

Tailored Transition to School Tool Kit:

All children benefit from a positive transition to school.

Some children will need a Tailored Transition.



A framework and resource, to use as a standardised process when supporting positive transitions to school, for children with complex needs or from priority groups.

The tool kit can be used by Early Childhood Education and Care services (ECEC), schools, Early Childhood Development Programs, families/carers and others.

Priority groups or complex needs include:

- Children in Out of Home Care
- Children with disability or developmental delay
- Children with medical concerns
- Children with Autism
- Children of Aboriginal and/or Torres Strait Islander descent
- Children from Refugee or asylum-seeking background
- Children from Culturally and Linguistically Diverse backgrounds
- Children presenting with complex behaviour including trauma
- Children who are gifted and talented

Department of Education, South East Region Contacts:

tailoredtransitions.SER@qed.qld.gov.au

Melissa Taylor Hansford: Lead for Transition and Inclusion

melissa.taylorhansford@qed.qld.gov.au

Leanne Unie Day: Lead for Inclusive Connections

leanne.unieday@qed.qld.gov.au

Heidi Burke: Partnership Facilitator

heidi.burke@qed.qld.gov.au

Information sheet for children requiring individualised support

**Every child and student succeeding through Tailored Transitions to school.
Together: All children supported to thrive.**



Rationale

All children benefit from a thoughtful, responsive transition to school, however some children will benefit from a Tailored Transition which provides greater support and planning.

Collectively we can achieve a positive start to school for children requiring individualised support.

Children from priority groups or with complex needs may benefit from a Tailored Transition. This includes: children in Out of Home Care, children with disability or developmental delay, children with medical concerns, children with Autism, children of Aboriginal and/or Torres Strait Islander descent, children from Refugee or asylum-seeking background, children from Culturally and Linguistically Diverse backgrounds, children presenting with complex behaviour including trauma, children who are gifted and talented.

A Tailored Transition involves partnerships between all of the team around the child including; families, Early Childhood Education and Care (ECEC) services, schools, allied health professionals and other support agencies who can help children have a great start to lifelong learning, health and wellbeing.

Children will make many transitions in their lives, however starting primary school is considered as one of the most significant and major transitions in a young child's life (Dockett & Perry, 2004). It is crucial to work in partnership with the team around the child, to put a support system in place to provide children with an increased chance of a successful/positive transition to school (Skouteris et al., 2012). The transition to primary school can be particularly vulnerable and important time for children with complex support needs. An individual Tailored Transition is a proactive and strengths-based approach that provides opportunities for collaboration, information sharing, intentional planning, goal setting and additional support.

Effective transition programs do not rely on one individual, at the foundation is a broad support system, representing all those involved in the transition, to ensure children have the best possible start to school and are provided with opportunities to successfully adjust to the new environment (Dockett & Perry, 2001). Tailored Transition Plans particularly focus on the importance of identifying and integrating the ECEC service, teachers, school, community, the child and early childhood intervention professionals through a transdisciplinary approach. The team surrounding the child works together long-term to collaboratively plan for a Tailored Transition that is unique to the individual child to ensure inclusion, access and participation.

The transition to school is a time of opportunity and change, a time when children move from familiar surroundings to an unfamiliar and new environment. Acknowledging the strengths that families and children carry with them to the school environment, using this as the foundation for promoting a bridge between home, the ECEC service and the school, supports inclusion, access and participation in the classroom and reduces vulnerabilities encountered (Dockett et al., 2011).

Tailored Transition Objectives

- Plan and enact an individualised Tailored Transition for children transitioning to school
- Collaborative partnerships between the Team Around the Child and parent/carer
- “Ready for school” families, ECEC settings, schools, key agencies and the wider community
- Inclusive and ready school sector
- Quality age appropriate pedagogy approaches and adjustments at school
- Prioritising the early identification, enrolment and transition, of children from Kindergarten to school who require individualised support
- Educational support plans in place before the commencement of the new school year
- Engaging families to play an active role in their child’s learning, development and transition
- Continuity of learning and reduction in exclusions and disruptions to learning

Key messaging for all partners

The Team Around the Child has a key role in identifying and working in partnership, to plan and support a positive transition to school for young children who may need individualised support. Providing individualised support is the collective responsibility of families, DoE South East Region, schools, ECDPs, ECECs, Early Years Places, other key agencies, service providers and the wider community. Effective transition plans are detailed and clearly outline strategies and goals that have been established in partnership with all persons associated with the transition (Dockett & Perry, 2001).

