

## 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.)

Staff focus (cont.)	
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/skorts, loose socks)	