

Individual Transition Plan 2019

School Leaver

The purpose of this Individual Transition Plan is to support collaborative, school-based transition planning for a student with disability and their family in 2019. It should be filled in by the student's teachers and/or support teacher transition in collaboration with the student and their parent. It aims to help the student, their family and school gather information on the student's post school goals, pathways and support needs. This information can then be shared by the student and their family with other support organisations including the National Disability Insurance Scheme (NDIS), employment services, and further education and training providers.

Note: If a section or part of a section is not relevant to you, you can leave it blank.

Date of plan:

1 Your details

| | | | |
|----------------------|----------------------|---|--|
| Name | <input type="text"/> | Australian citizen | <input type="text" value="Choose an item."/> |
| Date of birth | <input type="text"/> | Visa holder | <input type="text" value="Choose an item."/> |
| Address | <input type="text"/> | Aboriginal or Torres Strait Islander | <input type="text" value="Choose an item."/> |
| Phone | <input type="text"/> | Language/s spoken at home | <input type="text"/> |
| Email | <input type="text"/> | Interpreter required | <input type="text" value="Choose an item."/> |

Expected date for completing school in 2019

2 Parent or carer details

| | |
|--|----------------------|
| Parent/carers name | <input type="text"/> |
| Phone | <input type="text"/> |
| Email | <input type="text"/> |
| Address (if different to above) | <input type="text"/> |

3 School details

| | |
|--|---|
| School name | <input type="text"/> |
| School phone | <input type="text"/> |
| Contact person (responsible for transition planning) | <input type="text" value="For example head teacher support, class teacher, learning and support teacher, careers teacher, counsellor"/> |
| Support Teacher–Transition or Transition Advisor (if different from contact person) | <input type="text"/> |

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Educational setting and supports (select all that apply)

- Regular school – regular class
If enrolled in a regular class in a regular school, are you receiving adjustments or support from the Learning and Support teacher?
- Integration funding support (IFS) (NSW Public Schools only)
- Regular school – support class
- Special school
- Distance education
- Itinerant support/ hearing or vision
- Receiving additional support (for Independent and Catholic schools, or public schools if support is not covered by any of the above)

Choose an item.

Comments

Should include information that would enhance understanding of the education support received and how it supports student outcomes eg in a support class there is a smaller student to teacher ratio and curriculum outcomes are adjusted to meet the needs of the student.
Could state type of support class or special school or what support is identified for.

4 Your disability and support needs

What is your disability?

May be a confirmed disability according to department criteria or disability identified according to DDA definition

Do you have a health care plan for school?

Choose an item.

Do you have a behaviour support plan for school?

Choose an item.

Communication support needs (select all that apply)

- No adjustment needed
- Assistance required with receptive communication
- Assistance required with expressive communication

Comments

Give example of assistance required
eg Expressive Communication may be Systematic instruction needed in use of a sign or pictorial symbol to enhance student spoken language / regular structured practice required to develop speech and facilitate spoken communication/
Eg Receptive Communication may be visual schedules required/ rephrasing instructions/scaffolds/additional time to complete tasks/ structured practice provided to develop understanding and language skills/ teacher needs to regularly

Do you require assistive technology to support communication?

Choose an item.

If yes, name the device in the Comments box.

What is your primary mode of communication?

Choose an item.

If other, please specify in the Comments box.

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Comments

Assistive technology is used to enable participation in communication process. Give specifics of assistive technology eg delta talker, intellikeys, tech speak

Travel skills (select all that apply)

- Can travel to unfamiliar places using a variety of modes of transport
Can travel independently after orientation
Uses an opal card to catch public transport
- Has a driver licence
Requires support to get a learners permit or P plate
-
- I need support to travel
-

Comments

Include here any information on travel support that would assist the student's independence. eg Requires wheelchair accessible transport/ student requires a card with steps to catch public transport

5 NDIS information (Note: You do not have to tell us your NDIS status or anything in your plan.)

NDIS status

Choose an item.

For NDIS participants

NDIS reference number (if known)

Do you have a support coordinator?

Choose an item.