The Team Around the Child each have important role to play.

The knowledge and insights gained from transition meetings can be invaluable when the child commences school and it is significantly important that each representative of the child is provided with opportunities to be involved throughout the entire planning, initiating, enacting, implementing, evaluating and reflecting stages of the process (Dockett & Perry, 2001).

A Tailored Transition Plan

Is developed in collaboration with the Team Around the Child and can ensure that the transition to school:

- starts early and meets individual needs
- provides opportunities to share information and discuss strategies
- includes adjustments and supports that will be in place before starting school

The Team Around the Child can:

- Talk about the child’s strengths and needs as they start their transition to school
- Help identify who needs to be in the team supporting transition to school
- Meet regularly to:
 - identify parent/carer goals for transition to school
 - share information
 - discuss information about the school setting
 - develop a plan and strategies to support the child’s transition to school
 - work together long-term to collaboratively plan for a Tailored Transition that is unique to the individual child to ensure inclusion, access and participation
 - develop strategies to support transition
 - implement adjustments prior to starting school

It is important to:

- Ensure that children who would benefit from a Tailored Transition, are identified early
- Establish the Team Around the Child to support a Tailored Transition
- Develop and implement a Tailored Transition Plan



Action Steps Tailored Transition to School

- 1
 - **Identify children requiring a Tailored Transition**
 - **Speak with parents/carers:** Explain how their child will benefit from individualised support and explain the Tailored Transition process - give families information sheet - see tips for explaining
 - Use the **Tailored Transition checklist**
- 2
 - **Fill in service consent form** & assist parent/carer to fill in **consent form** - ensure form is signed
 - If the child is in Out of Home Care check who has decision making on Court Orders
 - Complete information about **data questions** on the consent form
 - Return both service and parent/carer consent form via email to Regional office: tailoredtransitions.SER@qed.qld.gov.au
- 3
 - Identify the **Team Around the Child**
 - Identify the **Tailored Transition Coordinator**
 - Identify the catchment/destination school
 - Use the **Team Around the Child template** to record above details and collect contact information for all members of the team including names, organisation, phone number and email addresses.
- 4
 - **Identify if the child has developmental concerns.**
 - Complete the **referral pathways checklist**
 - If the child has a developmental concern determine if a referral to Early Childhood Approach (NDIS for children up to 7 years) and/or GP, Community Child Health and/or other health professionals as needed
- 5
 - Plan and hold a **Tailored Transition meeting** – This can be face to face, online or on the telephone.
 - Use the **Tailored Transition Meeting and Plan template** to guide the meeting and to **identify the goals.**
- 6
 - **Enact the Transition Plan** ensuring all members of the team around the child are clear on their action within the Tailored Transition.
 - **Refer to links** for supporting documents: Readings and resources
- 7
 - **Review and adjust** the Tailored Transition Plan regularly prior to starting Prep
 - The Team Around the Child can **meet again in Term 1 of Prep**



Tailored Transition Checklist

Child's Name		DOB	
Tailored Transition start date			

	Yes	Details	Person Responsible	Date to complete
Identified child as needing a Tailored Transition (TT)				
Discussion with Nominated Supervisor/Approved Provider/Manager about TT				
Discussion with parent/carer about child benefiting from individualised support				
TT info shared with parent/carer				
Consent form completed by service				
Consent form completed by parent/carer				
Copy of consent form emailed to DoE				
Team Around the Child identified				
Contact made with Team Around the Child				
TT meeting organised				
TT co-ordinator identified				
TT goals identified				
TT Plan implemented				
Information collected and shared (reports, summaries)				
Methods of communication between team established				
Referrals made as needed (e.g. Early Childhood Approach, Child Health)				
ISQ contacted				
DoE contacted				



Tailored Transition to School

Consent to share information:

For Early Childhood Education and Care services, ECDPs, schools, Child Safety Service Centres + Community Organisations

Starting school is an important milestone in a child's life – and supporting positive transitions to school for children helps foster their enthusiasm for lifelong learning.

Families, early childhood education and care services, ECDPs, schools, Child Safety Service Centres and other supporting services all have an important part to play in supporting transitions to school.

