklist for different educational contexts that list items that will need to be considered to support successful transition.

### Purpose

To assess and track the support that has been put in place to ensure the successful transition of an identified student.

## Transition - First time into primary school

A checklist to assess and track the support that has been put in place to ensure the successful transition of an identified student. These actions and strategies should be implemented with consideration to the student's developmental stage, level of need and identified support requirements.

Staff focus	
Relevant stakeholders have been identified (e.g. parents/carers, service providers)	
A case manager has been identified and this has been communicated to all stakeholders	
Alterations to the physical environment have been investigated	
Student documentation has been accessed and reviewed (e.g. diagnosis, kindergarten curriculum reports, therapy reports)	
Documented planning is being/has been developed	
ABLEWA/On Entry Assessment has been commenced/planned for	
An easily accessible student profile has been developed	
A risk management plan has been developed (if applicable)	
Details of key allied professionals (e.g. therapists) have been documented	
A handover meeting among relevant stakeholders has been held	
Education assistant support has been identified	
Information sharing opportunities between school and previous setting (e.g. Kindy, early intervention program) have occurred if applicable	
Student assistive technology, including specialised mobility and positioning equipment, has been moved or requested from provider (e.g. SSEND)	
A social narrative, including information about the student's classroom, Teacher, EA and other information, has been supplied to the student, parents/carers and/or relevant agencies	
Toileting location and requirements have been determined and communicated	
Recess and lunch arrangements have been determined and communicated	
Best drop off and pick up point has been determined and communicated	
Social considerations have been identified and planned for (e.g. buddy, social grouping, safe place)	
Considerations around physical education and specialist lessons have been planned for	
Transitions between physical locations, as well as other contexts, have been identified and planned for (e.g. to and from recess, to and from physical education, between subjects in the classroom)	

## Transition - First time into primary (cont.)

<b>Staff focus (cont.)</b>	
A transition plan into school has been developed, agreed to and signed off with all stakeholders	
The student has been familiarised with educators	
The student has been provided with visual tools to support their understanding of the school environment	
The student has been familiarised with the physical environment, including playground, classroom, toileting facilities	
Documentation and staff training around medical procedures has been planned for/undertaken (e.g. SSENMMH)	
The student has been familiarised with a 'safe place' they can go to when required	
The student has been familiarised with a 'safe person' they can go to when required	
The student has a customised visual timetable and other visual supports	
The student has been familiarised with the eating areas and routines, including how to access assistance if necessary	
The student has been provided with a calendar showing holidays and commencement at school, if applicable (e.g. December, January, February showing important dates and school commencement)	
The student is familiarised with accessing school bag, lunch box, school supplies without assistance (e.g. snap lock bags, snap lock lids on lunch boxes, key ring attached to zippers)	
The student is familiarised with dressing/undressing for activities such as swimming (e.g. Velcro shoes, pull on shirts/shorts/scoots, loose socks)	

## Transition - Progressing through primary school

Use this checklist to assess and track the support that has been put in place to ensure the successful transition of an identified student. These actions and strategies should be implemented with consideration to the student's age, developmental stage, level of need and identified support requirements.

Staff focus	
Relevant stakeholders have been identified (e.g. parents/carers, service providers)	
A case manager has been identified and this has been communicated to all stakeholders	
Alterations to the physical environment have been investigated	
Student documentation has been accessed and reviewed (e.g. NAPLAN)	
Documented planning has been developed, reviewed and/or updated	
An ABLEWA assessment has been completed and incorporated into documented planning	
An easily accessible student profile has been developed	
Details of key allied professionals (e.g. therapists) have been documented and/or updated	
A handover meeting and/or case conference among relevant stakeholders has held	
Education assistant support has been identified	
Information sharing opportunities between educators have occurred	
Student assistive technology, including specialised mobility and positioning equipment, has been moved from the previous school, or requested from provider (e.g. SSEND)	
A social narrative, including information about the student's classroom, Teacher, EA and other information has supplied to the student, parents/carers and/or relevant agencies	
Toileting location and requirements have been determined and communicated	
Recess and lunch arrangements have been determined and communicated	
Best drop off and pick up point has been determined and communicated	
Social considerations have been identified and planned for (eg. social grouping, safe place)	
Considerations around physical education and specialist lessons have been planned for	
Timetabling considerations (e.g. room locations and amenities, times, distance between classes) have been planned for	
Details of upcoming camps or excursions have been communicated	
Planning and problem solving around camps or excursions has commenced	
Everyday transitions have been accounted for (e.g. distance between rooms, access to buses)	
A transition plan has been developed, agreed to and signed off	

