Transition planning for school leavers in 2019

Resources to support collaborative planning in schools
Purpose of the information package

» To support schools to engage in collaborative personalised transition planning with young people with disability who are leaving school in 2019.

» The package aims to help schools to work with young people and their families to gather relevant information so they can transition successfully to life after school.

» Young people and their families can then share that information with the NDIS, employment service providers, or other disability support providers if they choose.

Context for the information package

» The National Disability Insurance Scheme (NDIS) has replaced the NSW disability support system and the post school programs for young people with disability that were previously funded by Ageing, Disability and Home Care (ADHC).

» Responsibility for funding post school disability supports now rests with the National Disability Insurance Agency (NDIA).

Key messages for 2019

» NSW school education sectors will be completing personalised transition planning with Year 12 school leavers with disability.

» A student’s teachers and/or support teacher transition is to complete the Individual Transition Plan in collaboration with student, parent and carer, other school staff, and providers as appropriate.

» Schools will support young people to plan and gather information on their post school goals, pathways and support needs.

» Planning is ongoing throughout the year and is available to all Year 12 students with disability, regardless of their NDIS status.

» It is important to remember that Year 12 students may sign out of school at the end of Term 3. This is determined by principals to align with local school management practices.

» Planning should consider and record the expected date for leaving school, where possible.
What is in this resource pack?

This pack contains:

- a suggested process for transition planning in 2019
- an example individual transition plan
- examples of evidence held by schools that may support transition planning
- information on pathways and options for young people preparing to leave school, including pathways to employment, Australian Government employment services and NDIS supports
- goal planning prompts and examples
- information on NDIS planning areas
- checklists to support planning discussions
- links to information, support and resources
### Transition planning process 2019

<table>
<thead>
<tr>
<th>Identify students</th>
<th>Gather evidence</th>
<th>Schedule meetings</th>
<th>Hold meetings</th>
<th>Share transition plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school learning and support team identifies school leavers for transition planning.</td>
<td>To prepare for planning, the learning and support team may gather existing student reports and records.</td>
<td>The learning and support team coordinates collaborative planning meetings.</td>
<td>Transition planning meetings will be ongoing throughout the year. Planning, goal setting and evidence should be recorded.</td>
<td>Young person can share copies of their plan with the NDIS, employment support providers, and others.</td>
</tr>
</tbody>
</table>

**Evidence may include:**
- recent school reports
- Record of School Achievement
- VET records
- work experience documents, including work placement forms and records of adjustments needed to support placements
- previous education or transition plans

**Collaborative planning meetings may involve:**
- the student and their family
- support teacher transition
- head teacher support
- other school personnel (e.g. learning and support teacher, school counsellor, year advisor, careers advisor, class teacher, transition advisor)
- government and non-government providers where appropriate

**Schools should confirm if the young person is an NDIS participant. If not, schools can encourage them to see if they meet the access requirements and apply to join the NDIS.**

**Families and schools should each keep a record of the meeting.**

**Tools for record keeping include:**
- up2now learning portfolio
- School leaver 2019 transition planning example

**Information in the transition plan can support continued discussions about goals and support needs after school.**

NDIS Local Area Coordinators and Planners may use information in transition plans to inform NDIS planning decisions, including suitability for School Leaver Employment Supports (SLES).
## Examples of evidence held by schools that may support transition planning

Schools may hold assessments, reports, documents and other types of evidence that can support a student’s transition planning, NDIS access request or NDIS plan review. Copies may be provided to parents and carers, or to others (e.g. the NDIS) with the family’s consent.

<table>
<thead>
<tr>
<th>SUPPORT AREA</th>
<th>Classroom teacher</th>
<th>Learning and support team</th>
<th>School counsellor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning</strong></td>
<td>PLASST</td>
<td>Documents to support a department access request or ASTP application</td>
<td>Disability confirmation</td>
</tr>
<tr>
<td></td>
<td>Records to support inclusion in the NCCD</td>
<td>Learning and support plans</td>
<td>Psychological assessments and reports (e.g. WISC-IV or WISC-V)</td>
</tr>
<tr>
<td></td>
<td>Personalised Learning Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Functional support</strong></td>
<td>Records of functional supports provided by teacher or SLSO</td>
<td>Allied health assessments (e.g. speech, OT, physio) associated with mobility, communication, health care, assistive technology, adjustments for access and participation at school (including environmental modifications)</td>
<td>Profile developed for department’s Access Request process</td>
</tr>
<tr>
<td></td>
<td>Profile developed for department’s Access Request process</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review meeting notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>Personalised Learning Plans</td>
<td>Health care plan and supporting documents</td>
<td></td>
</tr>
<tr>
<td><strong>Behaviour</strong></td>
<td>Personalised Learning Plans</td>
<td>Behaviour support plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incident reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Risk assessments</td>
<td></td>
</tr>
<tr>
<td><strong>Wellbeing</strong></td>
<td>Records of social-emotional interventions provided</td>
<td>Records of social-emotional interventions provided</td>
<td></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>Transition plans for starting school, changing school, or moving between grades</td>
<td>Year 6-7 transition plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post school transition plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work experience records and reports</td>
<td></td>
</tr>
</tbody>
</table>
The document is an example only. It is not mandatory and neither are the fields within it.
Pathways and options for young people

