

Possible timeline for school transition



The Possible Timeline for School Transition document gives a visual plan of a child's transition to school over a period of five terms – term one the year prior to the child starting school to term one of the year the child starts school.

The document can be used as a reference tool noting each step in the transition process and when it could occur. The Possible Timeline for School Transition document is to be used alongside the Blank Timeline for School Transition document so that those who are using it can put in relevant steps to suit the individual child and family.

These documents are to be given to families starting out on their child's transition to school. It is also available for Early Intervention workers, preschool teachers, visiting teachers and schools to assist in the transition process of a deaf or hard of hearing child into primary school.

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Families	Early Intervention Worker, Pre School Teacher or Visiting Teacher	Receiving school
Term 1 prior to school		
Discuss possible educational settings with your Early Intervention Worker/preschool teacher	Discuss possible educational settings with the family	Families contact school regarding potential students for the following year
Visit educational settings for the following year	Visit educational settings with the family for the following year	A date may be chosen for a possible 'open day' for prospective families to visit
Organise required assessments eg. language or cognitive assessments	Organise relevant assessments (if required)	
Collect recent reports from Australian Hearing and/or Cochlear Implant Clinic		
Terms 2/3 prior to school		
Enrol your child in chosen school	Contact the regional manager for Visiting Teachers of the deaf - alert them about a deaf/hard of hearing child attending a school in their area	Deaf/hard of hearing child enrolled into the school
If appropriate, gather relevant assessments in preparation for possible Educational Needs Questionnaire (ENQ) meeting	Coordinate a time with the family to discuss assessments and their relevance to the Educational Needs Questionnaire (ENQ) Meeting	
	Write a transition report in keeping with Early Years Framework	
If appropriate, set a date and time for the Educational Needs Questionnaire (ENQ) meeting – bring relevant assessments to the meeting	Co-ordinate possible attendees for the Educational Needs Questionnaire (ENQ) meeting at the chosen school	Set a date for Educational Needs Questionnaire (ENQ) meeting to discuss child's needs in reference to the Program for Students with a Disability (PSD) funding application
Gather relevant information you would like to share during the Transition Meeting (at the chosen school) about your child	Set a date and time for a Transition Meeting with the family and chosen school	Set a date and time for a Transition Meeting with all relevant parties (Visiting Teacher, Early Intervention worker, family, kindergarten teacher and classroom teacher)
Term 4 prior to school		
Attend orientation sessions at the chosen school		Inform the family regarding orientation sessions at the school
You may like to ask to attend the whole school Professional Development session regarding inclusive tips for teachers	Offer whole school Professional Development highlighting inclusive tips for teachers regarding deaf or hard of hearing children (term 4 or early term 1)	Facilitate whole school Professional Development about deafness (term 4 or early term 1)
Continue to talk to your child about their new school, take them on another visit, and purchase their uniform, bag and lunch box etc.	Inform school about additional funding that may be available for acoustic modifications	Apply for additional funding through the Accessible Buildings Program for possible acoustic modifications
	Inform school of any Professional Development that may be available for teachers on inclusion of deaf or hard of hearing students	Encourage staff to look into additional Professional Development on inclusion of deaf or hard of hearing students
		Complete the Student Online Case System (SOCS)
Term 1 of school		
Child enters school	Visiting Teacher Service	
Make a time to meet with your child's Visiting Teacher	Contact the family and the school to discuss support offered to the child	Complete the Student Online Case System (SOCS)
Make a time with the classroom teacher to talk about managing your child's hearing aids/cochlear implants/ bone conductor/FM system		Classroom teacher to make a time with the family to discuss management of hearing devices
Enquire about a date for a Student Support Group (SSG) meeting to discuss future educational goals for your child	Contact the school regarding the Student Support Group (SSG) meeting	Set a date for a Student Support Group (SSG) meeting with the family as appropriate