

# GUIDELINES

for the Enrolment and Transition  
of Students with Disabilities  
and/or Additional Needs

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## Purpose

The purpose of these guidelines is to provide procedural fairness and clarity when enrolling, and transitioning, Students with Disability (SWD) and/or Additional Needs into, and between, schools in the Diocese of Maitland-Newcastle.

## Guiding Principles

The following principles inform these guidelines:

- Diocesan schools are open to the enrolment of children from all Catholic families that commit themselves to the school and the parish.
- The time of enrolment is an opportunity for open dialogue, reflection and mutual discernment about the individual circumstances and spiritual journey of the student in the context of family and the religious purposes of the school in the life of the parish.
- The appropriate education of students with disability is based upon curriculum needs rather than the description of disability. Disability alone does not necessarily determine enrolment, placement or special educational provisions.
- The degree to which a disability affects the student's learning depends on the learning environment and the student's ability to interact with that environment.
- Parents/carers and their advocates are recognised as significant participants in negotiating and planning their child's education.
- Procedural fairness requires transparency of process, equal access to information and clear, open communication.

The following documentation should be read in conjunction with the following:

- Catholic Schools Office (CSO) Enrolment Policy and Procedure
- Catholic Primary School Enrolment Package and Catholic Secondary School Enrolment Package
- *Disability Discrimination Act 1992 (DDA)* and the Disability Standards for Education 2005 (Disability Standards)

## Flow Chart: Enrolment Guidelines for Students with Disability

	<b>Initial parent/carer enquiry. School sends Application for Enrolment form</b>	
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	As per Enrolment Policy, school personnel meet with parent and student to discuss the contents of the Enrolment Form and to gather more information. Completion of the questions listed in Appendix 1 will help to determine whether the student has a disability/additional needs. <u>The LST/LSC must be involved in this step in order to assist in determining whether the student has a disability.</u>	
	<b>Does the student have a disability?</b>	
	↓	↓
<b>PHASE 1: Enrolment Application</b>	<b>YES</b>	<b>NO</b>
	<p>Contact the Senior Education Officer (Student Support Unit) at the CSO. If the student requires supplementary adjustments (Level A – B) enrolment may proceed. If the student requires substantial/extensive adjustments (Level C or above), a CSO Education Officer (EO) from the Student Support Unit will be allocated to support the school to gather more detailed information about the student's needs.</p> <p>For students requiring support at Level C or above, the school now needs to submit:</p> <ul style="list-style-type: none"> <li>• Pre-enrolment: Request for Support Form – SWD – Level C - E (Appendix 2)</li> <li>• CSO Parent Permission/Release of Information Form - Pre-enrolment/Transition/Validation (Appendix 3).</li> </ul>	Follow procedures as per Enrolment Policy
	↓	
<b>PHASE 2: Information Gathered about the Student's Educational /Support Needs</b>	School personnel, and CSO EO, will work in collaboration to collect information to determine student's educational and support needs. Information gathered in Appendix 1 can be used to guide what areas need to be explored further, including areas such as those listed below:	
	<ul style="list-style-type: none"> <li>• Mobility needs - physical access, equipment, building modifications</li> <li>• Health Care needs</li> <li>• Personal care needs</li> <li>• Mental Health needs</li> </ul>	<ul style="list-style-type: none"> <li>• Communication needs</li> <li>• Curriculum needs</li> <li>• Safety issues</li> <li>• Emergency procedures</li> <li>• Social, emotional, behavioural needs (See Appendices 4-9)</li> </ul>
	↓	
<b>PHASE 3: Enrolment Decision/ Negotiating the Student's Curriculum</b>	Meeting of relevant school/CSO personnel is held to discuss all of the information gathered. Principal considers whether the school can meet the student's needs and makes a decision regarding enrolment. The Assistant Director may be invited to attend this meeting.	
	↓	
	Principal meets with parents, CSO personnel and other key stakeholders, as relevant, to discuss the educational program, adjustments, and resources that the school can offer	
	↓	↓
<b>PHASE 4: Action Following Enrolment Decision</b>	Enrolment proceeds	Enrolment does not proceed
	↓	↓
	<ul style="list-style-type: none"> <li>• Letter to parents offering/accepting the enrolment; signed by parents</li> <li>• Information is provided about the transition process</li> <li>• Develop Transition Plan (See Appendices 10-11)</li> </ul>	<p>This may occur because:</p> <ol style="list-style-type: none"> <li>1. Parents choose not to continue with enrolment if they believe school is unable to meet their child's needs</li> <li>or</li> <li>2. School can demonstrate that enrolment will cause unreasonable adjustment and/or unjustifiable hardship in relation to student and circumstances of the school. <b>(Only after written advice is provided by the CSO SSU and Director's Unit)</b></li> </ol>
	↓	↓
<b>PHASE 5: Transition</b>	Transition commences. Follow the planning procedures as outlined in the Transition section of these guidelines.	Support is provided in seeking enrolment in an alternate setting

## Phase I: Enrolment Application

### POLICY AND CRITERIA

- The CSO Enrolment Policy applies to all students.
- Schools are to consider all applications for enrolment using the Diocese's documented enrolment criteria.
- The CSO Enrolment Policy and criteria underpin the enrolment process. Schools are required to develop a policy that is inclusive of all students.

### APPLICATION PROCESS

To ensure compliance with the Disability Standards, schools are advised to:

- provide each prospective applicant with an Enrolment Application for Catholic Schools form following an expression of interest.
- ensure that the application form/s contain questions about the student's learning needs and provides enough space for detailed answers. Parents/carers should be prepared to meet requests for information about the nature or existence of the student's disabilities, and be expected to take the initiative in providing this information and evidence to the school.
- conduct an initial interview with the parents/carers and the prospective student at an early stage to determine whether the applicant meets the standard enrolment criteria. Staff required to attend the initial interview **may** include the following staff: Principal, Assistant Principal, Learning Support Teacher (LST), Learning Support Coordinator (LSC), CSO Education Officer, Professional Officer (Psychologist).
- if the parents have indicated that the student has special educational needs explain the next phase of the enrolment process. It is important that all of the needs of the student and the potential implications of the student's enrolment are discussed fully and as much information as possible is obtained from the parents/carers. This involves gathering as much information as possible about the student's needs. The school may choose to use the [Pre-Enrolment Questionnaire](#) (page 25) for this purpose.