This form enables you to give consent for Department of Education to collect information from your service or school about the Tailored Transition to School Process. This information will be shared with the Tailored Transition Team at Griffith University. Information collected will be used to inform and guide adjustments to processes and strategies.

You are giving consent to share and discuss relevant information, about:

- Your service or school
- Your practices and reflections on the Tailored Transition process

You are giving consent to the relevant persons/entities listed below:

- Department of Education regional staff: including Leads for Transition and Inclusion and Inclusive Connections
- Griffith University Tailored Transition Team

This consent is valid for a period of 12 months from the date of signing. It can be withdrawn at any time.

Name of service or school		Phone number	
Address		Email	
Name of main contact		Role	
Approved Provider/Principal/Manager		Nominated Supervisor/ Director/Deputy Principal/Team Leader	
Early childhood teachers and educators/school teachers/child safety officer			

Number of children receiving Tailored Transition	
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Emailed to: tailoredtransitions.SER@qed.qld.gov.au	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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<p>Do you consent to relevant persons / entities (Early childhood education and care service/school staff to discuss and share information with relevant Department of Education staff) to support tailored transitions to school?</p> <p>I also give consent for information to be shared with Tailored Transition Project Team members at Griffith University for the purpose of identifying and exploring opportunities and barriers for transition.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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Signature of service/school representative

Date
/ /

Name of service/school representative

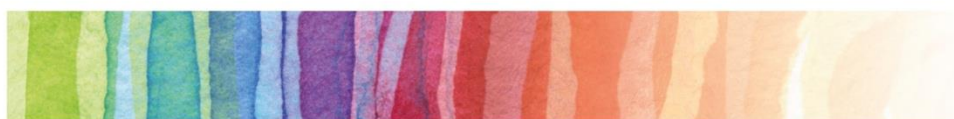
Privacy Statement

The Department of Education is collecting personal information on this form about your service/school under the Education (General Provisions) Act 2006 (Qld) and in accordance with the Information Privacy Act 2009 (Qld), in order to provide support for tailored transitions to school. Your information will be stored securely and only accessed by authorised departmental staff and Griffith University staff. This information will not be used for any other purpose or given to any other person or agency unless you have given us permission or we are authorised or required by law. If you have a concern or complaint about the way this personal information has been collected, used, stored or disclosed, please contact the regional office in your area in the first instance.

Data questions: Beginning information completed by staff member who is part of the project:

<p>How do you currently support all children’s transition to school?</p>
<p>How do you currently support children who need additional help in transitioning to school?</p>
<p>How confident do you feel in supporting children who need additional help in transitioning to school?</p>

<p>Emailed to: tailoredtransitions.SER@qed.qld.gov.au</p>	<p><input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
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Tailored Transition to school

Consent to share information:

For parent/carer

Starting school is an important milestone in a child's life – and supporting positive transitions to school for children helps foster their enthusiasm for lifelong learning.

Families, early childhood education and care services, ECDPs, schools and other supporting services all have an important part to play in supporting transitions to school.

This form enables you to give consent to relevant persons/entities to share information between them in order to strengthen and support your child's transition to school.

You are giving consent to share and discuss relevant information, about:

- Your child: their name, date of birth, strengths, interests, needs, disability or developmental concerns, successful support strategies and resources
- Yourself: name and contact details

You are giving consent to the relevant persons/entities listed below:

- Early Childhood and Care Services (Kindergarten; Childcare Centre, parent/carer Day Care, Playgroup) staff: including Director, Early Childhood Teacher and Educator
- State school staff: including Principal, EDCP teacher, school teacher, specialist staff such as advisory and specialist teachers, and therapists such as speech pathologist, occupational therapist
- Department of Education regional staff: including Partnership Facilitators
- Other supporting services such as NDIS funded/privately funded/publicly funded Occupational Therapists, Speech Pathologists, Physiotherapists, Psychologists and Community Child Health and or other health professionals, Child Safety

This consent is valid for a period of 12 months from the date of signing. It can be withdrawn at any time.

