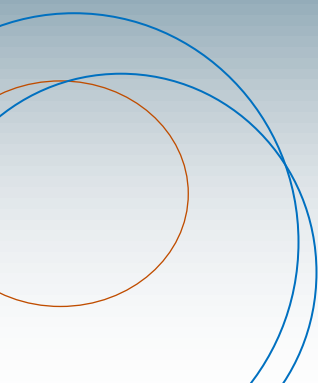


THE TRANSITION TO SECONDARY SCHOOL  
**TOOLKIT**  
a guide for teachers



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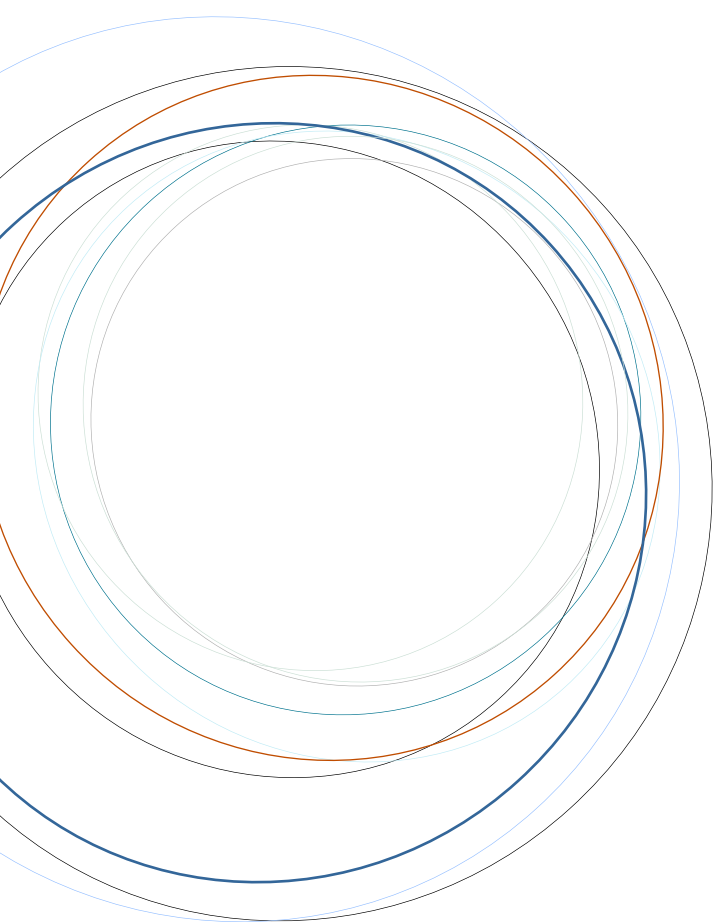
Transition meeting agenda (*sample*)

Transition plan (*sample*)

Student profile (*sample*)

Student communication passport (*sample*)

Transition social story (*sample*)



# An Introduction to Transition



## The Purpose Of the Toolkit

The 'Transition to Year 7 Toolkit' was specifically designed to guide and assist school staff, students, families and service providers meaningful and relevant information to assist in the planning and development of an authentic yet individualised transition package for students with a disability entering a secondary school setting.

The benefits of the Toolkit include:

- *supports the development of transition planning using relevant and achievable guidelines, in a structured, easy to follow format.*
- *examples of planning documents, strategies and resource materials that ensure all stakeholders involved are exposed to meaningful, and more importantly, age appropriate transition content.*
- *encourages the collaboration and communication among all stake holders who take part in the process.*
- *familiarises new teaching and support staff with the transition process.*

Content presented in the Toolkit is encouraged to be downloaded and shared, and is intended for both primary and secondary school. It is hoped the information presented in the Toolkit can be used to increase and develop transition procedures already in place in some schools.

Before developing, drafting and/or adapting a transition process within your school, educators and administration staff are encouraged to reflect on the following questions:

*Is there a documented transition process currently implemented in your school?*

*Is there a key member of staff (case manager) responsible for overseeing the transition journey?*

*Has there been an investigation into transitional procedures and documentation by liaising with other schools?*

*Are parents invited to attend an open day?*

*Has a collection of activities and resources been developed for student orientation days and/parent information evenings?*

*Is there a current arrangement in place with local feeder primary schools to assist with and provide the necessary documentation and information?*

*Are learning area teachers given prior notice and the relevant information of 'outline of needs' concerning a student they will be teaching?*

# The Case Manager

For the secondary school in particular, the appointment of a **case manager** is highly recommended and can be crucial in maintaining the coordination and introductory stages of the transition process.