In the event that a student requires substantial/extensive adjustments (Level C or above), an Education Officer from the Student Support Unit will be allocated to support the school to gather more detailed information about the student's needs. The LST or LSC will complete the [Pre-Enrolment – Request for Support Form – Student with Disability \(NSW State Criteria – Levels C–E\)](#) and return it to the CSO. The Senior Education Officer (Student Support) will allocate the student to the relevant Education Officer.

### PARENT PERMISSION

- It is essential that the [CSO Parent Permission/Release of Information Form – Pre-enrolment/Transition/Validation](#) (page 31) is signed by parents, authorising access to information from all sources about the student. It is the school's responsibility to gain the parent/carers' written permission.
- Schools must comply with the *Privacy Act 1988* (Cth).

The Education Officer will provide guidance to the school in relation to the next steps, and will determine which one of the following options will be implemented:

1. The LST or LSC will be responsible for collecting information to determine the student's educational and support needs. The LST or LSC will be responsible for liaison with school staff, parents, and other agencies. The Education Officer will remain available for further consultation throughout the process should additional support or assistance be required.

OR

2. The Education Officer will provide direct assistance and work in partnership with the LST or LSC in collecting information, observing the student, and determining the student's educational and support needs. The LST or LSC will coordinate the information gathering process and will be responsible for liaison with school staff, parents, and other agencies as needed.

### **POINTS TO REMEMBER**

The Disability Standards state that schools must take reasonable steps to ensure that the prospective student is able to apply for enrolment on the same basis as a prospective student without a disability, and without experiencing discrimination. In some instances, students may be on a waiting list from an early age. Schools need to ensure that parents/carers are aware that inclusion on a waiting list or an application for admission may not guarantee enrolment.

It is important that all staff involved in the processing of applications for enrolment receive appropriate information and training in relation to the legislation (including their obligations under the DDA and the Disability Standards), and the school's enrolment procedures and policies.

A positive and constructive attitude to the enrolment procedure should be emphasised, as well as a collaborative approach with parents/carers, to determine if the student has special educational needs.

Parents/carers should be involved in the process of determining the outcome of the application for enrolment and should be fully informed throughout the process.

Schools are advised to document each step of the enrolment process.

The Student Support Unit Education Officers will assist schools with the enrolment of students with disabilities and additional needs.

## Phase 2: Information About a Student's Educational and Support Needs

Schools need to determine the resources required to meet the needs of the student. Specific information should be obtained about the student's history such as their development, medical and academic/learning details.

### DOCUMENTATION

- Information on the student's needs and advice from independent specialists can be obtained from appropriate disability agencies, previous schools and the medical and allied health professionals involved.
- The collation of this information will help ascertain the student's need for:
  - physical access: equipment, building modifications
  - personal care support/s
  - health care management: medication, emergency procedures
  - communication supports
  - specific reasonable adjustments
  - behaviour support and/or mental health support
- A series of lists of issues or questions for completion are included as attachments (pages 32–41), to guide schools as they establish a clear picture of the student's needs and the resources available.
- Observe the student in his/her current educational setting - e.g. preschool or school - to collect information and reports on the student's learning situation and to determine the extent of support provided by other agencies.
- The LST/LSC will document all meetings, observations and conversations at all phases of the enrolment process, and will retain this documentation on file. Refer to Appendices 4–9.
- The Education Officer will complete the Enrolment Confirmation Form and provide a copy to the school.

### POINTS TO REMEMBER

Schools are required to comply with the Disability Standards for enrolment, and the measures include the steps of consultation and evaluation about whether an adjustment is necessary to ensure that the prospective student is able to apply for enrolment in the school on the same basis as a prospective student without a disability.

The process of collecting information about a student's learning needs and developing a Plan may take considerable time (occasionally up to 18 months). The time taken depends on the extent of the prospective student's disabilities and the entry point to the school.

During the collection phase, the school should keep the place open until a decision is made.

It is recommended that the parents/carers and the school work collaboratively to collect data to determine the student's educational needs. It is important to involve parents/carers as fully as possible in the data collection process to ensure a thorough, comprehensive, and well-documented assessment of the student's needs.



## Phase 3: Enrolment Decision/Negotiating the Student's Curriculum

### CONSIDERATIONS

Based on the information gathered, the Principal should consider the student's needs, the reasonable adjustments that are needed, and the school's ability to meet those needs. This should be based on the advice from the LST, LSC, and/or CSO Student Support Unit staff.

### MEETING

The parents/carers need to be fully informed of the outcome of the information collection process, so the Principal, together with relevant school and CSO personnel, and support personnel (where required), will meet with the parents/carers to discuss the outcomes of the process and to present the reasonable adjustments that will be made.

This meeting may include explanation of, and support to access, alternate educational settings external to the Catholic School system.

### POINTS TO REMEMBER

The school must comply with the Disability Standards to enable the student to enrol on the same basis as a prospective student without a disability. A measure of compliance is to ensure that information about entry requirements, the choice of, and progression through, the programs and the educational settings for those programs is accessible, and allows the student and parents/carers to make informed choices.

The Principal has the key responsibility in deciding whether an application will become a confirmed enrolment.

The information collected and presented to parents provides the basis for the development of a Transition Plan for a confirmed student enrolment.

Parents/carers should be involved in the process of determining the outcome of the application for enrolment and must be fully informed of all decisions and outcomes of each phase of the enrolment process.

Schools are to document each step in the enrolment process.

Contact the Senior Education Officer (Student Support) at the CSO to discuss major capital works that may be required.

## Phase 4: Action Following Enrolment Decision

### ACTION

On confirmation of enrolment, Principals should:

- confirm in writing to parents what support the school can offer the student in order to embrace the curriculum and participate in school life successfully.
- record details of the student's educational needs, issues and curriculum in a Transition Plan and develop a transition or orientation program as required. Parents/carers should be encouraged to sign the Transition Plan.
- contact the Senior Education Officer (Student Support) to discuss major capital works that may be required.
- inform whole staff about the student's needs, details of their disability/ behaviour/learning outcomes and inservice/training to be organised. This information may be provided by the school-based LST or LSC and other agencies and professionals involved with the student. Privacy legislation needs to be adhered to.
- make contact with relevant agencies to confirm their involvement. Agency agreements as provided in the Transition Plan can be used to document details of this support.

The enrolment may not proceed if:

- parents choose not to continue with the enrolment.
- the system can demonstrate that the enrolment relies upon adjustments that are considered unreasonable or will cause unjustifiable hardship in relation to the student and the circumstances of the school.

