



Orange Star Student

Characteristics of this student:

This student may be enrolled in a DECD Special Unit or Special Education Class. They are capable of working full-time in a supported work environment. They are effective communicators and are independent in their personal care and medication management. Most will either possess or be developing skills for safe community access and be capable of using public transport, handling money and displaying basic time management skills.

When to start planning:

In Year 10 secondary students can start their SACE (modified or mainstream) with the Personal Learning Plan (PLP). This unit of work is an ideal time to begin planning for post-school options. Students undertaking other learning programs eg. International Baccalaureate will have equivalent opportunities.

Goals for the PLP can be documented through the Negotiated or Individual Education Plan, so ideally the IEP/NEP process should occur early in the school year. For those students who are prepared and ready, Work Experience can be undertaken in either a group setting or individually.

Support parents can apply for:

- Disability Support Pension through Centrelink as their child turns 16.
- Mobility allowance where applicable
- Pensioner Education Supplement.

Centrelink – People with a Disability
<http://www.humanservices.gov.au/customer/themes/people-with-a-disability?from=theme-bar>

Please Note: Full transition to the National Disability Insurance Scheme in South Australia is expected to take place from July 2016- June 2018.

Visit www.ndis.gov.au

The Transition Pattern:

These students start their transition from school during their final year. Those transitioning to supported employment often begin work for a day or two a week and attend school on the other days. As the year goes on, the time they spend working increases so that they are ready for full-time work at the beginning of the following year.

Senior School Transition Curriculum

- This is usually the SACE (Modified), but can also be mainstream SACE, a combination of both or an equivalent program
- The SACE can start with the Personal Learning Plan and be strengthened through the Research Project
- A transition plan can be documented with a range of readily available proformas
- Students' transition needs can be supported through access to transition centres, services and program, such as the Transition Program:
<http://www.barkuma.com.au/transition-services/the-transition-program>, VET courses and work place learning.

Finding up-to-date information:

The school transition coordinator and class teacher can:

- Advertise the annual Disability Expo held at Wayville each year.
- Advertise other Career Expos and Events, particularly those with a disability focus.
- Arrange for speakers to come to the school for information nights.
- Organise a group tour to visit the range of transition options in your district.
- Organise individual tours for parents.
- Work with the cluster of schools to organise career and transition pathways information session for parents.
- Take students to a range of options as part of their community access for their PLP or Research Project.
- Ensure all staff members at the school know which students are in transition from school during the year.

Danger Times:

- Leaving school without a clear pathway to employment or a support agency.
- These pitfalls can be avoided through open communication and regular IEP/NEP meetings.

School Budget and Planning

- Be aware of the number of students with a disability across years 10-12 and identify their transition year
- Understand individual transition needs and approx. costs of individual transition programs. Eg VET courses, Transition Program
- Budget for the transitioning students a year in advance and meet school's required budget process
- Students' disability funding should be used to meet the costs of transition programs

Green Star Student



Characteristics of this student:

This student is enrolled in a Special School or Unit. Typically, he or she has complex and multiple communication, personal care and high health support needs.

Curriculum for this student is modified and generally centres around developing effective communication. This student is often a client of a Disability Support provider and has on-going health and physical needs. He or she is generally dependent on others for their participation and mobility.

When to start planning:

In Year 10 students can start their SACE or an equivalent program (modified or mainstream) with the Personal Learning Plan (PLP). This unit of work is an ideal time to begin planning for post-school options.

Goals can be documented for the PLP through the Individual or Negotiated Education Plan, so ideally the IEP / NEP should occur early in the school year.

Life-long learning principles apply to students in Day Options and parents need to be aware that there are also pathways beyond these services. Individual planning should be continually revisited.

Support for parents

Direct parents to Centrelink to enquire about student's entitlements 6 months before they turn 16 years.

Centrelink – People with a Disability

<http://www.humanservices.gov.au/customer/themes/people-with-a-disability?from=theme-bar>

Please Note: Full transition to the National Disability Insurance Scheme in South Australia is expected to take place from July 2016- June 2018 .

