TRANSITION POLICY AND GUIDE

PURPOSE

To ensure a student's transition from Niddrie Autistic Schools (NAS) to other schools meets department requirements and provides the support required for a successful transition.

SCOPE

This policy applies to all students enrolled at NAS. This policy should be read in conjunction with the Department's Transfers Policy.

DEFINITIONS

DIM means Disability Inclusion Manager

CASES21 is the 'Computerised Administrative System Environment in Schools' and is the software package provided to Victorian Government schools to support school administration, finance and central reporting.

CSEF means the Camps, Sports and Excursions Fund

ILP Individual Learning Plan

PSD Program for Students with Disabilities

DI means Disability Inclusion

PSDMS means the Program for Students with Disabilities Management System.

Specialist school means a school established for the main purpose of providing instruction for students with disabilities and can include a special school, special development school or autism-specific school. It can also refer to a school established for the main purpose of providing instruction for students with social, emotional or behavioral issues.

SSG means Student Support Group.

NAS means Niddrie Autistic School.

SwD-AS means Students with Disability Assessment Service

POLICY

NAS is a short-term intensive program for students in grades prep to grade three. Parent/Carers sign an acknowledgement of short-term intensive program agreement at enrolment (see appendix D). By the end of Grade 3, or at any time before, students will transition to either their local neighbourhood government school or other educational setting as determined by the student's parents/carers. The school may be a mainstream, specialist or a non-government school.

Parents/Carers may choose for their child to transition to another educational setting at any time prior to the completion of Grade 3 and are encouraged to discuss possible transition options at any time during their child's enrolment, including during SSGs.

NAS will communicate information regarding the transition process to families through written communication, SSG meetings and/or parent information sessions.

The NAS leadership team maintains a school-based database containing details of each student's transition.

The NAS leadership team will hold regular parent information sessions (either in person or online, with recording where possible) regarding transition, to ensure all families and staff have a sound understanding of the transition process at NAS.

Schooling options for students

When transitioning from Niddrie Autistic School (NAS), students may enrol at a mainstream school or specialist school, provided they meet the eligibility criteria for the relevant school.

In Victoria, all students with disability can enrol in their local government neighbourhood school or any other government mainstream school.

A student's designated neighbourhood school is generally the school that is nearest the student's permanent address as determined by the school zone.

The Find my School website provides guidance on which school zone a student's permanent residence is located within.

A student's parents/carers have the ultimate responsibility for deciding which school their child will attend after leaving NAS. NAS staff are not responsible for choosing the school for a student to transition to but may discuss with parents/carers their child's learning needs, and various learning environments, to assist families in their decision-making.

Transition to Victorian Government special education school

Eligibility

For parents or carers seeking to transfer a student to a specialist school, the transferring school must first determine the student's enrolment eligibility status with the receiving specialist school before approving the transfer.

Determining enrolment eligibility for specialist settings

In order to make an offer of enrolment, the future specialist setting must establish that the prospective student's disability category meets the school's enrolment criteria in the specialist setting's local enrolment policy using one of the following 2 options:

- a disability category verification request with an outcome of 'verified', under the disability category outlined in the specialist setting's enrolment criteria
    - If needed, the transferring school must apply for a change of category with the Department of Education, using a Specialist School Disability Verification Request form
- Where students are transferring from one specialist setting to another specialist setting with the same enrolment criteria, new assessments or other supporting evidence may/may not be necessary.

Assessment for Eligibility for Special Educational Schools

To be eligible for enrolment within a special education setting, including a special school or special development school, a child must have a diagnosis of intellectual developmental disorder, which can be ascertained through undertaking a cognitive assessment.

Cognitive assessments can either be completed free of charge via Students with Disability Assessment Service (SwD-AS), or families can seek a cognitive assessment through their child's private psychologist.

The process of undertaking cognitive assessment via SwD-AS includes:

- In Term 1, classroom staff seek verbal or written permission from families to begin the process of a referral for a cognitive assessment
- NAS will submit the referral, and facilitate the gathering of all relevant assessment documentation (listed below)
    - Parent consent form (NAS to send home to families)
    - Parent referral form (NAS to send home to families)
    - Teacher referral form
    - Vineland (completed by teacher)
    - Supporting documentation
- When all necessary documentation has been completed and gathered, NAS submits the referral to SwD-AS.
- SwD-AS completes an assessment of each student's documentation
- An assessor will liaise with NAS to book an assessment time, always occurring onsite at NAS. NAS will liaise with families to confirm suitable assessment times.
- Assessment occurs onsite at NAS, and assessors provide an overview to both the NAS leadership team and the child's family post assessment
- When complete, a final assessment report is sent to the NAS leadership team, which is then forwarded on to families (hard copy and soft copy via email, if requested)
- A hard copy of the report is filed in the students file and electronic copy stored in a secure folder, U:\SwD-AS assessment results.