If yes, support coordinator name

Local Area Coordinator or NDIA planner name

Month current plan finishes

Knowledge of when current plan finishes will assist identifying when and what supports need to be written into the transition plan for activation at the appropriate time to support student

Next plan review

Choose an item.

If scheduled, date of review

Click or tap to enter a date.



Visit www.ndis.gov.au for more information on the NDIS.

6 Education details – Pattern of study

HSC course of study (select all that apply)

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- ATAR pattern of study: Choose an item.
- Non-ATAR pattern of study
- Life Skills courses
- Life Skills / Non-ATAR combination

Comments Most students who undertake Life Skills courses will have an intellectual disability

Vocational education and training (VET) (select all that apply)

- Not applicable
- VET in schools courses (SVET)

Specify courses

eg. Hospitality, Business Services, Primary Industries

- External VET (EVET)

Specify courses

eg Horticulture, Carpentry, Information Technology

Adjustments made (refer to EVET student profile)

Explicit information on what adjustments support student participation in VET Eg. Identified outcomes, information, scaffolding, guided practice and additional time to master skill

Unique student identifier (for TAFE students)

If known

- School-based apprenticeship or traineeship

Specify area/trade

For a student with a disability who has an apprenticeship look into Disabled Australian Apprentice Wage Support Program



Learn more about VET at <https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/vocational-education-and-training>

Learn more about school-based apprenticeships and traineeships at <https://sbatinnsw.info/>

7 Post school goals

Do you want to get a job after you leave school?

Choose an item.

Do you want to study or do further training?

Choose an item.

Do you want to improve your skills to participate in community activities?

Choose an item.

Comments

Comment on after school goals identified by student eg participation in social activities or events to increase independence /transition visits to day program of choice/Accessing support through identified therapy supports to increase independence in a post school environment/ contact TAFE Disability Consultant to discuss and plan for post school course/ seek an apprenticeship or traineeship

Do you want or need help to do any of these things?

Choose an item.

Comments

Identify help that will support student to meet their goal eg visit expos and career planning and information opportunities/ register as an eligible school leaver to receive support from a DES during transition period/ NDIS participant may explore SLES support by speaking with planner to prepare for employment support

8 Employment goals and experience

Note: You can leave any part of this section blank if it is not relevant to you.

What work would you like to do?

Work outdoors eg mowing and gardening/ talk about what this might involve and note if student has an understanding of the type of work they have identified

Do you have a part-time job?

If yes, what kind of job? How many hours a week do you work? Any other comments?

Choose an item.

If no teacher might comment on whether student would like a part time job and what support would assist student in finding one

Do you do any volunteer work?

If yes, where do you volunteer? For how long? What type of work do you do? Any other comments?

Choose an item.

If no then may comment on what type of volunteer work would student consider and what type of support would be needed to identify volunteer work

Did you do work experience during school? (either at school or in a workplace)

Choose an item.

If yes, outline your work experience(s) in the section below.

1. Work experience area:

Employer / Workplace:

Work performed:

Supports given:

eg. Horticulture - gardening

Be explicit in explaining adjustments that supported student in work experience eg steps needed to be presented visually, additional time and practice was needed for student to learn job, area to be mowed was marked out for student to follow , extra practice sessions required before student ready to independently use lawn mower

Report attached (if available):

2. Work experience area:

eg. Hospitality – kitchen hand

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Employer / Workplace:

Work performed:

Supports given:

Report attached (if available):

| |
|---|
| |
| |
| Pictures to prompt order of jobs to be completed, model tasks by support person before student engages, fading prompts and support as student shows mastery |

3. Work experience area:

Employer / Workplace:

Work performed:

Supports given:

Report attached (if available):

| |
|---|
| Retail |
| |
| |
| Matching practice for stacking shelves, role play and modelling behaviour to prepare for customer service |

There are different types of help available if you want to get a job when you leave school. Talk to your family and school to see what may be right for you. **Tick any box that you, your family or teacher/s think will help you after you leave school:**

In resources package an Employment Supports pathway handout, a sheet of URL's is available for the information of students and families to assist families in researching additional information. Hyperlinks not mandatory to use but are available to support discussion if necessary.