Any appeals will follow the process outlined in the Enrolment Policy (2018) – section 4. Appeals and Disputes.

### POINTS TO REMEMBER

Schools must comply with the Disability Standards and although schools are required only to make reasonable adjustments they are exempt from making adjustments that would impose unjustifiable hardship on them, and therefore can decline an enrolment.

Declined enrolments on the basis of demonstrated unreasonable adjustment and/or unjustifiable hardship need to be considered extremely carefully and from the perspective of all parties and can only occur with written advice from the Catholic Schools Office.

It is important to remember that full-time attendance at school is compulsory between the ages of six and seventeen years, however in transition to school, and on some other occasions, a small number of students with disability may only attend school on a part-time basis. Any decisions in relation to this, on the basis of a student's disability, must be negotiated with the parents, discussed with the Assistant Director, and documented in the Transition Plan.

## CHANGES IN STUDENT'S NEEDS AND/OR CIRCUMSTANCES

A student's needs and/or circumstances may change or become apparent after enrolment. There are several ways in which this could occur — for instance:

- There may be a reassessment of the student's learning difficulties and behaviour leading to a new diagnosis of the student's disability.
- The student's condition may deteriorate.
- The student may have been enrolled with a disability but may subsequently manifest a learning difficulty.
- The student may acquire a disability, e.g. head injury, resulting in different educational/behavioural support.

In each of these cases, the school needs to make a 'reasonably proportionate response' to the circumstances, which may include:

- full consultation with parents/carers and experts to develop strategies.
- involvement of CSO Education Officers.
- training of teachers and learning support assistants who are involved with the student.
- assessment of additional costs for extra support/adjustments.
- assessment of effect upon other students and/or teachers.
- development of a Behaviour Support Plan, where relevant.

### POINTS TO REMEMBER

In order for the school to comply with the Disability Standards it must assess whether a particular reasonable adjustment may need to be changed over the period of a student's education. The school must take reasonable steps to ensure that any adjustment required is made within a reasonable time.

All strategies and actions should be documented. It is recommended that the parents/carers, school and experts work collaboratively to address the student's needs.

If it becomes apparent that a parent/carer has failed to disclose accurate information about the student's disability, the school may need to seek further advice and support from CSO personnel.

## Phase 5: Transition Guidelines

### GUIDING PRINCIPLES

The following principles inform these guidelines:

- The time of transition is an opportunity for open dialogue, reflection and mutual discernment about the individual circumstances and spiritual journey of the student in the context of family and the religious purposes of the school in the life of the parish.
- The appropriate education of students with disability is based upon learning needs rather than the description of disability. Disability alone does not necessarily determine placement or special educational provisions.
- The degree to which a disability affects the student's learning depends on the learning environment and the student's ability to interact with that environment.
- Parents/carers and their advocates are recognised as significant participants in negotiating and planning their child's education. Consultation is vital and must occur.
- Procedural fairness requires transparency of process, equal access to information and clear, open communication.

The following documentation should be read in conjunction with these guidelines:

- CSO Enrolment Policy and Procedure
- Guidelines for Enrolment of Students with Disabilities and/or Special Needs.
- *Disability Discrimination Act 1992* and the Disability Standards for Education 2005
- Guidelines – Minor Capital and Specialised Equipment

### RATIONALE

Transition is a process that:

- Supports the enrolment process, by articulating the student's specific goals
- Supports a student when moving between settings
- Identifies student needs by gathering information about the student's history, such as their development, medical, social/emotional and academic/learning details
- Identifies the resources and personnel needed to meet student needs in a new setting
- Establishes support structures for the benefit of the student
- Is inclusive of the student

### TIMING

The process of gathering information about a student's needs and developing a Transition Plan may take time (occasionally up to 18 months), depending on the extent of the prospective student's disabilities and the entry point to the school.

The development of a Transition Plan process does not always mean that commencement at school will be immediate. Reasons for a delayed start may include: students with physical disability/vision impairment/hearing impairment may require major or minor capital works to be completed prior to commencement, students whose behaviour may pose a safety risk may also require major or minor capital works to be completed prior to commencement, and staff may have to complete additional training prior to the student's commencement at school.

Additional plans may need to be developed in consultation with the student (where appropriate), parents, and key stakeholders.

## CONSULTATION WITH PARENTS/CARERS

It is essential that the Release of Information form is signed by parents/carers, authorising access to information from all sources about the student. It is the school's responsibility to gain the parent/carers written permission for release of information and also for observation/support by Education Officers. Schools must comply with the *Privacy Act 1988*.

School staff will work collaboratively with parents/carers to collect data to determine the student's educational needs. It is important that parents/carers are involved as fully as possible in the data collection process to ensure a thorough, comprehensive, and well-documented examination of the student's needs.

## ROLE OF THE LST/LSC

The LST/LSC, or designated Case Manager, will gather documentation/information regarding the student's needs. Information/documentation can be obtained from relevant agencies, previous schools, and any medical and allied health professionals involved.

The collation of this information will help ascertain the student's need for adjustments in relation to:

- physical access: equipment, building modifications
- personal care
- safety
- health care management: medication, emergency procedures
- communication
- specific teaching strategies
- behaviour and social/emotional support

The LST/LSC, or designated Case Manager, will:

- liaise with the parents/carers, schools, and external agencies
- visit the student's current educational setting e.g. preschool or school – to collect information and reports on the student's learning situation and to determine the extent of support provided by other agencies.
- document all meetings and conversations at all stages of the transition process.

## TRANSITION PLAN

### The Transition Plan

- clearly informs all stakeholders of their roles, responsibilities and timelines in relation to all aspects of the transition process.
- identifies other processes that may need to take place to support transition e.g. site assessment by an OT, Risk and Control Plan, Capital Grants application, assessment by Vision Australia and Hearing Australia, review confirmation of SWD eligibility etc.
- provides detailed information about planned school visits, including when, where, who will be involved and what will happen.

- provides detail about support structures that the incoming school will need to put in place for the student.
- is essential for students with high support needs (Levels C to E).
- includes a full Student Profile
- is copied and distributed to all key stakeholders once completed.

A student may attend school on a partial basis during the transition to school where an extended period of orientation is considered to be of benefit for the student. Partial attendance as part of a student's orientation period needs to be outlined in the Transition Plan, and reviewed after four weeks. If the partial attendance continues for more than 10 weeks from the student's commencement at school, the partial attendance must be formalised with a partial attendance plan as per the Partial Attendance Guidelines below.

