# Strong and successful start to school – tailored transition support

The evidence base highlights the importance of tailoring transition practices for identified equity groups. An understanding of the child’s existing skills and knowledge enables schools to provide a differentiated approach.

## Strategies for children with disability and learning support needs

* Establish processes and relationships to identify children who may need additional support to make a successful transition.
  + [Continuity of Learning: a resource to support effective transition to school and school age care](https://education.nsw.gov.au/teaching-and-learning/curriculum/early-learning/transition)
* Invest time early to in the year to collaborate with early childhood services. Visit the child in their early childhood or early intervention service if possible and begin to link up with families.
  + [Ready. Set. School. (Reimagine Australia)](https://re-imagine.com.au/practitioner/transition-to-school/)
* Identify children who may need changes to access the school environment, such as ramps for wheelchairs, two years before starting school so there is time for buildings and facilities to be modified if needed.
  + Support with significant adjustments to the environment is available in your local area from the department’s Student Support and Specialist Programs.
* Identify children with a disability and additional learning and support needs who do not require physical adjustments to the school environment by term 1 or 2 in the year before starting school, where possible. (Note: Some schools may begin this process earlier)
* Student Support and Specialist Programs can assist the local school to manage access requests for early intervention and kindergarten
* Communicate with families, local early childhood and early intervention services, and other agencies and professionals

### Reflective questions

* Have we connected with partner early childhood services and early intervention?
* Do we liaise with Student support services to engage with access requests?
* Are there health professionals that we need to work with?

## Strategies

* Meet to share knowledge about the child, identify strengths, interests and needs and plan strategies and adjustments.
* Assist the family to navigate what supports are available for their child in their local area.
* [School finder helps to identify families’ local school and has information about department specialist services](https://my.education.nsw.gov.au/school-finder).
  + [School finder](https://my.education.nsw.gov.au/school-finder)
  + [Department of Education - Disability, learning and support](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/programs-and-services)
* [Department of Education – Interpreting and translations services](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/interpreting-and-translations)
* Discuss options for support with the family and other key people. For example, the Early Childhood Early Intervention (ECEI) approach is available to all children aged under 7 with a developmental delay or disability.
* [NDIS: Early Childhood Early Intervention (ECEI)](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/programs-and-services)

### Reflective questions

* Have we reached out to children and families to begin relationships and have input to support transition planning?
* Do we link our families with relevant support agencies and department specific support?

## Strategies

* Develop a personalised transition support plan in consultation with the family and other relevant stakeholders based on strengths, interests and needs. Monitor and review the transition program using evaluative processes to adjust implementation and respond to any changing needs.
  + [Positive partnerships: Transition plan](https://positivepartnerships.com.au/resources/practical-tools-information-sheets/transition-plan)
  + [Positive partnerships: Transition matrix](https://www.positivepartnerships.com.au/resources/practical-tools-information-sheets/planning-matrix)
* Include adjustments or supports that will be used in kindergarten for orientation and transition program activities as well.
  + [Department of Education - Transition to school statement](https://education.nsw.gov.au/early-childhood-education/working-in-early-childhood-education/transition-to-school)
* Apply effective strategies used in the prior to school setting, detailed in the transition to school statement. Successful strategies need to be transferred between settings.
  + [Department of Education - Personalised learning and support](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/personalised-learning-And-support)
* Schedule review dates to consult with the family and other stakeholders on an ongoing basis as part of the ongoing personalised learning support process.
* Gather information such as knowledge from the family and early childhood staff, documentation from medical specialists, paediatricians, psychologists, audiologists, optometrists, therapists including speech and occupational therapists.

### Reflective questions

* Have we engaged with data and feedback allowing an understanding of the child’s strengths and interests?
* Do we have scheduled meetings to plan ongoing effective strategies with transition and into the kindergarten year?