Child's first name		Child's last name	
Child's date of birth (dd/mm/yyyy)	/ /	Child's gender	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other
Complex needs/concerns i.e.: diagnosis, suspected developmental delay			
Is your child of Aboriginal and/or Torres Strait Islander descent?			<input type="checkbox"/> Yes <input type="checkbox"/> No
Your name (First and Last)		Your relationship to the child	
Your phone number		Your email	
Preferred language			

Emailed to: tailoredtransitions.SER@qed.qld.gov.au	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Page 1 of 2 Consent to share information for families



Current early childhood education and care centre How long has the child been attending?	
Proposed State School for next year	

<p>Do you consent to relevant persons / entities (Early childhood education and care service staff (kindergarten, childcare centre, or like services) to discuss and share information with other relevant persons / entities (relevant State school and Department of Education staff, other supporting service staff) to support your child’s transition to school?</p> <p>I also give consent for information to be shared with Tailored Transition Project Team members at Griffith University for the purpose of identifying and exploring opportunities and barriers for transition.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Signature of parent/carer/guardian

Date

/ /

Name of parent/carer/guardian

Privacy Statement

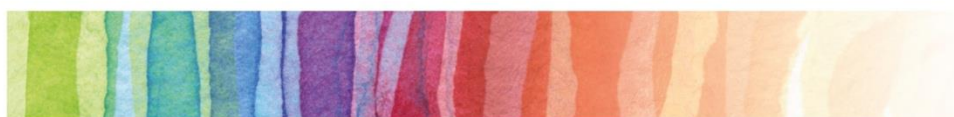
The Department of Education is collecting personal information on this form about you and your child under the Education (General Provisions) Act 2006 (Qld) and in accordance with the Information Privacy Act 2009 (Qld), in order to provide support for transition to School for your child. Your information will be stored securely and only accessed by authorised departmental staff and the professionals providing support to your child. This information will not be used for any other purpose or given to any other person or agency unless you have given us permission or we are authorised or required by law. If you have a concern or complaint about the way this personal information has been collected, used, stored or disclosed, please contact the regional office in your area in the first instance.

Data questions - Beginning information:

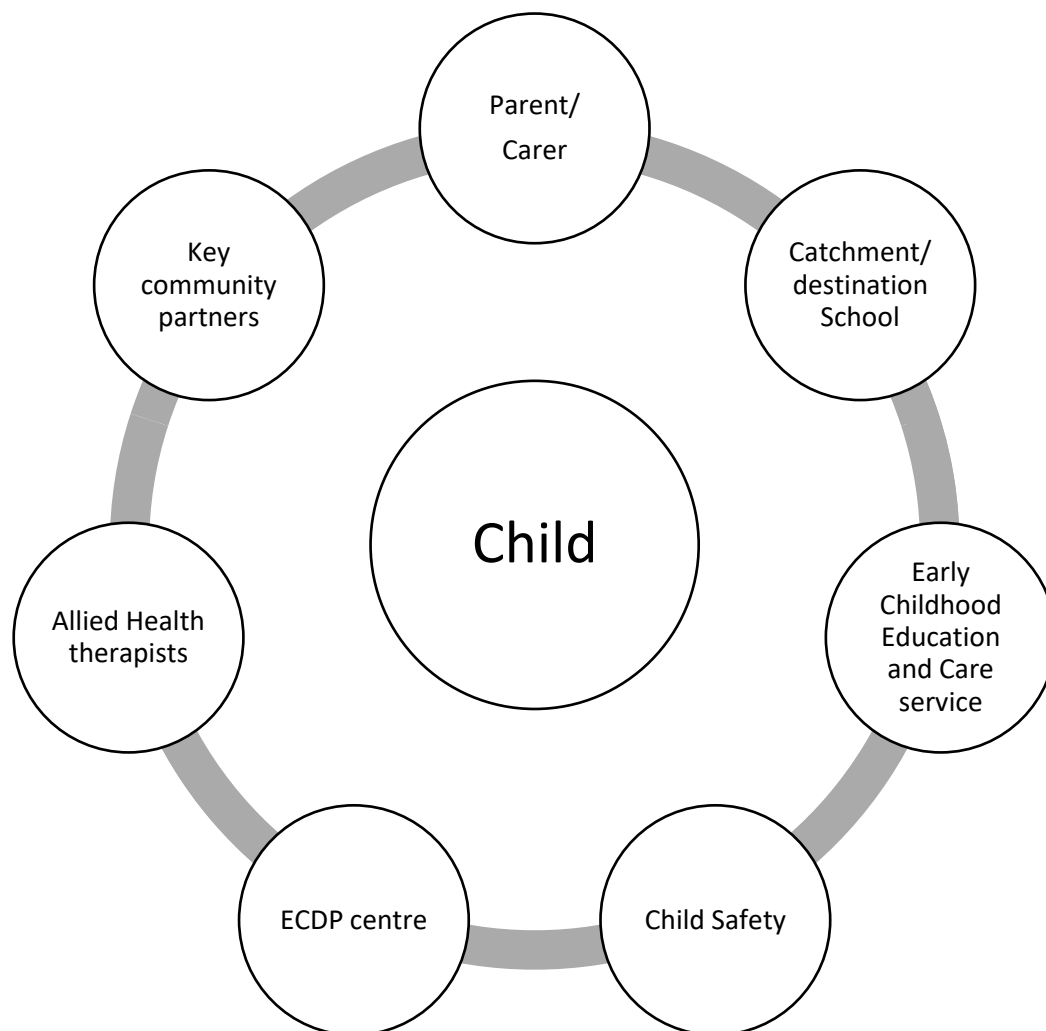
What would be helpful for your child and your family as you transition to school?