STUDY AND WORK
» Start an apprenticeship or traineeship
» See what help is available for Australian apprentices with disability

FURTHER STUDY
» Enrol at university, TAFE, private college or other training provider
» Talk to the institution about the adjustments you need to access and participate in your course
  » TAFE disability services
  » University disability services

FIND A JOB
» Look for a job independently
» Get help to find a job through jobactive
» If an NDIS participant you can access supported employment at an Australian Disability Enterprise through your NDIS plan
» Go to Centrelink for a Job Capacity Assessment

BECOME WORK READY AND GET HELP TO FIND A JOB
» Get help from Disability Employment Services (you may be able to register in your last year of school) or Transition to Work to prepare for work
» NDIS participants can talk to their planner or a LAC about help to find an employment pathway and suitability for School Leaver Employment Supports (SLES)

COMMUNITY
» Volunteer in your community
» Participate in activities to build skills that may support employment
» Pursue your interests
» Participate in social activities and events
» Learn to become more independent
» Ensure you have the right supports in your NDIS plan

» Pathways may change as a student's skills, capabilities and interests change
» NDIS participants should talk to their Local Area Coordinator or planner about the supports needed to achieve post school goals
Pathways to employment support

### Via the Department of Human Services, Centrelink
Income assistance or job seeker support from Centrelink:
- **CRN**: Centrelink Registration Number & interview to discuss support, &/or assessment
- **JSCI**: Job Seeker Classification Index
- **JCA**: Job Capacity Assessment (if applying for the DSP)
- **ESA**: Employment Services Assessment (for all other applications)

### Direct registration with a Disability Employment Service (DES)
You can directly register with a DES. To be eligible, you must be:
- In final year of secondary school,
- Receiving the Disability Support Pension (DSP), or
- Enrolled in Disability Special Class/Disability Special School, or
- Attracting additional educational funding due to their disability
- Current & former participants in School Leaver Employment Supports (SLES)

Please confirm eligibility with a DES Provider

### More information
- www.jobaccess.gov.au
- 1800 464 800

### Additional support for Indigenous students

### Pathways to employment support

#### jobactive
- Streamed services to support job seekers to find a job
- Services are tailored to support job seekers to overcome:
  - **vocational barriers** (e.g. work experience & training)
  - **non-vocational barriers** (e.g. homelessness, drug and alcohol issues, and disability with or without evidence)
- Streams A-B-C: A - supports job seekers who are job ready, to C - supports job seekers with both vocational and non-vocational barriers

#### Find a provider online or speak to a person
- Call the Job Seeker Hotline on 13 62 68

#### Disability Employment Services (DES)

#### Employment Support Services (ESS)
- Job seekers with a permanent disability who need long term, regular support in the workplace
- School-based trainees and apprentices who meet eligibility criteria may be eligible for support (with approval)

#### Find a provider online or speak to a person
- Ring a JobAccess Advisor on 1800 464 800

#### Disability Management Services (DMS)
- Job seekers with a disability, injury or health condition, requiring assistance from a DES but not long term support in the workplace
- School-based trainees and apprentices who meet eligibility criteria may be eligible for support (with approval)

#### Find a provider online or speak to a person
- Ring a JobAccess Advisor on 1800 464 800

#### Source:
[www.newcastle.edu.au/ndco](http://www.newcastle.edu.au/ndco)
Australian Government employment supports

» **jobactive** helps to get people into work, including people with disability
   - A jobactive provider can support you to access support to find and keep a job

» **Transition to Work** supports young people aged 15–21 on their journey to enter employment or complete education. The service is available through jobactive
   - **Find a Provider** assists in locating the nearest provider

» **Job Access** provides advice on employment support for people with disability
   - Job Access can provide information on Disability Employment Services (DES)
   - Call 1800 464 800

» **Centrelink** provides job seeker support and financial support information for people over 16, including the disability support pension, sickness allowance, mobility allowance and pensioner education supplement
   - To receive the disability support pension, you may need to attend a **Job Capacity Assessment**
Eligibility for DES
You may register directly with a DES provider as an Eligible School Leaver (ESL) if you:
» are in your last year of school, and
» have future capacity to work at least 8 hours a week, and
» meet the criteria found in the DES eligible school leaver guidelines.

