

These guidelines have been developed in consultation with:

- Association of Independent Schools of South Australia (AISSA) www.ais.sa.edu.au
- Autism SA www.autismsa.org.au
- CanDo4Kids www.cando4kids.com.au
- Catholic Education SA www.cesa.catholic.edu.au
- Childcare SA www.childcaresa.com.au
- Community Children's Centres SA www.communitychildrencentres.com.au
- Cora Barclay Centre www.corabarclay.com.au
- Department for Education and Child Development www.decd.sa.gov.au
- Disability SA www.dcsi.sa.gov.au (Disability SA link)
- Down Syndrome SA www.downssa.asn.au
- Guide Dogs SA/NT www.guidedogs.org.au
- Inclusive Directions www.directions.org.au
- Novita Children's Services www.novita.org.au

for use by

South Australian care and education providers, families and consultants.

More information

An accompanying booklet with details of the processes for successful transition practice is available at

www.macswd.sa.gov.au

Level 1, 45 Wakefield Street
ADELAIDE SA 5000
(08) 8226 3632

or ask your local care or education provider.

Produced By
Ministerial Advisory Committee:
Students with Disabilities—
Office of Non-Government Schools and Services

Transition Guidelines

Ministerial Advisory Committee: Students with Disabilities

January
2014

HOME • CHILDCARE • PRESCHOOL • SCHOOL • OUT OF SCHOOL HOURS CARE

Transition Guidelines

*Children
Birth to 8 years
with Disability or
Additional Needs*

Ministerial Advisory Committee: Students with Disabilities
Office of Non-Government Schools and Services



Government
of South Australia

Transition Guidelines

Transition Guidelines

What is Transition?

Transition occurs when children move from one environment to another or their circumstances change resulting in changes to relationships, behaviours, routines, roles and expectations.

Transition is a process that assists children and their families to move from one environment, program, service or circumstance to the next and requires substantial preparation, planning and support to facilitate smooth changes.

Transitions for children with disability or additional needs can occur in the following circumstances:

- Home to child care*
- Home to preschool*
- Home to school (least frequent)*
- Child care to preschool*
- Child care to school*
- Child care to child care*
- Preschool to school*
- Preschool to preschool*
- School to Out of School Hours Care*
- School to school*
- Within care*
- Within school*
- Between programs*
- Within services*
- When moving to South Australia.*

Transition Guidelines

Guiding principles

South Australian services are committed to provide quality early childhood care and education for all children and their families.

Like all children, children with disability or additional needs are entitled to the best possible start in life and to be included in quality care and educational services.

Families, carers, teachers and consultants are encouraged to work in partnership with one another.

Purpose of the guidelines

These guidelines aim to assist children with disability or additional needs and their families' transition through early childhood care and education.

These guidelines are concerned with improving the consistency and quality of transition practices for children with a disability or additional needs from birth to 8 years of age.

Transitions are most successful when:

- there is an understanding that transition is a sensitive time for children and their families and that families value smooth transitions
- families have a primary role and are actively involved in decision making
- there is a partnership between families, care providers, teachers, directors, principals and consultants
- there is respect for different cultural backgrounds and belief systems
- a nominated lead person (who may be a family member or from a disability organisation, agency or the care or schooling sectors) takes responsibility for coordinating the transition in a collaborative manner
- effective communication and strong interpersonal relationships are developed
- information about children's needs is shared openly, with respect for privacy and confidentiality protocols
- there is flexibility in response to unforeseen circumstances
- additional time for meetings and visits is available if required
- transition planning is recorded and shared with all of the people involved
- continuity of the curriculum is considered
- the child's future transitions are considered.