## Transition - Progressing through primary school (cont.)

Student focus	
The student has been familiarised with educators	
The student has been provided with visual tools to support their understanding of the school environment	
The student has been familiarised with the physical environment, including facilities	
The student has been assisted with health planning (e.g. access to medication)	
The student has been familiarised with a 'safe place' they can go when required	
The student has been introduced to organisational tools (e.g. school diary, online platforms)	
The student has been introduced to and assisted with communication tools (e.g. online platforms, visual text enlargement, auditory amplification and recording)	
The student has been introduced to and assisted with technology requirements (e.g. ICT hardware and software)	
The student understands what they are to do if go if they are late to school	
The student understands what they are to do if go if they leave school early (e.g. early close)	
The student has a customised timetable if necessary (e.g. supplemented with use of visual cues such as colour)	
The student has a visual, such as a school map, for identifying locations such as classrooms, toilets, nurse, sick room and/or administration (customised with additional visual cues if necessary)	
The student has been familiarised with library procedures (e.g. borrowing, responsibility for items)	
The student has been familiarised with canteen processes (e.g. payment methods, ordering)	
The student has been familiarised with eating areas and routines	
The student has been familiarised with school policies (eg. behaviour management, homework)	
The student has been familiarised with transport arrangements (e.g. drop off/pick up, use of bus card)	

## Transition - Primary into secondary

Use this checklist to assess and track the support that has been put in place to ensure the successful transition of an identified student. These actions and strategies should be implemented with consideration to the student's developmental stage, level of need and identified support requirements.

Staff focus	
Communication between the primary school and secondary school has commenced	
Relevant stakeholders have been identified	
A case manager has been identified and this has been communicated to all stakeholders	
Student documentation has been accessed and reviewed (e.g. NAPLAN)	
Documented planning has been developed, reviewed and/or updated (e.g. SEN planning)	
An easily accessible student profile has been developed	
Details of key allied professionals (e.g. therapists) have been documented and/or updated	
A handover meeting and/or case conference among relevant stakeholders has held	
Education assistant support has been identified and a handover has taken place	
An education assistant timetable has been developed	
Student assistive technology, including specialised mobility and positioning equipment, has been moved from the previous school, or requested from provider (e.g. SSEND)	
A social narrative, including information about the student's classroom, educators and other information has been supplied to the student, parents/carers and/or relevant agencies	
The case manager has scheduled documented planning meetings	
Toileting location and requirements have been determined and communicated	
Recess and lunch arrangements have been determined and communicated	
Best drop off and pick up point has been determined and communicated	
Social considerations have been identified and planned for (eg. social grouping, safe place)	
Considerations around physical education and specialist lessons have been planned for	
Timetabling considerations (e.g. room locations and amenities, times, distance between classes) have been planned for	
Support planning for camps or excursions has commenced	
Everyday transitions have been accounted for (e.g. distance between rooms, access to buses)	
A transition plan has been developed, agreed to and signed off	
Specialised training and/or professional learning to meet student requirements has been undertaken	

## Transition - Primary into secondary (cont.)

Student focus	
The student has been familiarised with educators	
The student has been provided with visual supports to increase their understanding of the school environment	
The student has been familiarised with the physical environment, including facilities	
The student has been assisted with health planning (e.g. access to medication)	
The student has been familiarised with a 'safe place' they can go to if they need help	
The student has been introduced to organisational tools (e.g. school diary, online platforms)	
The student has been introduced to and assisted with communication tools (e.g. online platforms, visual text enlargement, auditory amplification and recording)	
The student has been introduced to and assisted with technology requirements (e.g. ICT hardware and software)	
The student understands what they are to do if go if they are late to school	
The student understands what they are to do if go if they leave school early (e.g. early close)	
The student has a customised timetable if necessary (e.g. supplemented with use of visual cues such as colour)	
The student has a visual, such as a school map, for identifying locations such as classrooms, toilets, nurse, sick room and/or administration (customised with additional visual cues if necessary)	
The student has been familiarised with library and library procedures	
The student has been familiarised with canteen and canteen processes	
The student has been familiarised with eating areas and routines	
The student has been familiarised with school policies (eg. behaviour management, homework)	
The student has been familiarised with transport arrangements (e.g. drop off/pick up, use of bus card)	
The student has rehearsed drop off and pick up procedures	

## Transition - Progressing through secondary school

Use this checklist to assess and track the support that has been put in place to ensure the successful transition of an identified student. These actions and strategies should be implemented with consideration to the student's age, developmental stage, level of need and identified support requirements.