## PARTIAL ATTENDANCE GUIDELINES

**NOTE:** These guidelines, including the Partial Attendance Plan template (see Appendix 12), are available as a separate document at MNWorks – Resources – Policy Documents – Enrolment.

### Rationale

The purpose of partial attendance is to provide a student with a structured pathway for achieving successful participation in the school setting. Partial attendance is an explicit and planned procedure that has as its focus, a student's full-time attendance at school in the shortest possible period of time.

It is important to consider that full-time attendance at school between the ages of six and seventeen years is compulsory. Any variations to this on the basis of a student's disability should be considered with regard to obligations held under the Disability Standards for Education 2005. Variations to school attendance must also be negotiated with, and agreed by, the parent/carer. It must also be approved by the school's Assistant Director via the Principal.

Partial attendance must be carried out under a developed plan, the focus of which is to achieve full-time attendance through a graduated and supported process.

### Guiding Principles

Partial attendance may only be entered into when:

- it has been clearly demonstrated that it is in the best interests of the student;
- an Education Officer, Student Support Unit has been consulted; and
- alternatives to partial attendance have been fully considered.

Partial attendance may be entered into for a variety of reasons. These may include:

- transition to school where an extended period of orientation is considered to be of benefit for the student,
- health concerns where the impact of a physical or mental illness precludes, or makes it difficult, for a student to attend full-time school
- behavioural difficulties where the behaviour of a student is very disruptive and/or presents as a risk of harm to others

For a student with disability or a student who is experiencing difficulties, partial attendance provides for a controlled period of time within which the student's capacity to engage and succeed at school is strengthened.

The partial attendance of a student may provide the school with a controlled period of time within which to build the capacity and resources to support the student's needs and development.

Where there is a concern of risk of harm for a student, or where a student has been subject to Child Protection Orders, a risk assessment must be conducted by a school prior to entering into formal partial attendance.

Where the partial attendance is for medical reasons, procedures must be supported by an appropriate Health Care Management Plan that has been informed by advice from the student's health care professionals.

A **Partial Attendance Plan** (page 44) is constructed under the school's Learning Support Team or equivalent, such as a Student WellBeing or Welfare Team, and administered by a designated school based Case Manager.

A student who is not in attendance at school for five hours a day may be required to complete additional school work during the periods of time that he or she is not in attendance.

Decisions made should have reference to the diocese's Attendance Policy K–12 (February 2012), particularly in the case where partial attendance extends beyond a total of fifty days.

A right of appeal exists in the event that consensus is not reached between stakeholders regarding the occurrence and/or structure of partial attendance for a student. The appeal should be made via the school's Principal to the relevant Catholic Schools Office Assistant Director.

### **Key Components of a Partial Attendance Plan**

1. A meeting held involving the Principal, Parents/Carers, Student Coordinator (if the student is enrolled in a secondary school), Learning Support Coordinator/Teacher, School Counsellor, Education Officer, Student Support Unit and where applicable, the Class Teacher and student if appropriate.
2. A start and end date.
3. A clearly defined time frame, limited to a maximum period of four weeks, at the end of which a review will occur.
4. Clearly stated times for when a student will be in attendance at school.
5. A clearly stated procedure through which actions will occur.
6. A set of explicitly stated goals that are criterion based, measurable and achievable by the student.
7. Clearly stated strategies for supporting the student to achieve planned goals.
8. An explicitly stated assessment procedure against which decisions are made. Decisions may include changes to times of attendance and changes to the stated goals.
9. A formal review meeting during which the success of the plan is evaluated and decisions made as to forwarding actions. Decisions may include extension of the partial attendance period and related changes to stated goals, support strategies and plan procedures.

### **RECORDING PARTIAL ATTENDANCE**

The attendance of students participating in flexible timetables must be recorded in the same manner as other students. However, scheduled days or periods of non-attendance must not be marked as absences. The Attendance Register Code 'F' should be used to denote periods of non-attendance.

Students participating in flexible timetables should be provided with documentation identifying specific days or parts of days when they are not required to be at school.

In the Compass attendance environment, a student on a partial attendance plan will need to have specific parameters in place to ensure that the attendance arrangements are transparent to all involved parties.

1. Time periods should be specified. For example, it has been negotiated that the student will attend school for one hour/ one period every day for two weeks prior to review. This would take place from 9am – 10am.
2. If the student is late, they will be marked accordingly through the front office.
3. Normal school lesson time applies from 9am -10am. If the child is absent, they will be marked not present for that period of time.
4. From 10am – 3pm the student will be set up via the "School Activity" tab in the attendance module in Compass and will be marked "F."
5. In the event the student remains at school and is marked present by the following teacher, they will appear as an inconsistency and the flexible attendance session for the relevant date will need to be removed by the case manager.
6. If there are changes to the partial attendance plan, times will need to be altered in the school activity to reflect the changes.

For further advice, please refer to the Compass "How to Guide" – Flexible Attendance.



TRANSITION FLOWCHART

Follow Enrolment Guidelines (flowchart on page 5 – Phases 1–4)



**Conduct Parent/carer interview (flowchart page 5 – Phase 1)**  
 1. Complete Pre-Enrolment Questionnaire  
 2. Seek parent/carer permission for Release of Information  
 3. If student has extensive needs (Level C or above) contact Education Officer, SSU



**Compile Documentation (flowchart page 5 – Phase 2)**  
 Include: recent reports and assessments (less than 2 years old); list of current therapies; Pupil Profile (K–12) or Transition Profile (pre- Kinder)



**Visit Current Setting (flowchart page 5 – Phase 2)**  
 1. Meet with relevant personnel (teachers, LST/C, support workers).  
 2. Conduct observations in current setting



**Phase 3 - Decision made regarding enrolment. Where enrolment is offered follow steps below**



**Develop Transition Plan (flowchart page 5 – Phase 4)**  
 Include: - Current issues and challenges  
           - Goals  
           - Support strategies required  
           - Planned orientation visits (dates, times, personnel)  
           - Evaluation: when? who? how?



**Prepare and submit Application for Major Capital Works (if relevant)**  
 ... if student requires e.g. ramps, lift, rails, hoist, braille machine, hearing loop, specialised equipment etcetera.



