

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)	