In these cases, DES providers will seek documentary evidence from the school principal (or delegate) stating that you are:
» full time in final year of school (Year 12 in NSW), and
» receiving the disability support pension or receiving additional education funding due to your disability.

In NSW public schools, this is evidence of receiving Integration Funding Support or being enrolled in a support class in a special school.

Students who wish to register with a DES provider but who are not eligible under the ESL guidelines or who have already left school will require an Employment Services Assessment. This assessment considers barriers to work, identifies interventions to address those barriers, and considers the young person's capacity to work. It may also be used by the Department of Human Services when making decisions about income support payment qualification or participation requirements.
**NDIS supports that may assist young people**

You must be an NDIS participant to access these supports

<table>
<thead>
<tr>
<th><strong>School Leaver Employment Supports (SLES)</strong></th>
<th>Australian Disability Enterprises (ADEs)</th>
<th>Community participation supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>is an NDIS funded reasonable and necessary support for young people who have a goal to work in open employment</td>
<td>provide a range of employment options. They can provide training and experience to support an employee to step into open employment or to continue in supported employment:</td>
<td>Community participation supports enable a participant to engage in social or recreational activities in the community</td>
</tr>
<tr>
<td>» SLES is an early intervention approach for Year 12 school leavers with significant disability to support their transition from school to employment</td>
<td>» people who are unlikely to enter the open labour market and earn an award wage</td>
<td>» This may include volunteering or getting involved in local events and social activities</td>
</tr>
<tr>
<td>» Supports may be provided for two years and are designed to build a participant’s capacity to meet the access criteria and transition to a Disability Employment Service (DES)</td>
<td>» people who, because of their disability, need substantial ongoing support to obtain or retain paid employment</td>
<td>» Wherever possible, community participation should focus on building skills and confidence to be more independent in the community</td>
</tr>
<tr>
<td>» SLES supports are only available to participants who are not eligible to access a DES</td>
<td>» Funding of ADEs is gradually <a href="#">transitioning to the NDIS</a></td>
<td></td>
</tr>
</tbody>
</table>

ADEs provide a range of employment options. They can provide training and experience to support an employee to step into open employment or to continue in supported employment:

- people who are unlikely to enter the open labour market and earn an award wage
- people who, because of their disability, need substantial ongoing support to obtain or retain paid employment

Funding of ADEs is gradually transitioning to the NDIS.
<table>
<thead>
<tr>
<th>Planning areas</th>
<th>NDIS domains</th>
<th>Example goal (when writing goals be specific)</th>
<th>Example adjustments to support a young person to achieve their goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further education and training</td>
<td>Lifelong learning</td>
<td>To improve opportunity for an apprenticeship through a vocational course at TAFE or another RTO</td>
<td>Contact disability support personnel at TAFE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To do a community education cooking course</td>
<td>Attend expos and support by listing questions that may support the process</td>
</tr>
<tr>
<td>Employment</td>
<td>Work</td>
<td>To get a job</td>
<td>Opportunities for repetition and practice to learn new skills</td>
</tr>
<tr>
<td></td>
<td>Relationships</td>
<td>To get a part time job before I finish school</td>
<td></td>
</tr>
<tr>
<td>Personal care and management</td>
<td>Choice and control</td>
<td>To learn how to shop for ingredients for dinner for a week</td>
<td>Identify ingredients visually</td>
</tr>
<tr>
<td></td>
<td>Daily living</td>
<td>To learn to budget my money</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and wellbeing</td>
<td>Health and wellbeing</td>
<td>To join a sports club in my local area to learn skills, make friends and keep active</td>
<td>Research and list local area clubs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To do volunteer work at a home for old people</td>
<td></td>
</tr>
<tr>
<td>Social and community participation</td>
<td>Social and community participation</td>
<td>To access centre-based supports and part time supported employment with an Australian Disability Enterprise (ADE)</td>
<td>Visual schedules for timing and following instructions</td>
</tr>
<tr>
<td></td>
<td>Relationships</td>
<td>Help to get a better routine in my life</td>
<td>List steps to follow</td>
</tr>
<tr>
<td>Transport and mobility</td>
<td>Daily</td>
<td>To learn to travel independently to new places to improve my chances of finding employment and participating in the community</td>
<td>Identify local transport routes</td>
</tr>
<tr>
<td></td>
<td>Social and community participation</td>
<td></td>
<td>Teach safe travel behaviour</td>
</tr>
<tr>
<td><strong>Work and income</strong></td>
<td><strong>Daily living</strong></td>
<td><strong>Home</strong></td>
<td><strong>Health and wellbeing</strong></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------</td>
<td>----------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>» Successfully obtain and retain employment in the open or supported labour market</td>
<td>» Items and equipment for daily living</td>
<td>» Assistance to improve and increase satisfaction with living arrangements</td>
<td>» Dietetics, personal training, and exercise to increase a participant’s health, fitness and wellbeing</td>
</tr>
<tr>
<td>For example: Student may need assistance to find and keep a job in open or supported employment, to volunteer, get a tax file number, connect with a Disability Employment Service, and explore ideas for potential employment</td>
<td>» Personal care and community access for everyday life, and to live securely and independently</td>
<td>» Minor to major home modifications</td>
<td>For example: Student may need help to decide and find where they would like to live (e.g. supported living or in a private home), or to identify if they need home/vehicle modifications or assistive technology</td>
</tr>
<tr>
<td><strong>Goal example:</strong> I want to get a job when I leave school</td>
<td><strong>Goal example:</strong> To have support that enables me to be independent with my personal care needs</td>
<td><strong>Goal example:</strong> To move into a support share house with people my own age</td>
<td><strong>Goal example:</strong> To get the therapy support needed to help me manage change</td>
</tr>
</tbody>
</table>
**Goal planning is important for NDIS participants when transition planning**