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Following any assessment process undertaken by Students with Disability Assessment Service, parents/carers will be informed of their child's school options based on designated neighborhood school zones and eligibility criteria of the school. The NAS leadership team will facilitate conversations with families to support this decision-making process.

Process: Transition to Specialist School

	Discussion within regular NAS SSGs	Actions
T1	• Teachers discuss long-term transition goals with parents (noting our students can move on to another setting at any time during their schooling at NAS, but must transition after grade 5) • Teachers suggest families begin contact with the school of their interest and complete a tour of the school. • Teachers to obtain verbal permission from families for NAS to complete a referral to Students with Disability Assessment Service (SwD-AS) for a Cognitive Assessment to be completed - ASAP	- Teachers give parents information about schooling options after NAS – doc on NAS Google Drive - Teachers to inform Principal and DIM when they are aware of students that will be transitioning - Teachers to inform DIM as families give permission regarding SwD-AS (DIM will request referral packs for students with verbal permission) - Teachers complete paperwork/Vinelands and send back to DIM. DIM to submit to SwD-AS and get dates for assessment, advise teachers - DIM to inform parents of assessment date. - DIM to send home assessment reports to parents.
T2	• Teachers to follow up with families about their transition plans - reiterate process and provide handouts if required. • Teachers connect family to DIM to support decision making process if helpful	- Teachers to keep DIM informed of transition updates/confirmation.
T3	• NAS DIM to invite a representative from the specialist school to complete an observation of the students in their classroom • Special school leadership to plan transition visits (generally occur in Term 4)	- Teachers to keep AP informed of transition updates/confirmation. - DIM to contact new school and facilitate initial observation *and potential SSG if needed*, where all parties will consider the adjustments, the school can provide as the students begin transition.

		- Teachers to inform DIM of staffing cover that may need to be organised at any time
T4	● Teacher to finalise all student documents, including NAS student profiles with all relevant adjustments, strategies and supports noted. ● AP to send all student information to school	- Teachers to ensure all student documents are finalised and ready to be forwarded to specialist school. DIM to send documents. - NAS to arrange for a CASES21 data transfer.

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Transitions to Victorian Government local mainstream primary school

In Victoria, all students with disabilities can enrol in their local government neighbourhood school or any other government mainstream school.

A student's designated neighbourhood school is generally the school that is nearest the student's permanent address as determined by the school zone.

The Find my School website provides guidance on which school zone a student's permanent residence is located within.

Return to local government mainstream primary school - following transfer to NAS

NAS supports the transfer of students who have started their education at their local government mainstream primary school, or 'base school'. Upon transfer, NAS works with the student's base school to develop a Transition Action Plan, ensuring that the student and their family experience a seamless, supported return to their base school when enrolment at NAS is completed (at the end of the students allocated enrolment period).

Within the Transition Action Plan, both schools and the student's families consider key actions to be taken by both schools prior to the student's return to their base school. These include capability building activities and student observation and intensive support.

Process: Transition to local government mainstream primary school (or independent setting)

	Discussion within regular NAS SSGs	Actions
T1	● Teachers discuss long-term transition goals with parents (noting our students can move on to another setting at any time during their schooling at NAS, but must transition after 4 years) ● Teachers suggest families begin contact with the school of their interest and complete a tour of the school.	- Staff can give parents transition policy guide and the schooling options. - Record this in the SSG minutes. Give parents a list of schooling options or the following link if the student has to move on but they are unsure of options https://www.findmyschool.vic.gov.au/ - Teachers to inform DIM when they are aware of students that will be transitioning
T2	● Teachers to follow up with families about their transition plans - connect with DIM to support families if helpful ● Teachers regularly update students' NAS student profile with specific adjustments/strategies	- Teachers email DIM with updates regarding the student's transition to school. - Teachers to regularly update NAS student profile ahead of transition