- [Centrelink](#)
- [Disability Employment Services \(DES\)](#)
- [Jobactive](#)
- [Transition to Work](#)



Click on the links to learn more about the different types of help listed above. URLs for these services can be found in the resources pack for school leavers 2019.

For NDIS participants:

As well as talking to your family and teacher/s, **contact your planner or Local Area Coordinator as soon as possible to talk about what supports might be right for you** after you leave school.

- Community Participation Supports
- School Leaver Employment Supports (SLES)
- Australian Disability Enterprises (ADE)



Learn more about how the NDIS can support participants who are leaving school at <https://www.ndis.gov.au/participants/finding-keeping-and-changing-jobs/leaving-school>

9 Your strengths, goals and support needs

My strengths, interests and likes are... (e.g. I'm good at organising things, I like working outside, I like spending time with friends, etc.)

Write your goals and what would help you to achieve them. You may have goals in more than one planning area.

| Planning area | NDIS domain(s) | Your goal(s) | What supports do you need to achieve your goal(s)? (include any supports you have had before and if or how they helped) | Supporting documents attached (if available) |
|-------------------------------|----------------------|---|---|---|
| Employment | Work Relationships | <ul style="list-style-type: none"> » To get a job » To get a part time job before I finish school | <ul style="list-style-type: none"> » Work experience in school or in a supported environment (ADE) in open employment (eg Coles) » If eligible register with DES as an ESL » Opportunities for repetition and practice to learn new skills | <input type="checkbox"/> |
| Further education or training | Lifelong learning | <ul style="list-style-type: none"> » To improve opportunity for an apprenticeship through a vocational course at TAFE or another RTO » To do a community education cooking course | <ul style="list-style-type: none"> » Complete EVET/SVET course at school » Contact disability support personnel at TAFE » Attend expos and support by listing questions that may support the process | <input type="checkbox"/> |
| Health and wellbeing | Health and wellbeing | <ul style="list-style-type: none"> » To join a sports club in my local area to learn skills, make friends and keep active » To do volunteer work at a home for old people | <ul style="list-style-type: none"> » Research and list local area clubs » Orientate to local area with support » Visit sites on an community access visit | <input type="checkbox"/> |

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| | | | | |
|------------------------------------|---|--|--|--------------------------|
| Social and community participation | Social and community participation Relationships | <ul style="list-style-type: none"> » To access centre-based supports and part time supported employment with an Australian Disability Enterprise (ADE) » Help to get a better routine in my life | <ul style="list-style-type: none"> » Visual schedules for timing and following instructions » List steps to follow | <input type="checkbox"/> |
| Personal care and management | Choice and control Daily living Home | <ul style="list-style-type: none"> » To learn how to shop for ingredients for dinner for a week » To learn to budget my money | <ul style="list-style-type: none"> » Identify ingredients visually » Provide many opportunities for practice | <input type="checkbox"/> |
| Transport and mobility | Daily living Social and community participation | <ul style="list-style-type: none"> » To learn to travel independently to new places to improve my chances of finding employment and participating in the community | <ul style="list-style-type: none"> » Identify local transport routes » Teach safe travel behaviour » Identify prompts that will support and provide many opportunities for practice | <input type="checkbox"/> |

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10 Other information

As you are now getting ready to leave school and transition to adult services, the following may help you. Tick the ones you may need help with: (select all that apply – URL for further information available)

- [Tax file number](#)
- [Companion card](#)
- [Medicare card](#)
- [Proof of age card](#)
- [White card](#)
- [Transition to adult health services](#)
- Bank account
- [Disability Support Pension](#)

Comment on support needed

Hyper inks available to support discussion if needed. URL sheet included for student and family information.
Comment on steps/support needed for identified areas eg Disability Support Pension required

Is there anything else you want to share? For example, do you have any questions or things you want to learn more about? Is there any part of the transition process you are unsure about? Is there anything you would like to share that you have not been asked about in this plan?

11 Transition planning meeting details

Date of meeting

Click or tap to enter a date.

Meeting coordinator

Attendees

| Name | Signature | Relationship to student |
|------|-----------|-------------------------|
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