What would be a barrier for your child and your family as you transition to school?

Emailed to: tailoredtransitions.SER@qed.qld.gov.au	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Team Around the Child for a Tailored Transition



The Team Around the Child can work together to plan and prioritise your child's transition to school, including as many members of your team as possible is beneficial to positive outcomes. Your team can include:

- your child and parent/carer
- educators and teachers at your Early Childhood Education and Care service
- staff at your catchment/destination school
- allied health professionals such as Speech Pathologists, Occupational Therapists
- other community organisations

Team Around the Child contact details		
Child's Name:		DOB:
Parent/Carer		
Name:	Phone Number:	Email:
Early Childhood Education and Care service: _____		
Name:	Phone Number:	Email:
Role:		
Catchment/destination school: _____		
Name:	Phone Number:	Email:
Role:		
Allied Health Professionals		
Name:	Phone Number:	Email:
Role:		
Name:	Phone Number:	Email:
Role:		
ECDP centre: _____		
Name:	Phone Number:	Email:
Role:		
Child Safety Officer		
Name:	Phone Number:	Email:
Role:		
Other: _____		
Name:	Phone Number:	Email:
Role:		
Name:	Phone Number:	Email:
Role:		



Referral Checklist			
Child's Name			DOB
Completed by			Date
Ask	Answer	Action	
Are there medical concerns? Hearing, vision, physical, other.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Yes - support the parent/carer to contact their General Practitioner No – continue to monitor	
Are there concerns that the parent/carer needs support? Financial, emotional, mental health, other?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Yes – support the parent/carer to contact their General Practitioner and/or Child Health Nurse (see supporting documents) No – continue to monitor	
Are there developmental concerns?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Yes – discuss concerns with the parent/carer Use Red Flags for development (see supporting documents) Help the parent/carer to connect with Child Health Nurse, Early Childhood Approach NDIS, General Practitioner (see supporting documents) No – continue to monitor	
Has the Health Nurse been seen?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Yes – what was the result? No – support parent/carer to book an appointment with Child Health Nurse (see supporting documents)	
Has the 4-year-old health check been completed?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Yes – what was the result? No – support the parent/carer to contact the Child Health Nurse (see supporting documents)	
Has there been a referral to Early Childhood Approach NDIS	<input type="checkbox"/> Yes <input type="checkbox"/> No	Yes – what was the result? No – support parent/carer to contact Early Childhood Approach NDIS (see supporting documents)	
Have you engaged with Inclusion Support Queensland (ISQ)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Yes – continue to engage No – contact Inclusion Support Queensland (ISQ) and update your Inclusion Support Plan	
Are there concerns about supporting positive behaviour?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Yes – contact ISQ and DoE for support No – continue to monitor	
Does your service need help to support the child to be meaningfully engaged in Early Childhood Education and Care service?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Yes – contact ISQ and DoE for support No – continue to monitor	
Will your service need help to support the child to continue at Early Childhood Education and Care service?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Yes – contact ISQ and DoE for support No – continue to monitor	



