



# Valley View Kindergarten Transition Guidelines Children with Disability and Additional Needs



Valley View Kindergarten is committed to providing coordinated transition processes to support children with disabilities and additional needs and their families throughout their early childhood learning journey in partnership with Department for Education Support Services, feeder schools, agencies and private specialists that are involved in the child's education and care.

## **Priority of Access Policy:**

1. The child is not already attending another local Kindergarten
2. The centre is the child's local Kindergarten i.e. first round offers of placement to families living in the Valley View Kindergarten zone as designated by the Department for Education in August of each year
3. Out of area families second round offers to in September of each year
4. The child has been allocated placement in the Valley View Kindergarten Speech and Language Program
5. The care-giver for the child lives in the area
6. Special Circumstances (at the Director's discretion)

Enrolment of children in the Speech and Language Program at Valley View Kindergarten is governed by a different set of criteria, managed by the Department for Education Para Hills Office, Early Childhood Support Services.

Therefore, first priority for a vacancy at Valley View Kindergarten will go to children in their eligible year who are not already attending another Kindergarten and for whom this is their local Centre.

\*Eligible year\* - Children are entitled to access four terms of preschool in the year before they start school:

- ✚ If a child turns four years of age before May 1, they may start preschool in Term 1 in that year
- ✚ If a child turns four years of age on or after 1st May, they are eligible to start preschool in Term 1 of the following year

Aboriginal and Guardian of the Minister children are entitled to commence preschool in their 3<sup>rd</sup> year if there are vacancies.

## **Services available:**

- Familiarisation visits with family prior to commencement
- Early Entry /Pre Entry– at the discretion of the Director
- Preschool – includes Preschool Support which is allocated according to the child's needs

## **Transition Practices at Valley View Kindergarten.**

- ✚ A strong commitment to the provision of quality education and care for all children irrespective of ability; disability/additional need or culture to achieve their personal best
- ✚ A culture that engenders welcomeness, a sense of belonging and inclusion
- ✚ The development of warm, trusting relationships with families and their service providers through open communication; their involvement in decision making processes that affect their child and is sensitive to their unique journey, dreams and aspirations, needs and concerns
- ✚ A co-ordinated approach to transition planning in which roles of participants is clearly defined and processes and timelines are recorded and provided to all involved
- ✚ Transition programs are responsive to the needs of each child

## **Transition Procedures at Valley View Kindergarten.**

### **Enrolment**

- ✚ When a family drop in to visit the centre staff welcome them, take them on a kindergarten tour and they are invited to stay and have a play with their child
- ✚ The child's family (and current service providers) are invited to make a time to share information and any reports related to the child with the director and when possible, a Department for Education Special Educator. It is during this time that the child's health and educational needs are shared – what will need to be in place prior to the child commencing e.g. Health Care Plans
- ✚ The Director initiates a consultation process with the Para Hills Office Support Services Team to apply for funding for Preschool Support through a panel process
- ✚ Training and development identified for staff to access
- ✚ Centre Induction for family to become familiar with site and practices
- ✚ The child is given a "My Kindergarten" book
- ✚ An invitation to visit with family on a weekly basis until the child commences sessions

### **Learning Journey Practices – Educational Planning and Review**

#### **On Commencement:**

- ✚ Documented Individual Learning Plan (One Plan) and information on children identified as requiring additional support services
- ✚ Monitor and review One Plan information with family on a termly basis and inclusion of other agencies goals
- ✚ Invite parent, school staff and other relevant people to the One Plan review and/or transition meeting

#### **Prior to school commencement:**

- ✚ Initiate meeting with the family, Department for Education Support Services and other agencies and intended school's Principal to share about the child's progress, transition needs including health and personal care needs;
- ✚ Identify if the child will require referral to Department for Education Psychologist for consideration of alternative school placement.
- ✚ Identify if the child needs assessment to determine if they will meet the "Students with Disability" criteria and refer to relevant services
- ✚ Guidance/Psychology/Speech Pathology respond to referral question (this may involve an assessment of child's current functioning and school curriculum needs)
- ✚ Additional resources/facility modifications/alternative options and solutions and health and personal care needs will be documented for consideration at the "Planning for School Entry" meeting.
- ✚ Reports, notes, meeting minutes etc. provided to the family and school on transition

#### **The term prior to school commencement:**

- ✚ Initiate meeting with the family, Department for Education and other agencies and intended school's Principal
- ✚ Child's progress discussed
- ✚ One Plan is documented
- ✚ Next steps/actions determined
- ✚ Transition program established – Preschool Support Worker to support child for first visit to school where possible
- ✚ Curriculum needs for school determined
- ✚ Additional resources / needs determined
- ✚ Families invited to visit kindergarten after their child has settled into school life to share their journey and successes

NQS Quality Area: 3.2.1, 5.1.1, 6.2.1, 6.2.2

National quality Regulations: 155, 156, 157