Visit www.ndis.gov.au

The Vineland-II Adaptive Behaviour Scales Assessment tool:

At the beginning of each school year, the schooling sectors, in collaboration with Disability SA, send out a School Leaver Nomination form electronically to Special Education and Disability Unit secondary sites to record details of students and their proposed post-school pathway. This flags those school leavers who require assessment through the Vineland tool. This assessment measures student support needs and determines the funding benchmark allocated to parents to purchase Day Option services. The assessment is usually arranged to take place at school or in the family home. Parents who may have disengaged with Disability SA throughout the primary school years should re-engage before Year 11, especially if they are Novita clients.

My Support Advisor:

This is a free online resource that better connects people with a range of disability service providers including day option programs and activities in South Australia. Information may be accessed at <http://www.mysupportadvisor.sa.gov.au/> on the Department of Community and Social Inclusion (DCSI) website. Parents and schools can access this resource to find updated information about the services available in their area.

The Transition to Post School Options:

For a student whose proposed post school option is into a day option, parents are advised to have approved a Vineland assessment by the end of Term 1 and investigate which service they are going to use immediately after being notified of the funding allocation, if eligible. There is also an advantage in exploring the options available well before this time through mysupportadvisor.com.au

The school will then call a transitional NEP/IEP meeting to plan transition visits during Term 4. If Novita/Disability SA transition is to occur then the school needs to monitor this and invite the relevant agency to the transition NEP meeting. Where appropriate support is available, the student is accompanied on transition visits to the selected Day Option Program by school personnel. Parents arrange transport for their child.

Senior School Transition Curriculum:

Students are enrolled in the SACE (Modified) or equivalent.

Transition curriculum starts with the Personal Learning Plan and can be strengthened through the Research Project. An outcome of the Research Project is that it becomes a document that can be shared with the Day Option, highlighting the likes and dislike as well as strengths and interests of the student.

Danger Times and pitfalls

- The transition from child-based to adult services.
- Leaving the Vineland Assessment until too late in the final year.
- Not planning transition visits between school and the service.
- Delay between finishing school and attending another service.
- It is advisable to plan for more activities than just a Day Option.

School Budget and Planning

- Be aware of the number of students with a disability across years 10-12 and identify their transition year
- Understand individual transition needs and approx. costs of individual transition programs.
- Budget for the transitioning students a year in advance and meet school's required budget process
- Students' disability funding should be used to meet the costs of transition programs



Blue Star Student



Characteristics of this student:

This student is enrolled in a Special School or Unit. He or she may need supervision at mealtimes and with their personal care needs. These students have limited verbal communication and their senior secondary curriculum is based on individual goals in the Modified SACE or equivalent. They are vulnerable in the community and, without close supervision, would be vulnerable in a workplace.

When to start planning:

In Year 10 students can start their SACE (modified or mainstream) with the Personal Learning Plan (PLP). This unit of work is an ideal time to begin planning for post-school options. Students undertaking other learning programs eg. International Baccalaureate will have equivalent opportunities.

Goals can be documented for the PLP through the Negotiated or Individual Education Plan, so ideally the IEP/NEP process should occur early in the school year. For those students who are prepared and ready, Work Experience can be undertaken in either a group setting or individually.

Support parents can apply for:

- Disability Support Pension through Centrelink as their child turns 16.
- Mobility allowance where applicable
- Pensioner Education Supplement.

Centrelink – People with a Disability
<http://www.humanservices.gov.au/customer/themes/people-with-a-disability?from=theme-bar>

Please Note: Full transition to the National Disability Insurance Scheme in South Australia is expected to take place from July 2016- June 2018 .

Visit www.ndis.gov.au

The Transition Pattern:

These students usually begin transitioning from school in the last term of their final year. They visit the service with the assistance of the school SSO. Parents arrange transport for the student. The SSO gradually reduced their level of assistance allowing the student to adjust independently to the new setting.