## Role of the Case Manager

A selected member of staff responsible for the overseeing and facilitation of a range of transition processes and activities

### In brief, the case manager:

- is the key contact for all relevant stakeholders involved with transition processes.
- promotes collaboration and communication among all stakeholders; arranges, organises and runs transition meetings, as well as record and distribute minutes.
- investigates professional learning for teachers and education assistants on topics which may be relevant to incoming students.
- coordinate the collation of specific materials, documents, plans, and creating a **Transition Package** appropriate to the student's needs.

## What is a Transition Package?

A transition package is a collection of information gathered by a case manager of the primary school, and handed to the secondary school prior to the student commencing. Ideally, the package contains information necessary to make judgments about a student's needs, and be used to plan appropriate, realistic and meaningful educational outcomes.

## What can the Transition Package consist of?

Previous case conference minutes

Learner profile

Key strategies specific to the student

Reward charts / Incentives

Student passport

Communication dictionary  
(how the student communicates)

Student profile

List of therapists  
(including role, organisation and contact details)

Description of current routine

Baseline data

Documented plans  
(Individual Education Plan, Behaviour Management Plan etc)

Consultation documentation  
(Support Summaries)

Medical records

Social stories  
(discussing the transition journey, changes to expect etc)

Information on Student's diagnosis / disorder

List of visual supports  
(original or photocopied samples)

Student work samples

# TIPS FOR TRANSITION Primary School

The implementation of the following key tips can be valuable in assisting staff members in a primary school setting who are expecting to receive a student with special educational needs.

## Open classroom philosophy

Ensure the class teacher and education assistants liaise with staff in the secondary school to alert them to potential needs.

Invite secondary school staff to observe students in situ in a range of lessons/contexts where possible, highlighting practical resources, types of support and strategies currently used.

Also invite the secondary school learning support coordinator to meet parents/carers in the familiar primary school setting.

## Start early

Use IEP review meetings in Years 5 and 6 to identify potential needs in transition for students. Include the secondary school case manager (or LSC) if necessary.

## Sharing of records and documented plans

Ensure that documented plans (academic, behavioural, medical etc) are up to date, and presented in manner that is useful and relevant to the secondary school staff.

A brief student profile (*attached*) detailing some key information is a valuable start.

## Promote planning

Encourage students to use their timetable, calendar or a newly created 'mock' diary to identify and plan ahead involving school activities, assignments, excursions etc.

## The Primary School: Key Tips for Transition

## Student / teacher planning

Involve students in the planning and preparation process – work alongside them to identify small achievable steps over the transition journey.

This may involve numerous visits to the secondary school, where students take part in interactive 'taster sessions', providing students with a context and a 'taste' of what secondary school entails.

## Plan visits

Plan visits to the secondary school early, and identify those students who may need several visits or a phased transition. Some students will benefit from starting transition planning in Year 5.

## Parent feedback

Inform and/or involve parents/carers in planning to ensure consistency of information, support and reassurance.