**Implement Transition Plan (flowchart page 5 – Phase 5)**



**Review Transition Plan - Adjust if needed (flowchart page 5 – Phase 5)**



**Develop Personalised Plan (flowchart page 5 – Phase 5)**  
 for new setting in consultation with parents/carers, and student (if applicable)

## YEAR 6 TO 7 TRANSITION FLOWCHART (BETWEEN DIOCESAN SCHOOLS ONLY)

Follow Enrolment Guidelines (flowchart page 5 – Phases 1–4)



**Conduct Parent/carer interview (flowchart page 5 – Phase 1)**

1. Complete Pre-Enrolment Questionnaire
2. Seek parent/carer permission for Release of Information



**Primary LST/C to visit local high school to develop full understanding of operations, curriculum and support options (early Term 2/beginning Term 3 of pre-transition year)**



**Compile Documentation (flowchart page 5 – Phase 2)**

Primary LST/C's need to provide the secondary school with the most recent documentation including recent reports and assessments (less than 2 years old); list of current therapies; Learner Profile, Behaviour Support Plan, etc.

Primary LST/C to fill out Transition to Secondary – Information Sheet



**LSC to visit Current Setting (flowchart page 5 – Phase 2)**

1. Meet with relevant personnel (teachers, Primary LST/C, support workers).
2. Conduct observations in current setting



**Phase 3 – Decision made regarding enrolment. Where enrolment is offered follow steps below**



**Develop Transition Plan (flowchart page 5 – Phase 4)**

**The LSC should be responsible for writing the Transition Plan in collaboration with the Primary LST/C**

- Include:
- Current issues and challenges
  - Goals
  - Support strategies required
  - Planned orientation visits (dates, times, personnel)
  - Evaluation: when? who? how?



**LSC to prepare and submit Application for Major Capital Works (if relevant)**

... if student requires e.g. ramps, lift, rails, hoist, braille machine, hearing loop, specialised equipment etcetera.



**Implement Transition Plan (flowchart page 5 – Phase 5)**



**Review Transition Plan - Adjust if needed (flowchart page 5 – Phase 5)**



**Develop Personalised Plan (flowchart page 5 – Phase 5)**

for new setting in consultation with parents/carers, and student (if applicable)

## AREAS OF RESPONSIBILITY AND SUPPORTING DOCUMENTATION

The transition planning process should be a collaborative one, involving input and support by all settings. Development of the *Transition Plan* should occur as per the following checklists and documentation in the Appendix:

### PRESCHOOL TO KINDERGARTEN

All gathering, and documenting, of information is done by the LST. This includes responsibility for the writing of the *Transition Plan in consultation with key stakeholders*.

#### Checklist (as relevant)

- Parent permission – Release of information form
- Pre-Enrolment Form – Request for Support Student with Disability (NSW State Criteria)
- Pre-enrolment questionnaire
- Record of early intervention and preschool/day-care services
- Transition to Kindergarten – information checklist
- Transition to Primary school – observation checklist
- Other

### YEAR 2 (ABERMAIN) TO YEAR 3 (KURRI KURRI)

The outgoing school's LST provides the new school with the most recent plan/s. Other helpful documents to be provided include Learner Profiles and Individual Adjustment Plan/adjustments list. The receiving school's LST is responsible for writing the *Transition Plan* in collaboration with the relevant stakeholders.

#### Checklist (as relevant)

- Parent permission – Release of information form
- Pre-Enrolment Form – Request for Support Student with Disability (NSW State Criteria)
- Personalised Plan
- Learner Profile
- Additional Plans (MHCP, HCMP, IBSP...)
- SWD application history
- Other

## YEAR 6 TO YEAR 7

Primary LSTs need to provide the secondary school with the most recent documentation. Other helpful documents to be provided include Learner Profiles, Lists of Adjustments etc. The LSC should be responsible for writing the *Transition Plan* in collaboration with the Primary LST.

### Checklist (as relevant)

- LST/LSC to visit local high school to develop full understanding of operations, curriculum and support options (early Term 2/beginning Term 3 of pre-transition year)
- Parent permission – Release of information form
- Pre-Enrolment Form – Request for Support Student with Disability (NSW State Criteria)
- Pre-enrolment questionnaire
- Personalised Plan
- Learner Profile
- Additional Plans (MHCP, HCMP, IBSP...)
- Transition to Secondary – Information Sheet
- SWD Application History
- Other

## YEAR 10 TO YEAR 11

LSCs need to provide the senior school with the most recent plans. Other helpful documents to be provided include Learner Profiles and Individual Adjustment Plan/adjustments list. The receiving LSC should be responsible for writing the *Transition Plan* in collaboration with the relevant stakeholders.

### Checklist (as relevant)

- Personalised Plan
- Learner Profile
- Additional Plans (MHCP, HCMP, IBSP...)
- Pattern of Study (i.e. ATAR/non ATAR; Subject list and level/units including-Life Skills subjects; TVET/TAFE subjects; accumulation; etc.)
- Other

## YEAR 12 TO POST-SCHOOL

LSCs may provide Life Skills Assessment Profiles, Work Placement Assessment Profiles/skills inventory, functional behaviour assessments (e.g. ABAS, ADHC Post School Program assessment information) and cognitive assessment reports where appropriate, with permission from the student and/or parents/carers.

### Checklist (as relevant)

- Life Skills Assessment Profiles
- Work Placement Assessment Profiles/skills inventory
- TVET/TAFE certification/attainment
- Other

### Annual handover between class teachers

The LST/LSC may facilitate the meeting. The outgoing class teacher provides a copy of: all plans, Class profile, Learner Profile, and other documentation that is relevant.

