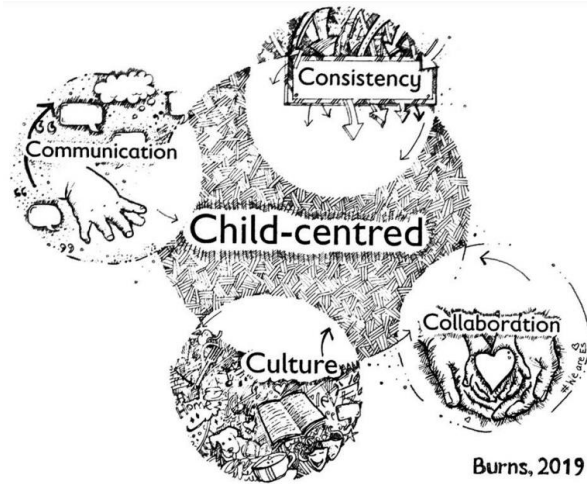


# Bellsbank Primary School and Early Childhood Centre



## Transition Policy March 2026

## Rationale for Transition



In Bellsbank Primary School and Early Childhood Centre, our children and their families are at the heart of what we do. In order to allow for supportive transition to take place, we take cognisance of the elements demonstrated in the diagram above ie Culture, Communication, Consistency and Collaboration. As children encounter each point of transition, successful implementation of all these elements should ensure supportive, positive transitions.

### **Culture**

Our transitions are built on relationships that have a foundation of mutual respect and understanding. These are relationships between children and the adults in the school; school staff and parents and between different members of staff working across the different sectors of Early Years, Primary and Secondary.

### **Communication**

To support the development of these mutually supportive relationships, it will be important to have robust systems in place to support communication between home and school; between different classes and stages and between establishments and sectors.

### **Consistency**

Having consistent approaches to supporting young people on their journey from Early Years, through Primary and into Secondary will ensure children and parents experiences are familiar to them which can be a source of comfort and support at times of change. Ensuring robust approaches to information sharing will allow school staff to have consistent approaches to supporting young people and families. Ensuring opportunities for sharing standards and expectation through moderation will help accurate and robust assessment of children's progress as they move through sectors and classes.



### **Collaboration**

Ensuring opportunities for staff to collaborate across sectors and classes will allow consistent approaches in planning, learning and teaching and assessment are shared across stages and sectors.

Each sector should have the opportunity to share its good practice so that the best possible outcomes can be developed. In developing School Improvement Plan priorities, each sector should have the opportunity to share their good practice.

## Early Childhood Centre to Primary 1

### Rationale

 A successful transition experience at this stage is likely to influence whether or not they can develop their full potential, and their ability to cope with future transitions. 

(OECD,2017:13 )

It is important therefore for us to find ways to support the child's social, emotional and mental wellbeing by engaging meaningfully with others, including parents as equal partners in the transitions process. We will be more successful in improving transitions for children; by planning playful learning experiences which are child-led, responsive, flexible, and continuous. We can make this happen, through regular, focussed collaborative activity, to include the voice of the child and family in our transitions planning. (Realising the Ambition – Being Me, 2020, p. 92)

### Communication with parents

Information about ECC to P1 transition will be shared through Learning Journals and the School Blog and School Handbook. An ECC to P1 newsletter will be issued in December of children's pre school year.

3 Face to face parent events take place during term 3 and 4 of children's pre school year and 1 face to face event during term 1 of Primary 1

February – Discussion of the timeline for transition events

April – Discussion of in school transition events

June – Discussion about arrangements for starting school in August

September – Discussion of the P1 curriculum

The child's ECC Learning Journals will be moved over to the School's Learning Journals in term 1 of their P1 year.

### How and when transition events take place

January – March

P1 teacher visits preschool children weekly to build relationships

February

P6 buddies trained in communication friendly approaches prior to starting work with the new P1 children

March

P6 buddies visit the ECC along with Pupil Support Assistants to get to know the new P1 children

Apr – June

New P1 children visit the P1 classroom weekly and have playtime in the school playground. This is supported by ELCP from the ECC, Pupil Support Assistants, and P6 buddies.

## **Sharing information**

Early Years Key workers will support each child's transition by passing on important information for use in primary 1.