Are your staff needing support to continue to work with this child and parent/carer?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Yes – contact Be You (see supporting documents) No – continue to monitor
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Tailored Transition Meeting and Plan		
Child's Name:		Plan Date:
DOB:		
Meeting Facilitator:		
Attendees:		
Name	Role	Contact details
Parent/Carer		
ECEC		
School		
ECDP		
Allied Health		
Other		
Purpose: To identify goals for transition to school To plan strategies and next steps to support transition to school To clarify roles and responsibilities for identified strategies		
Strengths and interests of the child:		
Supports in place for the child:		
Considerations and supports needed for transition:		
Adjustments needed for school setting:		

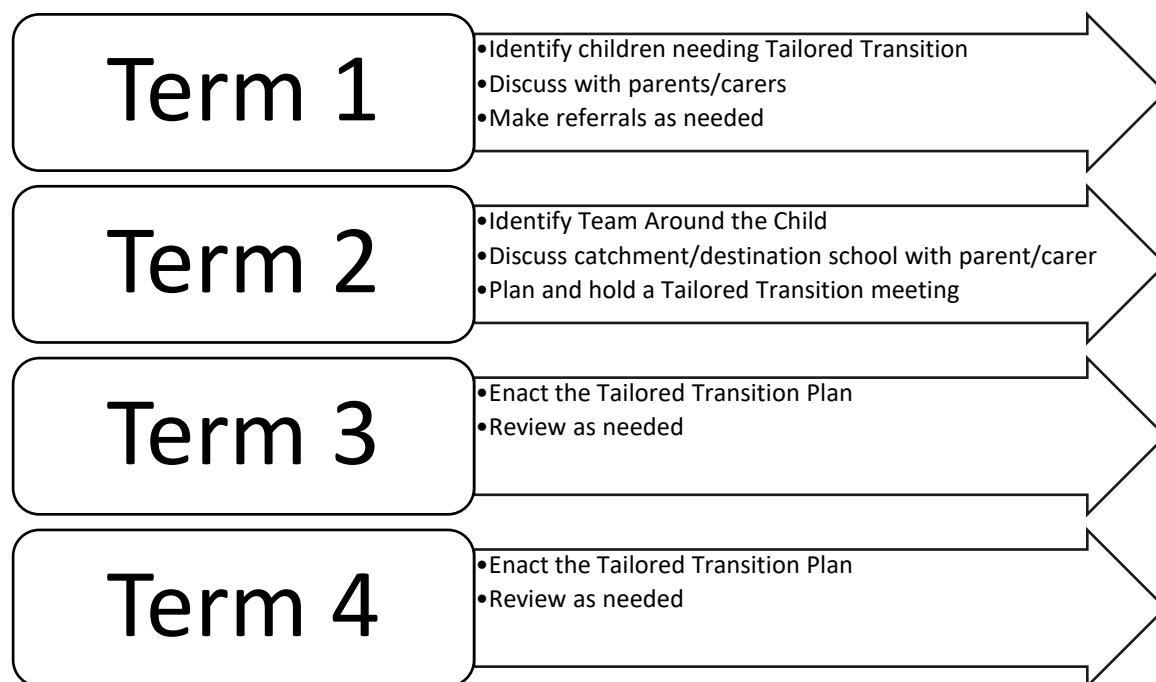


Individual Education Plan has been made is being made

Goals		
Goal One:		
Strategy	Who	Timeframe
1		
2		
3		
Goal Two:		
Strategy	Who	Timeframe
1		
2		
3		
Goal Three:		
Strategy	Who	Timeframe
1		
2		
3		
Consent from parent/carer to share this plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	



Tailored Transition Timeline



Email to Team Around the Child — use template below

Dear Colleagues,

We are currently in the initial process of facilitating partnerships to strengthen transitions for some of our children who may require more individualised support and planning as they transition to school next year.

XXXX has been identified as benefiting from a Tailored Transition Plan and their parent/carer has given consent for you to be involved in information sharing and planning. We would like to invite you to participate in a collaborative meeting to share information, strategies and possible adjustments that can be put in place before XXXX starts school next year.

We are proposing the following date, time and venue and hope you may be able attend this meeting, alternatively you may like to join us online via TEAMS.

Date:

Time:

Venue:

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We look forward to this opportunity to collaborate with you in the development of XXXX's Tailored Transition Plan and facilitating his/her positive transition to school.