### Checklist (as relevant)

- Personalised Plan
- Learner Profile
- Additional Plans (MHCP, HCMP, IBSP...)
- Specific, individual resources
- Other

## TRANSITION FROM ONE SCHOOL WITHIN THE DIOCESE TO ANOTHER SCHOOL WITHIN THE DIOCESE

### Checklist (as relevant)

- Personalised Plan (outgoing Principal to start transition process online)
- Learner Profile
- Additional Plans (MHCP, HCMP, IBSP...)
- Adjustment Plan/List
- SWD application history
- Other

## TRANSITION FROM ONE SCHOOL WITHIN THE DIOCESE TO A SCHOOL WITHIN ANOTHER DIOCESE

### Checklist (as relevant, and only with signed parental permission)

- Personalised Plan (current Principal to start transition process online)
- Learner Profile
- Additional Plans (MHCP, HCMP, IBSP...)
- SWD application history
- Other

## TRANSITION FROM A SCHOOL WITHIN THE DIOCESE TO ANOTHER SCHOOL SYSTEM

### Checklist (as relevant, and only with signed parental permission)

- Personalised Plan
- Learner Profile
- Additional Plans (MHCP, HCMP, IBSP...)
- Other

## TRANSITION FROM ANOTHER DIOCESE

### Checklist (as relevant)

- Parent permission – Release of information form
- Pre-Enrolment Form – Request for Support Student with Disability (NSW State Criteria)
- Pre-enrolment questionnaire
- Personalised Plan
- Learner Profile
- Additional Plans (MHCP, HCMP, IBSP...)
- Other

## TRANSITION FROM ANOTHER SCHOOL SYSTEM

### Checklist (as relevant)

- Parent permission – Release of information form
- Pre-Enrolment Form – Request for Support Student with Disability (NSW State Criteria)
- Pre-enrolment questionnaire
- Personalised Plan
- Learner Profile
- Additional Plans (MHCP, HCMP, IBSP...)
- Other

# Appendices

1. PRE-ENROLMENT QUESTIONNAIRE
2. PRE-ENROLMENT – REQUEST FOR SUPPORT FORM
3. CSO PARENT PERMISSION/RELEASE OF INFORMATION FORM
4. RECORD OF EARLY INTERVENTION AND PRESCHOOL/DAYCARE SERVICES
5. TRANSITION TO PRIMARY SCHOOL – PRESCHOOL INFORMATION
6. TRANSITION TO KINDERGARTEN OBSERVATION CHECKLIST
7. TRANSITION TO PRIMARY SCHOOL – STUDENT PROFILE
8. TRANSITION TO SECONDARY SCHOOL – INFORMATION SUMMARY
9. TRANSITION TO SECONDARY SCHOOL – STUDENT PROFILE
10. TRANSITION PLAN
11. TRANSITION ACTION PLAN
12. PARTIAL ATTENDANCE INITIAL PLAN
13. PARTIAL ATTENDANCE PLAN REVIEW
13. ENROLMENT/TRANSITION CHECKLIST





Teaching & Learning Services  
Student Support Unit

## PRE - ENROLMENT QUESTIONNAIRE (PHASE 1: ENROLMENT APPLICATION)

These questions provide a guide for schools in obtaining preliminary information about the student's educational needs prior to enrolment. Please ask ALL questions.

**Student Name:** ..... **Date of Birth:** .....

**School Applying to:** .....

**Date of Meeting:** .....

**In Attendance:** .....

.....  
.....  
.....  
.....

**Notes taken by:** .....

**Educational Needs**

Does your child have a known disability? YES NO  
For example: physical, intellectual, hearing, vision or emotional?

Name of disability: .....

Diagnosed by: .....

Date of diagnosis: .....

Report for the school: YES NO  
(If yes, please provide a copy of most recent report)

**Curriculum issues**

What type of support did your child receive in his/her previous setting/school?

.....  
.....  
.....  
.....

Does your child require particular supervision or management:

- to and from school? YES NO
- in the classroom? YES NO
- moving between classrooms? YES NO
- in the playground? YES NO
- for participating in sport? YES NO

Will your child require particular arrangements to participate in sports, games, camps and excursions? YES NO

What are the patterns of school attendance in his/her previous setting/school?

.....

What are the OH&S and duty of care issues for your child and others?

.....

**Medical/Health/Disability issues**

Is your child entitled to receive support/assistance under NDIS? YES NO

Has your child had a recent visit to the doctor? YES NO

Name of Doctor: .....

Does your child have any health issues? YES NO

If yes, give details: .....

Does your child require a Health Care Plan and/or Emergency Action Plan? YES NO

Is your child on any regular prescribed medication? For example: epilepsy, ADD, asthma, allergies? YES NO

Name of medication: .....

**Mobility**

Who will transport your child to school? .....  
 Is the Assisted Travel Program required? YES NO

Are there any issues that need to be addressed by the school?  
 • Access to the classrooms, e.g. ramps: YES NO  
 • Access to the playground: YES NO  
 • Access to toilet facilities: YES NO  
 • Access to general school facilities, e.g. library: YES NO

Other:.....

**Communication**

Is your child from a Language Background other than English? YES NO

Is your child from an Indigenous background? YES NO

Can your child communicate effectively? YES NO

Can your child communicate basic desires, e.g. toilet, drink? YES NO

Does your child need any assistance to enhance communication?  
 • Sign language: YES NO  
 • Makaton: YES NO  
 • Message boards/visual aides: YES NO

Other:.....

Does your child require devices for effective communication?  
 For example: computer technology, hearing aids, acoustic considerations, glasses, vision aids, scribes, tutors? YES NO

**Independence**

Can your child manage personal care needs independently?  
 For example: toileting, dressing, eating YES NO

Are there any particular requirements:  
 .....  
 .....

**Behaviour**

Does your child demonstrate any challenging behaviours? YES NO  
 Describe details:  
 .....  
 .....

NB. The *Education Legislation Amendment Act 2006* provides for collection or information in regard to challenging behaviours at Schedule 1.

**Hearing and Vision**

Have your child's eyes been tested? YES NO

By whom? .....

Is written information available to assist the school? YES NO

Is there a history of sight problems? YES NO

Does your child need to wear glasses, have vision aids, scribes, tutors, etc.? YES NO

Has your child had a hearing test? YES NO

By whom? .....

Is written information available to assist the school? YES NO

Is there a history of hearing or ear problems? YES NO

Does your child need aids or acoustic considerations in the classroom? YES NO

**Support**

Does your child receive support from others? YES NO

For example: Early Intervention Service, CPA, psychologist, physiotherapist, occupational therapist, speech pathologist, Pathways, Down Syndrome Society, Autism Spectrum Australia, LifePoints, Kaleidoscope, NDIA, Samaritans

Name of Agency Or Professional	Contact Person	Phone Number	Frequency of Visits	Will this support be ongoing?	Report Supplied
					YES NO
					YES NO
					YES NO
					YES NO
					YES NO
					YES NO

Will these agencies provide consultancy or financial support in school? YES NO

(if yes, please list)

.....  
 .....