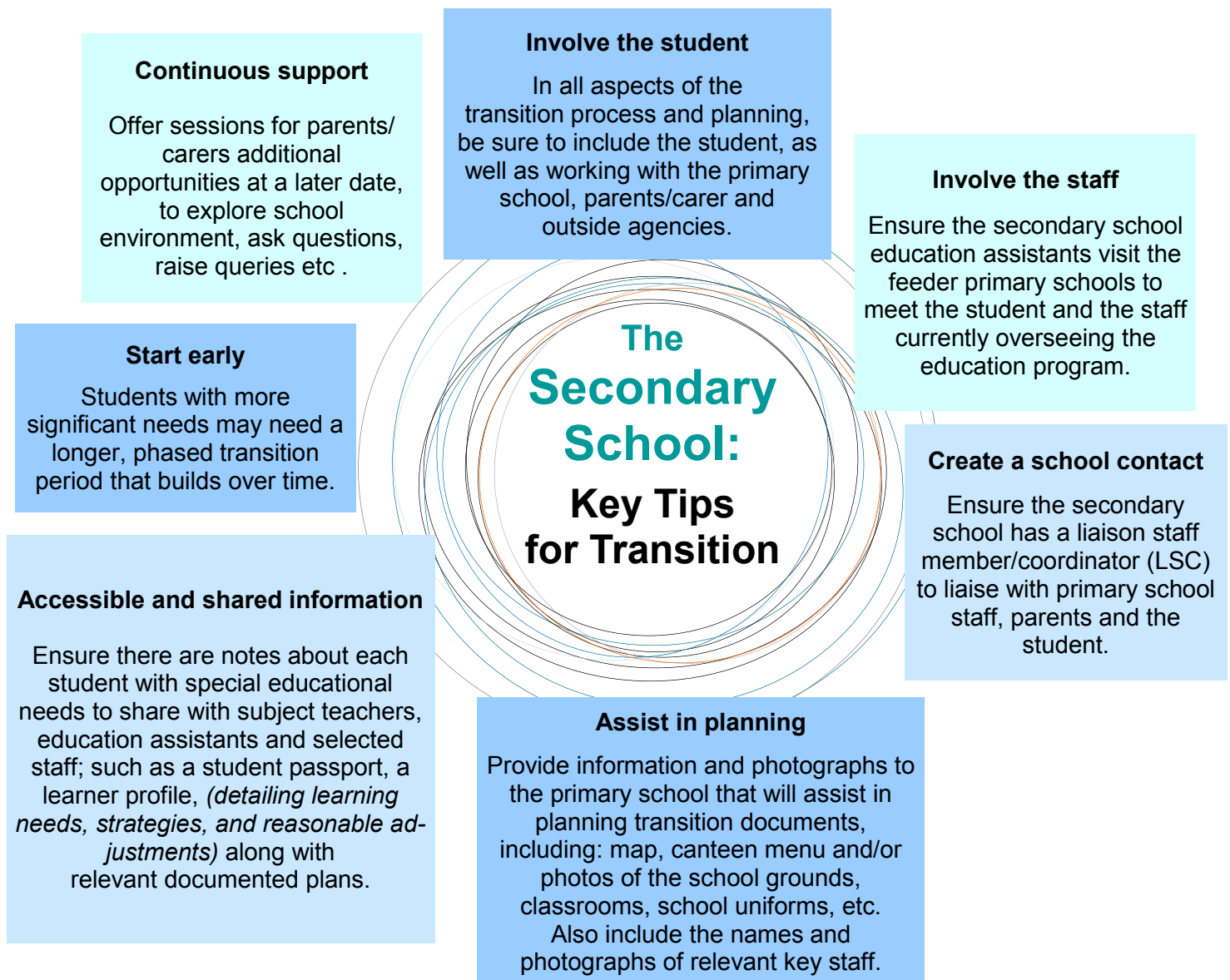
**When planning for transition activities, be sure to request information from the secondary school that outline items and routines needed for students to become familiar with (avoiding any surprises and anxieties). Some items include:**

- *map reading skills: following a school map, identifying key buildings etc*
- *organisational skills: preparing for lessons, completing work on time, following a timetable etc*
- *being self sufficient: using your diary for entering due dates, homework, upcoming events*
- *hygiene and presentation: school and sports uniform requirements, looking your best etc*
- *social skills: meeting new peers, starting conversations etc*

*Foundation for People with Learning Disabilities, (2013).*

# TIPS FOR TRANSITION Secondary School

The implementation of the following key tips can be valuable in assisting staff members in a secondary school setting who are expecting to receive a student with special educational needs.



Foundation for People with Learning Disabilities, (2013).

**When students begin to make visits to the secondary school, provide interactive activities and meaningful discussions exploring the lifestyle, expectations and realities of being a student in a secondary school setting. Activities/discussions may reflect the following:**

- *dispelling the myths of secondary school*
- *discussing school rules and displaying grown up behaviour*
- *introduce school staff members: principal, deputies, year coordinator, teachers, education assistants and other key people in the secondary school*
- *touring the school grounds, where to eat recess/lunch, where to be picked up/dropped off*
- *discussing various subjects available and the equipment needed*
- *discussing homework / assignment expectations*
- *identify the staff members the students can go to with worries or problems (and where to find them)*
- *discussing the use of technology, including mobile phones, 'safe use' of internet and social networking*
- *answer 'frequently asked questions'*

