



TRANSITION TO SCHOOL POLICY

Purpose:

To achieve smooth, effective transitions for children, their families and educators based on current knowledge of best practice.

Goals:

- 1) To ensure each child and their family is involved in the transition process.
- 2) To ensure all relevant information is offered to families prior to school entry.
- 3) To assist with obtaining support for the child to attend school.
- 4) To share information with families and other organisations and professionals regarding the transition process.

Procedures:

- a) At an Individual Development Plan (IDP) meeting near the child's fourth birthday, discuss the options for school entry with the child's family.
- b) One of the Wana Tamariki team (usually the Early Intervention Teacher) will initiate discussions with the family on the transition to school processes, providing written information as well as discussing various school options. Information gathering toward application for support in school, such as the Ongoing Resourcing Scheme (ORS), Communication, High Health or Physical Disability Service, will begin during this time.
- c) The Early Intervention Teacher will discuss suitable options for schooling with the parents and offer to book appointments to visit these schools as a support for the parents.



- d) Based on parents' choice and confirmed access, a decision is made regarding the choice of school for the child and a transition plan will be implemented with the school, family and Early Intervention Teacher.
- e) If likely to be eligible for the Ongoing Resourcing Scheme, an application form will be completed by the Early Intervention Teacher in consultation with parents, the Wana Tamariki team around the child and other professionals currently associated with the child. Acceptance at 'High' or 'Very High' needs will determine access to a Specialist School. Refer ORS Process.
- f) The Early Intervention Teacher will notify the Ministry of Education, which school the child will be attending. If the child is transitioning to a mainstream school, there may be considerations for property modifications and the Ministry of Education needs notification of this need for the school 4 -6 months prior to start date.
- g) The Early Intervention Teacher will facilitate a Transition to School meeting, held with the School Team and Early Intervention Team from Wana Tamariki at which current skills and recommendations are identified in a Transition to School Report. The resulting meeting minutes will be circulated to all of the team around the child.
- h) The child's current IDP and ORS application (if granted) will be shared to the school with parents' approval. Other relevant information such as the child's Sensory Assessment may also be shared.
- i) Staff from the intended school, including but not limited to, teacher aide and classroom teacher, will be invited to observe the child participating in the Wana Tamariki programme prior to school entry.
- j) Two transition to school visits can be arranged for the child, accompanied by either a staff member (Education Support Worker) known to the child or a member of the family.
- k) An Exit Report written by the child's Key Worker will be provided to the parents / whānau.
- l) Once the child has started school the Early Intervention Teacher will liaise with the School until the family/whānau and teachers are fully confident that all



areas of concern are addressed, equipment needs and strategies to support learning are in place.

Review:

Every three years, or when there is a significant change in the area of the policy topic.

REVIEW DATE: May 2025

REVIEW DATE CYCLE: May 2027

Centre Manager: _____