	● DIM to maintain up to date information in transition database and begin connecting with primary schools	
T3	● NAS DIM invite a representative from the primary school to complete an observation of the student in their classroom, followed by a Transition SSG to plan transition for term 4 - Attendees: Parents, NAS teacher, NAS DIM and primary school staff - Discuss the adjustments, the school can provide as the student begins transition. - Plan dates for visits – 2 visits supported by NAS teacher & 1 independent visit (see Visit Schedule) - Plan follow up SSG to review success and plan shared enrolment – duration of ONE term only (see Transition Timeline)	- Teachers to keep DIM informed of transition updates/confirmation. - DIM to contact new school and facilitate initial observation and SSG, where all parties will consider the adjustments, the school can provide as the student begins transition. - Teachers to inform DIM of staffing cover that may need to be organised to attend this meeting. - DIM to send minutes from meeting to all involved
T4	● Shared enrolment to new school to commence (as planned in T3) ● Hold another Transition SSG to review progress, supported by DIM (if needed). ● Teacher to finalise NAS student profiles with all relevant adjustments, strategies and supports noted. ● DIM to send all student information to school	- Teachers to inform DIM of staffing cover that may need to be organised to attend supported visits and review SSG - Teachers to ensure all student documents are finalised and ready to be forwarded to primary school. DIM to send documents. - NAS to arrange for a CASES21 data transfer.

Transition documents

The classroom teacher will prepare any resources or documents that are required to support the student's transition, which may include but is not limited to:

- Copy of ILP and most recent school report
- NAS Student Profile, written by the classroom teacher and in consultation with the NAS Allied Health Team
- Information (which may be in the form of plans or otherwise) setting out classroom strategies used at NAS to support the student.

Exiting a student from NAS

Once the student is attending full time at the destination school they will be formally exited from NAS. If their destination school is a Victorian government school their file and any residual CSEF money will be sent to the destination school. If the destination school is a non-government school the file remains with NAS and the residual

CSEF money is transferred. The students file will be reviewed by the Principal who completes the student file transfer checklist, see Appendix C.

Where the destination school is a Victorian government school, NAS will continue to be available to provide advice to the destination school about supporting the child.

MORE INFORMATION AND RESOURCES

- Transfers
  https://www2.education.vic.gov.au/pal/enrolment/guidance/student-transfers-between-schools

- Placement
  https://www.education.vic.gov.au/school/principals/spag/participation/Pages/placement.aspx

- Admission
  https://www.education.vic.gov.au/school/principals/spag/participation/Pages/admission.aspx

Appendix A

CHECK LIST FOR EXITING STUDENT

Students Name: Students Room:

TASK	Program & Area	Check
Verbally confirm with leadership student's intention to leave.	Leadership ● Lauren Topp - Principal ● Ella Tang - Assistant Principal	•___/___/20
Print checklist and store	● Print checklist: file location: U:\Families\Exit a student	___/___/
Change Status to **Leaving** and complete the following tasks;	● Use Student Data Transfer – **Transfer Student Enrolment Data [SDT11001]** ○ Sch: _____ ○ Other: _____ ● Use **Exit a Student from the School [ST11020]** to change status to leaving and print exit form ○ Parents/carers signed and returned ● Notify **finance of outstanding charges** ○ Print invoice and request Principal's signature for credit ○ Action Family Credit Note [DF31021]	___/___/ ___/___/ ___/___/ ___/___/
Note: You must record the **student's attendance and accident data** before continuing to the next step. If there are still outstanding invoices for the student as highlighted below in red once you get into **ST11020 notify the finance officers** who can make the necessary adjustments. Once these adjustments are complete, you can exit the student.		
EXIT DATE:		
Change Status to **LEFT via Exit a Student from the School [ST11020]** and complete the following tasks;	● Use **Exit a Student from the School [ST11020]** to change status to left and print exit form ● Record on transitions master database include **left date** and any missing data ● **Student file**: ○ Print student file content form and pull students file for principal to collate and return.	•___/___/20 •___/___/20 •___/___/20

	○ Post student file and record the following on the transitions master database [pink sections] ▪ Sch ▪ Sch address ▪ Name of person who actioned & date sent ▪ Aust. Post Ref. Number _____	•___/___/20
Notes – Comments:		

Completed by: _____ DATE: _____

Appendix B

Student File Transfer

Students Name:

Students Room:

Contents:

Please tick any of the below:	
Enrolment information	
Birth Certificate & Immunisation Record	
Original PSD / SSDCV application to NAS	
Cases 21 Incident reports	
Medical documentation	
Legal documentation	
SSG Minutes	
Reports / ILP	
Behaviour Documentation	
Speech Pathology Transition Report	
Other (please specify):	

Seen by: _____

Date: _____