# The Stakeholders

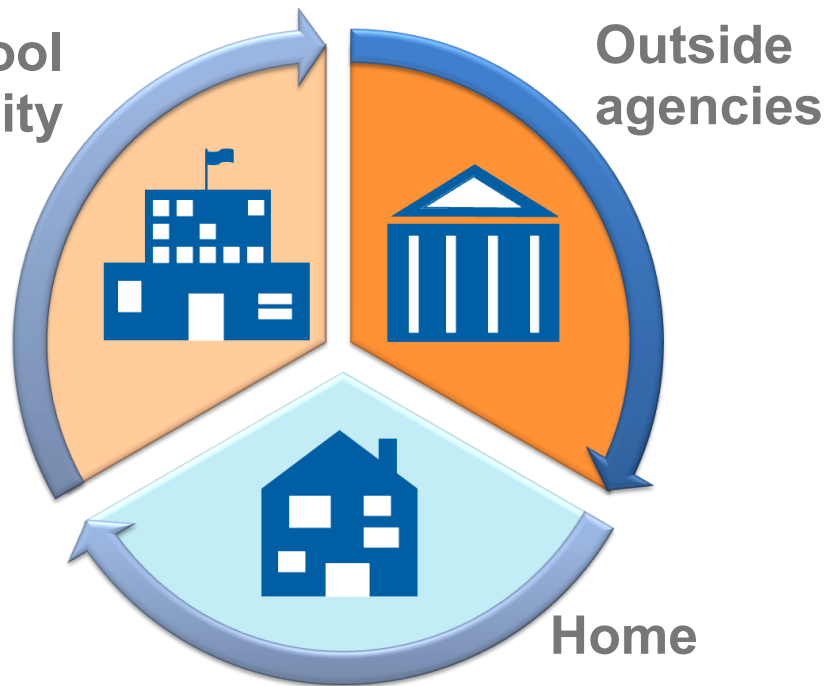
## The school community

The transition process brings together a team of individuals, each possessing expertise and information (relevant to the student's needs), contributing to the decision making and planning process of the transition journey.

The relevant parties, can be categorised in three select groups:

*Individuals from the home*  
*Members of the school community*  
*Representatives from outside agencies*

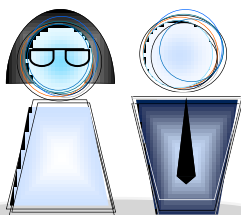
This collaboration of stakeholders ensures the appropriate strategies, resourcing and personalised support strategies pertaining to the student are exchanged, shared and distributed in a meaningful transition package.



## School



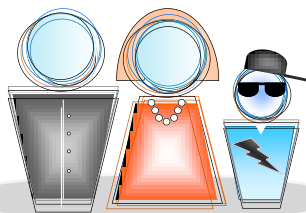
Principal  
 Deputy Principals  
 LSC / Case Worker  
 Teaching Staff  
 Education Assistants  
 School Psychologist  
 School Chaplain  
 Non Teaching Staff  
 School Nurse  
 Parent Helpers



## Home



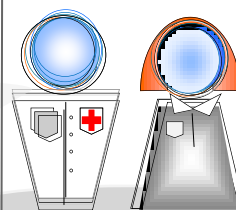
Student  
 Parent/s  
 Carer  
 Guardian  
 Relatives  
 Siblings



## Outside agencies



Speech Therapist  
 Occupational Therapist  
 Physiotherapist  
 Social Trainer  
 Counsellor  
 Youth Worker  
 Nurse  
 Dentist  
 Specialist Consultant  
 Paediatrician  
 LAC (*Local Area Coordinator*)  
 Case Worker / Support Personnel  
 Community Police Officers



# Benefits of the Stakeholder

## What support can family members offer you during transition?



Seek clarification regarding emergency action procedures, through modelling and/or role-play with staff what to do in an emergency.

Sharing practical skills and tips with staff, modelling the use of various equipment etc.

Possess a bank of words, specific phrases, instructions and/or language to which the student identifies with.

Model various cues and prompts that help engage the child.

Behaviour management ideas that have proven successful in the home setting can be shared with staff.

Strategies and incentives can also be shared.

## What support can the outside agencies offer you during transition?



Carry out observations and assessments, as well as provide functional interventions relevant to the student's needs.

Exposure to various specialist programs, equipment and resources that would assist the student in accessing the curriculum.

Bring to the classroom (and share with relevant staff) knowledge of the student in both a school and home setting.

Observe classroom activities, and later adjusting them so they are achievable, motivating and relevant in a classroom context.

Develop, trial and share practical skills and strategies concerning the student with various school staff.