Staff focus	
Relevant stakeholders have been identified (e.g. parents/carers, service providers)	
A case manager has been identified and this has been communicated to parents/carers, teachers, support staff and any other relevant parties	
Student documentation has been accessed and reviewed (e.g. NAPLAN)	
SEN Planning has been developed, reviewed and/or updated	
An ABLEWA assessment has been completed and attached to SEN planning	
An easily accessible student profile has been developed	
Details of key allied professionals (e.g. therapists) have been documented and/or updated	
A handover meeting among relevant stakeholders has been planned and held	
Education assistant support has been identified	
Education assistant handover has been planned and held	
An education assistant timetable has been planned (taking into consideration student toileting needs, recess and lunch supervision, curriculum modification, collaborative planning time with the teacher, break times)	
Student assistive technology, including specialised mobility and positioning equipment, has been moved from the previous school, or requested from provider (e.g. SSEND)	
A social narrative, including information about the student's classroom, Teacher, EA and other information has supplied to the student, parents/carers and/or relevant agencies	
The case manager has scheduled documented planning meetings	
Toileting location and requirements have been determined and communicated	
Recess and lunch arrangements have been determined and communicated	
Best drop off and pick up point has been determined and communicated	
Social considerations have been identified and planned for (eg. social grouping, safe place)	
Additional considerations around physical education and specialist lessons have been planned for (e.g. physical access, safety equipment, changing clothes, participating in swimming)	
Timetabling considerations (e.g. room locations and amenities, times, distance between classes) have been planned for	
Details of upcoming camps or excursions have been communicated	
Planning and problem solving around camps or excursions has commenced	



## Transition - Progressing through secondary school (cont.)

<b>Staff focus (cont.)</b>	
Everyday transitions have been accounted for (e.g. distance between rooms, access to buses)	
Teacher and EA communication with case manager around transition successes and barriers has commenced	
A transition plan has been developed, agreed to and signed off	
<b>Student focus</b>	
The student has been introduced to the relevant Year Coordinator	
The student has been familiarised with Student Services	
The student has been familiarised with educators	
The student has been provided with visual tools to support their understanding of the school environment	
The student has been familiarised with the physical environment, including facilities	
The student has been assisted with health planning (e.g. access to medication)	
The student has been scheduled three check in times and locations throughout the school day for monitoring health and wellbeing; these have been rehearsed with the student	
The student has been familiarised with a 'safe place' they can go to should they need help	
The student has been introduced to organisational tools (e.g. school diary, online platforms)	
The student has been introduced to and assisted with communication tools (e.g. online platforms, visual text enlargement, auditory amplification and recording)	
The student has been introduced to and assisted with technology requirements (e.g. ICT hardware and software)	
The student understands what they are to do if go if they are late to school	
The student understands what they are to do if go if they leave school early (e.g. early close)	
The student understands the processes for transitioning between classes (e.g. use of a siren or signal)	
The student has a customised timetable if necessary (e.g. supplemented with use of visual cues such as colour)	
The student has a visual, such as a school map, for identifying locations such as classrooms, toilets, nurse, sick room and/or administration (customised with additional visual cues if necessary)	
The student has been familiarised with library procedures (e.g. borrowing, responsibility for items)	
The student has been familiarised with canteen processes (e.g. payment methods, ordering)	
The student has been familiarised with eating areas and routines	
The student has been familiarised with school policies (eg. behaviour management, homework)	
The student has been familiarised with transport arrangements (e.g. drop off/pick up, use of bus card)	

## Further information and resources

### **Professional learning**

[Disability Standards for Education professional learning](#)

[Disability professional learning opportunities through SSEND's One Classroom website \(oneclassroom.wa.edu.au\)](#)

### **School processes related to transition**

[Apply for the Individual Disability Allowance for students with disability](#)

[Duty of Care for Public School Students Policy](#)

[Manage student health care needs and medication](#)

[Manage slips, trips and falls risk](#)

[Understand the excursions in public schools procedures](#)

### **External agency supports**

[www.pta.wa.gov.au](#)

[www.schoolbuses.wa.gov.au](#)

This content has been prepared by the School of Special Educational Needs Disability (SSEND). For further information and support, see SSEND's One Classroom website at [oneclassroom.wa.edu.au](#)