Senior School Transition Curriculum:

- Students are enrolled in the SACE (Modified) or equivalent.
- Transition curriculum starts with the Personal Learning Plan and can be strengthened through the Research Project.
- Some students may undertake an on-site 'work experience' or enterprise-based program.
- Curriculum that builds life skills and employability skills is essential

Finding up-to-date information:

The school transition coordinator and class teacher can:

- Advertise the annual Disability Expo held at Wayville each year.
- Advertise other Career Expo events, particularly those with a disability focus.
- Arrange for speakers to come to the school for information nights.
- Organise a group tour to visit the range of transition options in your district.
- Organise individual tours for parents.
- Work with the cluster of schools to organise career and transition pathways information session for parents.
- Take students to a range of options as part of their community access for their PLP or Research Project.
- Ensure all staff members at the school know which students are in transition from school during the year.

Danger Times:

- The transition process between Novita and Disability SA (The transition from Child to Adult services)
- Leaving the D-Start until too late in the final year.

These pitfalls can be avoided through:

- Open communication.
- Choosing a Day Option that is not associated with an employment option to give the student future options.

School Budget and Planning

- Be aware of the number of students with a disability across years 10-12 and identify their transition year
- Understand individual transition needs and approx. costs of individual transition programs.
- Budget for the transitioning students a year in advance and meet school's required budget process
- Students' disability funding should be used to meet the costs of transition programs



Purple Star Student



Characteristics of this student:

This student is in supported education and may be enrolled in a Special Education Class, mainstream class or DECD FLO program. They may be achieving C grades in the SACE or satisfactory attainment in an equivalent course. They may be enrolled in up to Certificate III in a VET course. This student has independent life skills and may already have part-time employment. After completion of Year 12 or equivalent they may continue further study eg TAFESA or enter into open employment. They may also choose to leave school before Year 12 and engage with a Disability Employment Service to support them in finding a job.

When to start planning:

- Years 8-9 focus on literacy, numeracy and core skills, preparing for transition.
- Year 10 begin the SACE (modified or mainstream) with the Personal Learning Plan (PLP). This unit of work is an ideal time to begin planning for post-school options.
- Document PLP goals through the Negotiated Education Plan / ILP (or equivalent)
- Ideally ILP / NEP meetings should occur early in the school year
- For those students who are prepared and ready, Work Experience can be undertaken individually or in a group setting.

Support for Parents

- Disability Support Pension through Centrelink as their child turns 16.
- Mobility Allowance where applicable
- Centrelink Pensioner Education Supplement.

Centrelink – People with a Disability
<http://www.humanservices.gov.au/customer/themes/people-with-a-disability?from=theme-bar>

Please Note: Full transition to the National Disability Insurance Scheme in South Australia is expected to take place from July 2016- June 2018.

Visit www.ndis.gov.au

The Transition Pattern:

Some students start to transition from school during their final year at school. Those looking to secure open employment may engage with a Disability Employment Service of their choice after they turn 17 and in their final year of school. Those enrolling in TAFESA need to engage with a Disability Adviser to explore training pathways, enrolment considerations and Access Plans. Other Training Organisations will have processes to support learning needs.

Senior School Transition Curriculum:

- The development of employability skills and life capabilities will support students in their transitions.
- Students' pathways can be documented with a range of readily available transition proformas.
- Each student's learning needs to be individualised to access transition services, programs and VET courses, including the Transition Program: <http://www.barkuma.com.au/transition-services/the-transition-program>

Finding up-to-date information:

The school transition coordinator and class teacher can:

- Advertise the annual Disability Expo held at Wayville each year.
- Advertise other Career Expos & Events, particularly those with a disability focus.
- Arrange for speakers to come to the school for information sessions.
- Organise a group tour to visit the range of options in your district.
- Organise information sessions and tours for parents.
- Take students to a range of options as part of their community access for their PLP or Research Project.
- Ensure all staff members at the school know which students are in transition from school during the year.
- Connect with the VET/ Pathways Coordinator to access appropriate training and transition opportunities.

Danger Times:

Leaving school without a clear pathway to further education and training, employment or a Disability Employment Service.

These pitfalls can be avoided through open communication and regular IEP/NEP meetings.

School Budget Considerations

- Be aware of the number of students with a disability across years 10-12 and identify their transition year
- Understand individual transition needs and approx. costs of individual transition programs. Eg VET courses, Transition Program
- Budget for the transitioning students a year in advance and meet school's required budget process
- Students' disability funding should be used to meet the costs of transition programs