Expertise in communication strategies and types of instructions to which the child responds well (visual cues and prompts that help engage the child)

Department of Education, Victoria (2009)

# Transition Checklist (Primary School)

Tasks to be carried out by the primary school	Staff Member	Completed ( tick )
<b>STAGE 1</b>		
Contact parent/carer, request permission for the sharing of information to other parties		
Inform parent of the development of a 'Transition Package', request their support		
Attend introductory transition meeting/s		
Assist in the drafting of a transition plan		
Receive list of contact numbers of all stakeholders involved in transition		
Request support from student services team for administrative support (if needed)		
Contact the Disability Education Service consulting teacher (SEND) for support regarding transition		
Forward to all stakeholders completed transition plan		
Request documents for transition resources from home and secondary school ( <i>photographs of staff/buildings/school uniform, school map, canteen menu etc</i> )		
Inform relevant parties of planned transition		
Include transition activities and discussions into classroom lessons		
Other:		
<b>STAGE 2</b>		
Attend any relevant transition meetings		
Inform parent/carer of any updates, request support if needed		
Invite secondary school staff to carry out observations of student		
Provide meaningful 'taster' lessons and transition activities during class time / one on one ( <i>change, being organised, new settings, greater expectations etc</i> )		
Arrange dates/times for first transition visit to secondary school		
Begin drafting transition resources/documents for the transition package		
Collate student work samples, documented plans, reports, visual supports etc		
Request relevant documents for transition package from therapists / specialists ( <i>reports, profiles, plans, resources etc</i> )		
Other:		
<b>STAGE 3</b>		
Attend any relevant transition meetings		
Inform parent / carer of any updates, request support if needed		
Continue to provide meaningful lessons and transition activities		
Staff and student carry out first visit / 'orientation' to the secondary school		
Invite secondary school staff to carry out further observations / meet current teacher		
Review Transition Plan, review / change if necessary		
Continue to collate / update information and finalise transition package		
Other:		
<b>STAGE 4</b>		
Attend any relevant transition meetings		
Final transition visits take place and become longer visits.		
Complete transition package		
Forward to the secondary school the final transition package		
Arrange for any equipment / resources to be transported to secondary school		
Other:		

# Transition Checklist (Secondary School)

Tasks to be carried out by the secondary school 'case manager'	Staff Member	Completed ( tick )
<b>STAGE 1</b>		
Meet with parent and student		
Select a secondary staff member to 'case manage' the transition process (if not yet appointed)		
Investigate contact details of potential stakeholders		
Plan, arrange and run the first transition meeting		
Assist in the drafting of a transition plan		
If necessary refer parent/carer to the student service team for administrative support		
Contact the Disability Education Service consulting teacher (SEND) for support regarding transition		
Forward to primary school information that may assist with resources, including photographs ( <i>staff/buildings/uniforms</i> ), maps, timetables, school rules etc		
Arrange dates/times for an observation visit to the primary school		
Inform relevant parties (education assistants) of planned observation visits		
Other:		
<b>STAGE 2</b>		
Plan and manage any relevant transition meetings		
Visit primary school to carry out observations, speak with staff, take photographs etc		
Arrange dates/times for further observation visits to primary school		
Contact primary school and request any specific information to include in the transition package		
Inform school administration of special requirements needed to support the student's access to learning ( <i>minor works, specialists equipment, assistive technology etc</i> )		
Plan and draft meaningful activities for planned 'orientation' visits		
Other:		
<b>STAGE 3</b>		
Plan and manage any relevant transition meetings		
Arrange visits to the primary school to make observations on student (when in various settings)		
Plan and manage for transition visits, and inform other staff and students		
Transition visit takes place, involve student in meaningful activities, discussions, tour etc		
Review transition plan, review / change if necessary		
Arrange professional learning relevant to the student (epilepsy, cerebral palsy etc)		
Arrange meeting with parent/carer regarding transition process and the student's needs		
Other:		
<b>STAGE 4</b>		
Plan and manage any relevant final transition meetings		
Final transition visits take place and become longer visits.		
Receive transition package from the primary school		
Distribute specific documents from the transition package to all relevant staff ( <i>administration, subject coordinators, teachers, education assistants etc</i> )		
Arrange any equipment / resources to be transported to secondary school		
Other:		

# Meeting Agenda: *A Guide*

Student: .....

Year: .....

Parent/Carer: .....

Address:.....

School: .....

Principal.....

Case Manager: .....

Date: ..... Time: .....