**Pre-Enrolment Meeting Notes**



## PRE-ENROLMENT – REQUEST FOR SUPPORT FORM STUDENT WITH DISABILITY (NSW STATE CRITERIA)

As per the Guidelines for Enrolment and Transition of Students with Disabilities and/or Additional Needs (Phase 2), on receipt of an Enrolment Form for a **student with disability (NSW State Criteria) who may require support at Level C or above** this form is to be completed by the LST/LSC, signed by the Principal, and submitted to the Student Support Unit. Enrolment should not be offered prior to consultation with an Education Officer (Student Support).

Please complete this form and send it to Christine Pilley at the CSO via email ([christine.pilley@mn.catholic.edu.au](mailto:christine.pilley@mn.catholic.edu.au)) and attach the following documentation:

- Pre-enrolment Transition Form – Parent Permission
- Diagnostic Report (as per Handbook for Validation of Students with Disabilities under NSW State Criteria)
- Pre-enrolment Questionnaire (Phase 1)

Student Name:	Click here to enter text.	
Grade:	Choose an item.	
School:	Choose an item.	
Primary Disability:	Choose an item.	
Level of Support:	Choose an item.	
Additional Information:	Click here to enter text.	
Name of LST/LSC:	Click here to enter text.	
Principal signature:		

Office Use Only		
Date received:	Click here to enter a date.	
Name of EO allocated:	Choose an item.	
School advised: YES	Click here to enter a date.	By: Click here to enter text.



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**Student Support Unit**

## CSO PARENT PERMISSION – RELEASE OF INFORMATION FORM PRE-ENROLMENT/TRANSITION/VALIDATION

As per the guidelines (Phase 2), the Learning Support Teacher (LST)/Learning Support Coordinator (LSC) must complete this form and ensure that parental consent is obtained prior to gathering information or conducting observations as part of the enrolment/transition process.

<b>STUDENT DETAILS</b>			
Name of Student:	Click here to enter text.	Date of Birth:	Click here to enter a date.
Class teacher:	Click here to enter text.	Grade:	Choose an item.
<b>SCHOOL INFORMATION</b>			
School:	Choose an item.		
Name of LST/LSC:	Click here to enter text.		
<b>PARENT/CARER DETAILS</b>			
Name:	Click here to enter text.		
Address:	Click here to enter text.		
Contact phone:	Home: Click here to enter text.	Mobile: Click here to enter text.	
Email:	Click here to enter text.		
Parent/Carer comments:			
<b>Parental/Carer Consent</b>			
<p>I/We give permission for confidential information concerning my/our son/daughter to be requested by and released to personnel from the school listed above and also to personnel from the Catholic Schools Office, Diocese of Maitland-Newcastle. I understand that the school has contacted an Education Officer (Student Support Unit, CSO) and I give permission for a member of the Unit to conduct an observation of my son/daughter. The school will provide feedback relating to this contact. I understand that a file containing information collected in regard to my child will be held by the School and/or Catholic Schools Office and treated in accordance with privacy requirements.</p>			
<p>Signature: ..... Date: .....</p>			
<p>Signature: ..... Date: .....</p>			



Teaching & Learning Services  
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## RECORD OF EARLY INTERVENTION AND PRESCHOOL/DAYCARE SERVICES FOR STUDENTS ENROLLING IN KINDERGARTEN ONLY

Child's name: .....

Date of birth: .....

School applying to: .....

### Early Intervention Centre/Service Information

Name of Centre/Service Provider:
Address:
Contact Person Name:
Contact Phone Number:
Days Attended: Mon Tues Wed Thurs Fri (Please circle)

### Preschool/Daycare Centre Information

Name of Preschool/Centre:
Address:
Contact Person Name:
Contact Phone Number:
Days Attended: Mon Tues Wed Thurs Fri (Please circle)





## TRANSITION TO PRIMARY SCHOOL – PRESCHOOL INFORMATION

To be completed by the Preschool Teacher

Child's Name:	
DOB:	
Observation conducted at:	
Observation conducted by:	
Date:	

Current Personal Plan Goals
Notes - Current intervention programs and/or Support Services
Observations
<b>1. School Readiness:</b> ability to follow directions and rules, group time, routine, ability to stay on task/attend to task...
<b>2. Play Skills/Social Skills:</b> sharing, relating to others, waiting for turn, turn taking...
<b>3. Communication: expressive and receptive, visuals...</b>
<b>4. Group time:</b>

<b>5. Self-help Skills: toileting, eating, dressing...</b>
<b>6. Likes:</b>
<b>7. Dislikes:</b>
<b>8. Sensory needs:</b>
<b>9. Behaviour:</b>
<b>10. Medication:</b>
<b>Student Statement:</b> Please tell us anything about this child that will assist us to support him/her at school



## TRANSITION TO KINDERGARTEN OBSERVATION CHECKLIST

To be completed by the LST

Child's Name:	
DOB:	
Preschool/Centre:	
Observation conducted by:	
Date:	

Skill Area	Always	Usually	Never
<b>1. Personal Care Skills</b>			
Toilets independently			
Eats & drinks appropriately and independently			
Locates own belongings			
<b>2. Communication</b>			
Engages in meaningful dialogue			
Uses 5 – 6 word sentences			
Uses eye-contact			
Asks for help when needed			
Expresses needs appropriately			
<b>3. Social/Emotional Skills</b>			
Separates easily from parents/caregiver			
Plays appropriately with others in small group			
Responds appropriately to other children			
Takes turns in a small group game			
Is able to wait for his/her turn			

Skill Area	Always	Usually	Never
Stays within defined boundaries			
Is aware of personal space			
Manages feelings/frustrations appropriately			
<b>4. Individual Readiness Skills</b>			
Completes tasks			
Stays on task for short periods of time			
Follows instructions given by teacher			
Follows simple rules and procedures in classroom, with reminders			
Able to use technology where appropriate			
<b>5. Fine/Gross Motor/Mobility Skills</b>			
Put on socks/shoes without ties			
Completes simple 3 – 6 piece puzzle			
Able to use scissors to cut			
Can use tripod grip to hold pencil			
Can hop, jump etc. appropriate to age			
Able to use climbing equipment			
Safely negotiates stairs			
Imitates body positions (e.g. Statues)			
<b>Additional Comments</b>			



## TRANSITION TO PRIMARY SCHOOL – STUDENT PROFILE

To be completed by the student's parents/carers

My child's name is:	
My name is:	
Relationship to child:	
Date:	
What does your child like to do in his/her spare time? What are his/her interests?	
What self-help skills can your child do independently? For example: toileting, dressing, eating...	
Does your child know other children who are starting school? If so, what are their names?	
What could a teacher do to help your child at school?	
What things can upset your child?	
What is your child looking forward to about starting school?	
What are your concerns for your child about starting school?	