Supporting Documents: Readings and resources		
Resource name	Source	Link
Preparing for difficult conversations with families	Be You	https://beyou.edu.au/resources/news/preparing-for-difficult-conversations-with-families
Contacting Child Health Nurse	Qld Health	13 HEALTH (13 43 25 84) – ask for the Child Health Nurse https://www.childrens.health.qld.gov.au/chq/our-services/community-health-services/child-health-service/
Health Services from Child Health	Qld Health	https://www.childrens.health.qld.gov.au/wp-content/uploads/PDF/factsheets/fs-child-health.pdf
Red flags for child development	Qld Health	https://www.childrens.health.qld.gov.au/wp-content/uploads/PDF/red-flags-a3.pdf
What is Early Childhood Approach NDIS	NDIS	https://www.ndis.gov.au/understanding/families-and-carers/early-childhood-approach
Finding an Early Childhood Approach NDIS partner	NDIS	file:///C:/Users/lxuni0/Downloads/PB%20Qld%20Partner%20in%20the%20Community%20PDF.pdf
Contacting Inclusion Support Queensland	ISQ	https://inclusionsupportqld.org.au/
Supporting staff well being	Be You	https://beyou.edu.au/fact-sheets/wellbeing/staff-wellbeing#:~:text=Be%20supportive%20of%20others%20without,demands%20or%20other%20competing%20priorities.
The Early Years Learning Framework for Australia - EYLF	ACECQA	https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
National Quality Standards - NQS	ACECQA	https://www.acecqa.gov.au/nqf/national-quality-standard
Queensland Kindergarten Learning Guidelines - QKLG	QCAA	https://www.qcaa.qld.edu.au/kindergarten/qklg
Transition to school	ACECQA	https://wehearyou.acecqa.gov.au/2017/02/02/transition-to-school/
Transition to school guide	Department of Education Qld - DoE	https://education.qld.gov.au/schools-educators/ecec/transition-to-school.
Transition to school guide for Early Childhood Education and Care practitioners	Reimagine ECEI	https://www.flipsnack.com/earlychildhoodintervention/ready-set-school-transition-to-school-guide-for-ecec/full-view.html
Transition Statements	QCAA	https://www.qcaa.qld.edu.au/kindergarten/supporting-transition-school/transition-statements
The principles of inclusion	Early Years Count DoE	https://earlychildhood.qld.gov.au/earlyYears/Documents/info-sheet-2-principles-inclusion.pdf
Making inclusion a strategic priority for your service	Early Years Count DoE	https://earlychildhood.qld.gov.au/earlyYears/Documents/info-sheet-8-making-inclusion-strategic-priority.pdf

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Working together to create inclusive services and communities	Early Years Count DoE	https://earlychildhood.qld.gov.au/earlyYears/Documents/info-sheet-12-working-together-create-inclusive-service-communities.pdf
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Wonderful me!

This is me and my family

My name is

I am _____ years old

My favourite book/toy

My favourite food

I like

Something special about me:

When I go to school I will...

I like to play...

Icons include: a boy and girl's heads, a pencil, a ruler, a pen, a heart, a book, a globe, and a school bag.



Information sheet for families/carers

Summary

Some children will need more support to transition well to school.

They can have a **Tailored Transition** for starting school.



Tailored Transition to school

What is a Tailored Transition? - It is a plan

- for your child's individual needs and strengths
- worked out by your child's Team Around the Child

Who can have a Tailored Transition? - Children from priority groups or with complex needs:

- Children in Out of Home Care
- Children with disability or developmental delay
- Children with medical concerns
- Children with Autism
- Children of Aboriginal and/or Torres Strait Islander descent
- Children from Refugee or asylum-seeking background
- Children from Culturally and Linguistically Diverse backgrounds
- Children presenting with complex behaviour including trauma
- Children who are gifted and talented

Who is in my child's team?

- you
- other people who work with you and your child
 - Early Childhood Education and Care teacher or educator
 - School teacher
 - Speech Pathologist, Occupational Therapist
 - Child Safety Officer

How do I get a Tailored Transition?

- talk to your teacher or educator at day care or kindy
- talk to the principal at your new school



Information sheet for ECECs, ECDPs, schools and others

Summary

Some children will need more support to start well at school.
Activate a Tailored Transition.

What is a Tailored Transition? It is a plan -

- for a child's individual needs and strengths
- worked out by the child's Team Around the Child
- to identify strategies to support the child and school
- to use before and as the child starts at school
- begins well before a child starts school and continues into the school year
- active and ongoing process that occurs over time
- focuses on the importance of identifying and integrating the team around the child



**Tailored Transition
to school**

How do I activate a Tailored Transition?