**Individuals present:**

.....

.....

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.....

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**Suggested points of discussion / tasks raised by Secondary School Case Manager**

- |   |   |
|---|---|
| <input type="checkbox"/> Welcome: discuss secondary school, background, vision etc    | <input type="checkbox"/> Key staff members in the secondary school                |
| <input type="checkbox"/> The student: background, abilities, support needed etc       | <input type="checkbox"/> School calendar - important dates                        |
| <input type="checkbox"/> School policies: attendance, punctuality, behaviour etc      | <input type="checkbox"/> Communication between home and school                    |
| <input type="checkbox"/> Curriculum areas: subject selection, specialist subjects etc | <input type="checkbox"/> Equipment list: resources, uniform, books, etc           |
| <input type="checkbox"/> Specialised programs: community access, life skills etc.     | <input type="checkbox"/> Invite parent/carer to tour the school, observe a lesson |
| <input type="checkbox"/> View previous IEP: current academic levels / achievements    | <input type="checkbox"/> Questions raised and answered                            |

**Notes:**

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

# Transition Plan

Student ..... Year ..... D.O.B. ....  
 Parents ..... Address .....  
 Primary School ..... Primary School Teacher .....  
 Secondary School ..... Case Manager .....

Time line	Actions	Persons involved
<b>PREPLANNING STAGE</b> <b>28/01/2013, Term 1</b> - Preplanning required. - PS contact Parent. - LSC / PS request support with planning.	- CM contact admin requesting review of transition plan and procedures after reviewing feedback from previous year on the transition process - PS teacher contact parents, discuss secondary school enrolments - CM draft transition plan outline, include suggested dates - PS to review feedback from previous years transition - review if needed - PS arrange meeting with regional consulting teacher (SEND) to request support and guidance of transition planning	<input type="checkbox"/> PS Deputy Principal <input type="checkbox"/> SS Deputy Principal <input type="checkbox"/> CTD: SEND <input type="checkbox"/> PS Class Teacher <input type="checkbox"/> SS CM/LSC <input type="checkbox"/> School Psychologist <input type="checkbox"/> Speech Therapist <input type="checkbox"/> Occupational Therapist <input type="checkbox"/> Parent <input type="checkbox"/> Student
<b>STAGE 1</b> date: Brief summary of transition processes	..... ..... ..... ..... ..... ..... .....	
<b>STAGE 2</b> date: Brief summary of transition processes	..... ..... ..... ..... ..... ..... .....	
<b>STAGE 3</b> date: Brief summary of transition processes	..... ..... ..... ..... ..... ..... ..... ..... .....	
<b>STAGE 4</b> date: Brief summary of transition processes	..... ..... ..... ..... ..... ..... ..... ..... .....	

Key: (CM) Case Manager (PS) Primary School (SS) Secondary School LSC) Learning Support Coordinator  
 (CTD) Consulting Teacher

# Student Profile

Student Name .....

Date of Birth ..... Age .....

Completed by ..... Date .....

Current School .....

Class Teacher .....

Education Assistant.....



## Brief Context

*Student background: culture, previous school settings, assessments, etc.*

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## Likes and Motivators

*Specific subjects, incentives, rewards, restricted interests*

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## Dislikes and Triggers

*Sensory aversions, stresses, specific tasks, events*

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## Base Line Data / Assessments

*Please include: name of assessment, results, date administered, areas of strength and weakness*

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## Essential Key Strategies

*Strategies that have been trialed and proven effective.*

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## Documented Planning *(please tick)*

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> Individual Education Plan | <input type="checkbox"/> Sensory Diet Plan  | <input type="checkbox"/> Risk Management Plan    | <input type="checkbox"/> Re-entry Plan    |
| <input type="checkbox"/> Behaviour Management Plan | <input type="checkbox"/> Participation Plan | <input type="checkbox"/> Hygiene Management Plan | <input type="checkbox"/> Health Care Plan |

Other: .....