Teaching & Learning Services  
**Student Support Unit**

## TRANSITION TO SECONDARY SCHOOL – INFORMATION SUMMARY

To be completed by the LSC (or delegate)

Student's Name	
DOB	
Observation Date	
Primary School	
Meeting Date	
Participants	

Diagnosis	
Current Funding	

Current Personalised Plan Goals
Current school intervention programs
Current external professionals and/or support services

**NOTES**

**Curriculum Engagement:**

e.g., Stage level, literacy skills, numeracy skills, organisational skills, task focus and completion, task avoidance, ability to work independently, group participation

**Social Engagement:**

e.g., initiating interaction, making and maintaining friends, relating to adults

**Communication:**

e.g. starting and maintaining conversation, expressing thoughts and ideas, understanding explanations and instructions, engaging in class discussions

**Behaviour:**

e.g. following routines, meeting expectations, regulating emotions, resolving conflict, accepting praise, accepting consequences

**Particular concerns that may impact on learning and school participation:**

e.g. sensory needs, sleeping patterns, diet and eating habits, attendance

**Medical Needs:**

e.g. allergies, diabetes, epilepsy, medication schedule

**Areas of Interests and Strengths:**

e.g. likes, special interests, hobbies, sport, artistic pursuits, community and parish participation

**Areas of Challenge:**

e.g. dislikes, avoids, finds difficult

**Relevant additional information:**





# TRANSITION TO SECONDARY SCHOOL – STUDENT PROFILE

To be completed by the student

Student's Name:	
Date:	
What I like to do in my spare time. My interests.	
What I am good at.	
My friends.	
Things teachers can do to help me at school.	
Things teachers do that I don't like.	
What I'm looking forward to about high school.	
My concerns about going to high school.	



## TRANSITION PLAN

Name of student:		
Date of birth:		
Transitioning from:		
Transitioning to:		
Expected date of commencement		
Transition Team	Name	Signature
Parents/Carers		
Principal		
Learning Support Teacher		
Learning Support Co-ordinator		
Class Teacher		
Year Co-ordinator		
Early Intervention/Preschool		
SSU Education Officer		
Psychologist		
Transition Meetings		
Meeting Date:		
Review Meeting Date:		

## TRANSITION ACTION PLAN

Issue	Goal	Strategies	Date Achieved

## PARTIAL ATTENDANCE INITIAL PLAN

Please refer to the Partial Attendance Guidelines as needed.

<b>Student Name:</b>	Click here to enter text.	<b>Grade:</b>	Choose an item.
<b>School:</b>	Choose an item.	<b>Plan Start Date:</b>	Click or tap to enter a date.
<b>Assistant Director consulted:</b>	Choose an item.	<b>Education Officer consulted:</b>	Choose an item.
<b>Risk Assessment Completed:</b>	YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	<b>Case Manager:</b>	Click or tap here to enter text.
<b>Rationale and Purpose of Plan:</b>			
<b>Times student will be attending:</b>			
<b>Plan Procedure: (actions/process)</b>			
<b>Specific Student Goal:</b>	<b>Goal A:</b>	<b>Goal B:</b>	
<b>Measure/method to assess progress in Goals:</b>			
<b>Student Support Strategies to achieve Plan Goals:</b>			
<b>Assessment procedures for future decision making regarding the Plan:</b>			
<b>Plan review date:</b>	Click or tap to enter a date.	<b>Parent/Carer Signature:</b>	

# PARTIAL ATTENDANCE PLAN REVIEW

Please refer to the Partial Attendance Guidelines as needed.

<b>Student Name:</b>	Click here to enter text.	<b>Grade:</b>	Choose an item.
<b>School:</b>	Choose an item.	<b>Review Date:</b>	Click or tap to enter a date.
<b>Assistant Director consulted:</b>	Choose an item.	<b>Education Officer consulted:</b>	Choose an item.
<b>Risk Assessment Completed (as part of review):</b>	YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>	<b>Case Manager:</b>	Click or tap here to enter text.
<b>Progress on Goal A:</b>	Achieved <input type="checkbox"/> Partially Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/>	<b>Is Partial Attendance continuing?</b>	
<b>Progress on Goal B:</b>	Achieved <input type="checkbox"/> Partially Achieved <input type="checkbox"/> Not Achieved <input type="checkbox"/>	YES <input type="checkbox"/> NO <input type="checkbox"/>	
<b>Times students will be attending school:</b>			
<b>Plan Procedure: (actions/process)</b>			
<b>Specific Student Goal:</b>	<b>Goal A:</b>	<b>Goal B:</b>	
<b>Measure/method to assess progress in Goals:</b>			
<b>Student Support Strategies to achieve Plan Goals:</b>			
<b>Assessment procedures for future decision making regarding the Plan:</b>			
<b>Plan review date:</b>	Click or tap to enter a date.	<b>Parent/Carer Signature:</b>	

**ENROLMENT/TRANSITION CHECKLIST**

<b>Student Information</b>	
Student Name:	
Address:	
Gender:	Male Female
Date of Birth:	
School:	
Grade:	
<b>Parent Information</b>	
Names:	
Contact number/s:	
Email:	
<b>Identified Needs</b>	
Primary disability:	Cognition
	Autism
	Hearing
	Vision
	Mental Health
	Physical
	Language
Notes:	
Level of Support:	A                      B                      C                      D                      E

<b>Tick</b>	<b>Task</b>	<b>Notes</b>
	Parent Permission Form – Release of Information	
	Observations of student in current setting	
	SSU Education Officer	

Tick	Task	Notes
	School Psychologist	
	Early Intervention Reports	
	Speech Reports	
	OT Reports	
	Vision Australia Report	
	Hearing Australia Report	
	Physiotherapy Report	
	Previous school reports	
	Site Assessment	
	Student Profile	
	Transition Plan	
	Safety Support Plan	
	Behaviour Support Plan	
	Health Care Management Plan	
	Capital Grants Application	
	Assisted School Travel Application	
	Latest PP/IBP/HCMP	
	Special Provisions (examinations)	
	Professional Development for Staff	
	FACS Caseworker	
	Centrelink	
	CSO Education Officer – Vocational Education	
	NDIS Planner	