

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 transition planning	4. Document planning	5. Implement and manage planning	6. Monitor and review planning
☐ Enrolment documentation submitted by parents or carers of incoming students has indicated that individualised transition support will be required.	☐ The school leadership have initiated the transition planning process for students who have been identified as requiring additional transition support.	☐ In collaboration and consultation with teachers, the transition team have established a timeline for transition from one school context to the next.	☐ Actions that will support the student to successfully transition between contexts have been discussed, negotiated and agreed.	☐ Team members have been assigned areas of responsibility to follow up, monitor and provide feedback to the case manager on student progress.	☐ In collaboration with teachers, the transition team have monitored the student's educational progress and met to discuss possible modifications to planning.
☐ Teaching staff and/or nominated staff within the school, who have consulted with parents and carers, have determined that individualised transition support will be required for particular students.	☐ School leadership have identified a case manager for an individual student, or case coordinator for a group of students, as appropriate.	☐ 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.	☐ Planning has been documented.	☐ The case manager is monitoring timelines linked to the various actions and is assisting in the problem-solving of any issues that may arise.	☐ In collaboration with teachers, the transition team have evaluated transition planning and determined it remains relevant on an ongoing basis.
☐ Nominated staff within the school, who have communicated about students with providers in other educational contexts, have determined that individualised transition support will be required.	☐ 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.	☐ The transition team have read and discussed existing documentation (e.g. documented planning).	☐ Planning has been shared among relevant stakeholders.	☐ The teacher or teachers have communicated to the case manager their assessment and evaluation of strategies and adjustments to guide a review of planning.	☐ Review timelines have been agreed.
☐ Nominated staff within the school, who have communicated about students with recognised agencies and services, have determined that individualised transition support will be required.	☐ School leadership have collaborated with teachers to collect information required before the planning meetings.	☐ 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.			☐ Transition planning has been reviewed periodically throughout the school year.
☐ 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 support will be required.	☐ The information collected has been assessed as being both current and relevant.	☐ With attention to the student's strengths, interests and additional needs, the transition team have applied problem-solving strategies to remove barriers to the student's successful participation in education.			
☐ 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 support will be required.	☐ The case manager has identified further information that may be required as part of transition planning.	☐ Agreed strategies for supporting the student have been cross-referenced with other documented planning.			
☐ School staff have reported that particular students experience significant social and emotional difficulties that will require individualised transition support.	☐	☐ A schedule of future meetings has been proposed and endorsed.			