## Curriculum Adjustment Requirements *(please tick)*

	Extensive adjustments	Substantial adjustments	Supplementary adjustments	No adjustments	Further Information
ENGLISH					
MATHEMATICS					
SCIENCE					
HISTORY					
GEOGRAPHY					
HEALTH					
PHYSICAL EDUCATION					
T & E					
ART					
MUSIC					
General IT Skills					

## Motor Skills *(please tick)*

	Extensive adjustments	Substantial adjustments	Supplementary adjustments	No adjustments needed
<b>FINE MOTOR</b>				
- Handwriting				
- Craft / Art (cutting, gluing, threading)				
- Self Care (tying shoe laces, holding fork)				
- Play / General (construct, manipulate, turn, separate, twist, turn)				
<b>GROSS MOTOR</b>				
- Hand/Eye Coordination (catch, throw, kick, hit a ball)				
- Balance				
- General Movement				
<b>GENERAL SENSORY MOTOR</b>				
- Visual (sight)				
- Auditory (hearing)				
- Tactile (touch)				
- Olfactory (smell / taste)				
Other: .....				
.....				
.....				

## RECEPTIVE Communication

### Access:

- |   |  |
|---|--|
| <input type="checkbox"/> Key word signing   | <input type="checkbox"/> Eye Gaze Board    |
| <input type="checkbox"/> Switching device   | <input type="checkbox"/> Concrete / Object |
| <input type="checkbox"/> Pictorial / Visual | <input type="checkbox"/> Verbal            |

### Processing Time:

- |   |   |
|---|---|
| <input type="checkbox"/> up to 5 seconds  | <input type="checkbox"/> up to 10 seconds   |
| <input type="checkbox"/> up to 20 seconds | <input type="checkbox"/> up to 30 seconds   |
| <input type="checkbox"/> up to 45 seconds | <input type="checkbox"/> 60 seconds or more |

### (Verbal) Delivery Length:

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| <input type="checkbox"/> single word | <input type="checkbox"/> 2 words |
| <input type="checkbox"/> 3 words     | <input type="checkbox"/> 4 words |

### Instruction:

- |   |   |
|---|---|
| <input type="checkbox"/> 1 step instruction | <input type="checkbox"/> 2 step instruction |
| <input type="checkbox"/> 3 step instruction | <input type="checkbox"/> 3+                 |

### Further Information / Comments

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## EXPRESSIVE Communication

### Delivery of message / needs consist of:

- |   |  |
|---|--|
| <input type="checkbox"/> Key word signing   | <input type="checkbox"/> Eye Gaze Board    |
| <input type="checkbox"/> Switching device   | <input type="checkbox"/> Concrete / Object |
| <input type="checkbox"/> Pictorial / Visual | <input type="checkbox"/> Verbal            |

### If AAC/switching, provide details:

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### Other:

- |   |  |
|---|--|
| <input type="checkbox"/> Emotional reaction   | <input type="checkbox"/> Physical action |
| <input type="checkbox"/> Gestures / points to | <input type="checkbox"/> Stands near you |
| <input type="checkbox"/> Leads you physically | <input type="checkbox"/> Other           |

### (Verbal) Delivery Length:

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| <input type="checkbox"/> single word | <input type="checkbox"/> 2 words |
| <input type="checkbox"/> 3 words     | <input type="checkbox"/> 4 words |

### Further Information / Comments

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## Social Skills and Interactions

*Level of engagement with peers / adults, preferred activities with peers*

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## Learning Style

*eg: learns best in a desired setting / time of day, 1 on 1, small groups, knows own routine, modelled activities etc.*

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## Collaboration

- |  |  |  |                               |
|--|--|--|-------------------------------|
| <input type="checkbox"/> School Psychologist         | <input type="checkbox"/> (Specialist) Consultant Teacher | <input type="checkbox"/> Retention / Participation Officer | <input type="checkbox"/> AEIO |
| <input type="checkbox"/> Student Services            | <input type="checkbox"/> CAMHS                           | <input type="checkbox"/> Paediatrician / Doctor            |                               |
| <input type="checkbox"/> Occupational Therapist      | <input type="checkbox"/> Speech Therapist                | <input type="checkbox"/> Physiotherapist                   |                               |
| <input type="checkbox"/> Department Child Protection | <input type="checkbox"/> Disability Services Commission  | <input type="checkbox"/> Community Police                  |                               |

Other .....

## Support / Supervision Required

Class Time .....

Toileting .....

Eating .....

Play Time .....

Assemblies .....

Excursions .....

Other .....

## Health and Medical

*Allergies, medication (name, dosage, distribution times etc.), dietary requirements*

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.....

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Is there a current health care plan in place? ☐ yes ☐ no

## Equipment and Resources

*Hoist, sling, commode, assistive technology, postural seating, angle board etc.*

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## Timetable Considerations

*Transitions, down time needed, late arrivals, appointments, works best*

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