This includes:

- individual children's transition profiles providing a holistic picture of the child and tracking/progression in relation to the curriculum (see Appendix 1).
- children's Learning Journals to gain knowledge of their interests and skills. These will be transferred to the school Learning Journals during term 1 of P1.
- All Additional Support Needs folders and information including:
  - Child's Plans,
  - Referrals to other agencies (e.g. SLT, Rainbow House)
  - Assessment information (e.g. Teaching Talking)
  - Notes/Action Plans from Team with the Family meetings etc.

## **Additional Support Needs**

Some children may require additional support when moving from pre-school to primary school. This may be due to health, sensory impairments, social and emotional needs, family problems, communication problems etc. Where this is the case, the Early Childhood Centre, School and local authority will assess the extent of their support needs and prepare a plan to help ease the transition.

Where significant additional support will be required within the school setting, assessment meetings will be held between the ECC and the school to gather and share information and to take any necessary action to support the child. The "Trans 1" meeting will take place May /June of the child's ante-pre-school year. The "Trans 2" meeting will take place Jan/Feb of the child's pre-school year. These meetings are documented in the Transition Timetable (Appendix 2).

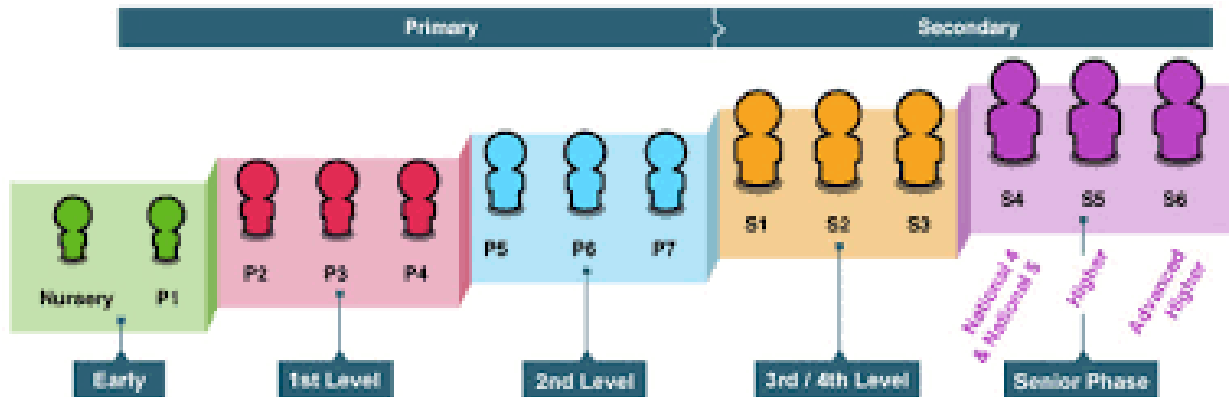
Where a child is considered to require an ASL provision, the ECC will complete relevant assessment paperwork for submission to the Additional Support Placement Group by June of the ante preschool year.

## Stage to stage throughout the Primary

### Rationale

### Planning the Curriculum (Early/First/Second/(& beyond!) Level)

Progress through the Curriculum for Excellence is indicated in curriculum levels.



Each class within the school will include children at different levels within the curriculum. The EAC Progression Planners will be used for all curricular areas for the planning of teaching and learning to ensure that all learning intentions are appropriate for the different levels being taught in the classes.

The 3-year rotational planners used within the school will ensure breadth of the curriculum outcomes i.e. All outcomes are covered within each level of the curriculum and depth within the outcomes i.e. That knowledge and skills development are given sufficient time to be covered fully.

The rotational planners also benefit the learning and teaching within the composite classes, as all children in all classes will be taught the same outcomes in a given year. This eliminates the difficulty that can arise when children in the same year group are being taught in different classes.

## Building a Collaborative Learning Community

As children move through the stages in primary, they will experience composite classes (e.g. P2/3, P4/5, P5/6) throughout. This means that some years they will move to a different classroom and a different teacher but in other years remain within the same classroom and with the same teacher. It also means that the children in their particular classroom will change each

year. Sometimes they will share their class with children at a lower stage and at other times with children at a higher stage.