Reasonable and necessary supports for NDIS participants must contribute to achieving individual goals

- Deciding on reasonable and necessary supports is a delegate's decision based on legislation and the information provided.
- The individual transition plan is an example of the information that will support the delegate decide what is reasonable and necessary.

<table>
<thead>
<tr>
<th>Core Supports</th>
<th>Capital Supports</th>
<th>Capacity Building Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are supports that enable daily living</td>
<td>These supports provide:</td>
<td>These supports enable the building of independence skills</td>
</tr>
<tr>
<td></td>
<td>» assistive technology equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>» home and/or vehicle modifications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>» specialist disability accommodation</td>
<td></td>
</tr>
<tr>
<td>The participant has flexibility to choose specific supports in this space within the budget but cannot reallocate this funding for other purposes</td>
<td>Funding in these areas is restricted to items identified in the plan</td>
<td>Budget allocated at this level must be used to achieve the goals set out in the participant's plan</td>
</tr>
<tr>
<td>Core supports can provide:</td>
<td>Capital supports provide:</td>
<td>Capacity building supports provide:</td>
</tr>
<tr>
<td>» assistance with daily living</td>
<td>» assistive technology</td>
<td>» support coordination</td>
</tr>
<tr>
<td>» transport support</td>
<td>» home</td>
<td>» improved living arrangements</td>
</tr>
<tr>
<td>» consumables</td>
<td></td>
<td>» increased social and community participation</td>
</tr>
<tr>
<td>» assistance with social and community participation</td>
<td></td>
<td>» finding and keeping a job</td>
</tr>
<tr>
<td>Note: All participant funding is tied to a goal.</td>
<td></td>
<td>» school leaver employment supports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» improved relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» improved health and wellbeing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» improved learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» improved life choices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» improved daily living</td>
</tr>
</tbody>
</table>

**Note:** NSW Department of Education
# Checklist: Work readiness skills

To help identify areas where more support is needed

The checklist is for schools to complete with students and families to support planning with providers. Mark each item as **YES** or **NO** according to behaviours observed at school or in school related activities. Further details can be added in comments box if required.

## Being prepared for work

<table>
<thead>
<tr>
<th>Item</th>
<th>YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self organised to be ready for school or work</td>
<td></td>
</tr>
<tr>
<td>Mostly punctual</td>
<td></td>
</tr>
<tr>
<td>Awareness of time management</td>
<td></td>
</tr>
<tr>
<td>Manages own daily routine</td>
<td></td>
</tr>
<tr>
<td>Well presented and dressed appropriately</td>
<td></td>
</tr>
<tr>
<td>Independent with personal care routines at school</td>
<td></td>
</tr>
<tr>
<td>Shows interest in work</td>
<td></td>
</tr>
</tbody>
</table>

## Work habits

<table>
<thead>
<tr>
<th>Item</th>
<th>YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works well in a team</td>
<td></td>
</tr>
<tr>
<td>Works effectively alone</td>
<td></td>
</tr>
<tr>
<td>Follows instructions</td>
<td></td>
</tr>
<tr>
<td>Follows supervisor's directions</td>
<td></td>
</tr>
<tr>
<td>Requires frequent prompts to complete tasks</td>
<td></td>
</tr>
<tr>
<td>Seeks help on next steps when unsure</td>
<td></td>
</tr>
<tr>
<td>Requires times to settle into a new environment</td>
<td></td>
</tr>
<tr>
<td>Requires targeted support to learn new tasks</td>
<td></td>
</tr>
<tr>
<td>Copes with change within daily routine</td>
<td></td>
</tr>
</tbody>
</table>
# Checklist: Work readiness skills

To help identify areas where more support is needed

The checklist is for schools to complete with students and families to support planning with providers. Mark each item as YES or NO according to behaviours observed at school or in school related activities. Further details can be added in comments box if required.