- **Follow the Road Map to Active a Tailored Transition**
- **Use the Tailored Transition Tool Kit to:**
 - identify the Team Around the Child
 - organise a meeting
 - plan the individualised transition

Who can have a Tailored Transition? - Children from priority groups or with complex needs:

- Children in Out of Home Care
- Children with disability or developmental delay
- Children with medical concerns
- Children with Autism
- Children of Aboriginal and/or Torres Strait Islander descent
- Children from Refugee or asylum-seeking background
- Children from Culturally and Linguistically Diverse backgrounds
- Children presenting with complex behaviour including trauma
- Children who are gifted and talented

Who is in the Team Around the Child?

- Child's parent/carer and family
- Early Childhood Education and Care teacher or educator
- school teacher + ECDP teacher
- Speech Pathologist, Occupational Therapist
- Child Safety Officer

Glossary

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Term	Explanation
Allied Health Professionals/Practitioners	Allied health practitioners are trained professionals who are not doctors, dentists or nurses. They can help you manage your physical or mental health, through services that include diagnosis, treatment or rehabilitation.
Approved Provider	The approved provider is legally responsible for ensuring any service they operate complies with the requirements of the NQF. An individual (a person) applying for provider approval must satisfy the Regulatory Authority they are fit and proper to provide an education and care service.
Catchment School	A school catchment area is the geographical location where a state school's core intake of students must live. Catchment areas ensure every Queensland student from Prep to Year 12 is able to enrol at their local state school. Your local state school (primary or secondary) is the school which is closest to your home.
Child Health Service	The Child Health Service provides prevention and early intervention services for parents/carers of children from birth to eight years of age.
Child Safety Officer	Child Safety Support Officers (CSSO) work within a multi-disciplinary team and provide individualised, high-quality and culturally appropriate support to children and families who require statutory child protection intervention.
Culturally and Linguistically Diverse	communities with diverse languages, ethnic backgrounds, nationalities, traditions, societal structures and religions.
Department of Education DoE	The Department of Education is a ministerial department of the Queensland Government responsible for the administration and quality of education in Queensland.
Destination School	A school that your child will be enrolled in but may not be in your catchment area.
Early Childhood Approach NDIS	Early Childhood Approach (ECA) supports children 0-6 with developmental delay or disability, and their families and carers.
Early Childhood Development Program ECDP	An ECDP is a program the Queensland Government's Department of Education has provided for more than 40 years to support children with disability from birth to five years.
Early Childhood Education and Care ECEC	Early childhood education and care (ECEC) refers to the provision of education and care services for children prior to school.
Gifted and Talented	Gifted and talented education is a diverse and continually evolving area. In this context, 'gifted' may be defined as relating to natural abilities, and 'talented' as relating to systemically developed skills.
Inclusion Support Queensland ISQ	Providing inclusion support to early childhood education and care services across QLD. The Inclusion



	Support Program aims to build the capacity and capability of educators to address participation barriers for all children through implementing quality inclusive practices.
Nominated Supervisor	A person with responsibility for the day to day management of an approved service.
National Quality Framework	The National Quality Framework (NQF) provides a national approach to regulation, assessment and quality improvement for early childhood education and care and outside school hours care services across Australia.
National Quality Standards	The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside school hours care services in Australia. The NQS includes 7 quality areas that are important outcomes for children. Services are assessed and rated by their regulatory authority against the NQS, and given a rating for each of the 7 quality areas and an overall rating based on these results.
Out of Home Care	Out-of-home care refers to alternative accommodation for children and young people who are unable to live with their parents.
Prep	Prep is the first year of school and provides the foundation for your child's education. It is compulsory for Queensland children to undertake Prep prior to Year 1. Prep is a full-time program in primary schools and has a defined curriculum. Children attend Monday to Friday, generally from 9am to 3pm.
Road Map	A roadmap is an outline that guides steps to take and provides links to resources that can be used.
Tailored Transition	Individualised plan to support a positive transition to Prep.
Team Around the Child	Is a group of people who work together to agree on a plan and delivery of support to support a child's needs.
Tool Kit	Is a set of resources.
Transition Navigator	Is a key contact at a school who can support transition to Prep.

Source Acknowledgement

Australian Children's Education and Care Quality Authority (ACECAQ)

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