## Safety

<table>
<thead>
<tr>
<th></th>
<th>YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows safety rules in current setting</td>
<td></td>
</tr>
<tr>
<td>Understands the need for the use of personal protective equipment (PPE)</td>
<td>YES / NO</td>
</tr>
<tr>
<td>Needs additional supervision with equipment</td>
<td>YES / NO</td>
</tr>
<tr>
<td>Will need support in an emergency situation</td>
<td>YES / NO</td>
</tr>
<tr>
<td>Requires an accessible workplace</td>
<td>YES / NO</td>
</tr>
<tr>
<td>Requires strategies to encourage self-regulation of behaviour</td>
<td>YES / NO</td>
</tr>
</tbody>
</table>

## Other

<table>
<thead>
<tr>
<th></th>
<th>YES / NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a mobile phone independently to make and receive calls</td>
<td></td>
</tr>
<tr>
<td>Uses a mobile phone independently to access information</td>
<td>YES / NO</td>
</tr>
<tr>
<td>Has awareness of money, its uses and value</td>
<td>YES / NO</td>
</tr>
<tr>
<td>Looks after own money</td>
<td>YES / NO</td>
</tr>
<tr>
<td>Uses a bank or an ATM to access money</td>
<td>YES / NO</td>
</tr>
<tr>
<td>Knows how to use a debit card</td>
<td>YES / NO</td>
</tr>
</tbody>
</table>
**Links to information, supports and resources**

**Disability**
- NDIS website | [www.ndis.gov.au](http://www.ndis.gov.au)
- Ability Links | [https://www.abilitylinksnsw.org.au/](https://www.abilitylinksnsw.org.au/)

**Education and training**
- Up2now learning portfolio | [https://up2now.net.au/people/login](https://up2now.net.au/people/login)
- School-based apprenticeships and traineeships | [https://sbatinnsw.info/](https://sbatinnsw.info/)

**Health**
Links to information, supports and resources

**Employment**
- Ticket to Work | www.tickettowork.org.au

**Other**
Acronyms

**Government and Non-government**

DSS – Department of Social Services  
DHS – Department of Human Services  
DES – Disability Employment Service  
ESL – Eligible school leaver  
ESS – Employment Support Services  
DMS – Disability Management Services  
ADE – Australian Disability Enterprise  
DSP – Disability Support Pension  
PES – Pensioner Education Supplement  
ESAt – Employment Services assessment  
JCA – Job Capacity Assessment  
JSA – Job Services Australia  
NDCO – National Disability Coordination Officer  
NDIS – National Disability Insurance Scheme  
NDIA – National Disability Insurance Agency  
LAC – Local Area Coordinator  
SLES – School Leaver Employment Supports  
ILC – Information Linkage and Capacity Building  
DDA – Disability Discrimination Act  

**Education**

NSW DoE – NSW Department of Education  
STT – Support teacher transition  
ITP – Individual Transition Plan  
IEP – Individual Education Plan  
NCCD – Nationally Consistent Collection of Data on School Students with Disability  
DCS – Disability Confirmation Sheet  
DP – Deputy Principal  
AP – Assistant Principal  
APLS – Assistant Principal, Learning and Support  
SLSO – School Learning and Support Officer  
L&ST – Learning and Support Teacher  
HSC – Higher School Certificate  
RoSA – Record of School Achievement  
RTO – Registered Training Organisation  
VET – Vocational Education and Training  
SVET – School Delivered Vocational Education and Training  
EVET – Externally Delivered Vocational Education and Training  
AIS – Association of Independent Schools of NSW  
CSNSW – Catholic Schools NSW
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1. Click **File**
2. Click **Save as Adobe PDF**
3. Select a folder to save the document in and type in a clear file name.

The form can then be sent to families and others with confidence that the information entered during the transition meeting cannot be changed.

How to create a digital signature and sign a document

[Download this guide](#) (PDF, 1.44MB) for instructions to create a digital signature and sign a document using Adobe