This presents a challenge for children as they transition into a new class each year and a significant amount of time needs to be spent at the beginning of each session building the 'learning community' within the class. This enables the children to build communication, cooperation, trust and collaboration with their peers in a safe classroom environment and is necessary for the children to take an active part in the learning experiences throughout the year as a valued member of the class.

### **'Bump-Up' Sessions**

The Head Teacher will have discussions with all staff regarding class structures and stages each year in March/April so that transition plans can be made for the following session.

Once class teachers have been decided and class structures have been drawn up, 'bump-up' sessions for the children can be planned for the summer term. These sessions allow the children to experience their new class for a short period of time to help them adapt to the transition.

Before the 'bump-up' days take place, letters indicating new classes and teachers will be sent out to all parents/carers.

### **Sharing Information**

The tracking of attainment is logged and stored within the EAC Tracking and Monitoring System. This is updated throughout the year for each individual child and this information, including attainment over time, is available to all teachers as a child moves through the school.

In addition, an annual spreadsheet with all assessments for literacy, numeracy and health and wellbeing are stored on our Digital Planning Team that should be kept up to date by each teacher for the children in their class when assessments are completed throughout the year.

Other information that should be passed on at transitions includes:

- reading records for each child (P1 to P7)
- maths, spelling, reading group details
- log of key resources used/ stages already completed (e.g. within EA Literacy)
- Highlighted East Ayrshire Progression Frameworks

A portfolio folder should be opened for each child when they join the school. This should be added to each year and include samples and evidence of assessments from P1 to P7.

These include (as appropriate):

- phonological awareness assessments
- phonics assessments
- end of unit maths assessments
- a back line drawing of themselves
- Schonell spelling age tests
- writing assessments
- EA Literacy placement tests
- Wellbeing Webs

During the summer term time will be allocated to allow class teachers to meet to share and discuss this information in preparation for next session.

### **Additional Support Needs**

Where children receive additional support, either within the school (e.g. EAST) or in partnership with other agencies (e.g. CAHMS, NHS, Social Work), Child's Plans will be in place.

These are stored electronically within 'MANAGEMENT – ADDITIONAL SUPPORT NEEDS (ASN)' folder on the shared drive and updated throughout the year. In June, copies are printed as a 'snap shot' and filed in the Child's Blue ASN folder stored securely in the DHT room.

**Appendix 3** contains a Transition Information & Documentation Checklist that is a useful guide to transition handover and discussions throughout the stages within school.

### **Primary 7 to S1**

#### **Rationale**

Good transitions are not one-off events but carefully managed processes that respond to the individual needs of each child or young person. This includes ensuring continuity of support, sharing relevant information between professionals, and recognising the importance of relationships, especially for those with additional support needs. (*Supporting Children's Learning - Code of Practice: statutory guidance - fourth edition, Scottish Government, February 2026*)

#### **Doon Academy Transition Programme**

The pupils of Bellsbank Primary normally transfer to:

Doon Academy  
Ayr road  
Dalmellington  
Tel. 01292 550521

Close liaison arrangements exist between Bellsbank Primary and Doon Academy and transition visits are documented in the transition timetable (Appendix 4).

These include:

- STEM Transition days
- Transition tour with parents
- Visits to Bellsbank PS from Doon Academy Teachers
- June Transition days where P7s follow S1 timetable

Where a pupil is transferring to another secondary school, contact will be made with the school to coordinate any transition visits to be made.

## **Sharing Information and Documentation**

The Depute Head Teacher/Primary 7 teacher will hold meetings with the SMT/Guidance Staff at Doon Academy prior to the transfer to ensure all relevant details for each child is passed on. These arrangements ensure that the children's education is a continuous process from primary to secondary and that the transition is as smooth as possible.

All attainment/tracking information will transfer automatically as part of the EAC Tracking and Monitoring system.

ASN

1. Electronic ASN folders will be transferred via MS Teams. This will include all ASN documentation from P1 – P7
2. Physical Orange ASN folders will transfer.

Children's school registration folders (PPR) will transfer.

Where a pupil is transferring to another secondary school, contact will be made with the school to coordinate all information and document sharing.

## **Additional Support Needs**

Where children receive additional support, either within the primary school (e.g. EAST) or in partnership with other agencies (e.g. CAHMS, NHS, Social Work), Child's Plans will be in place. Assessment meetings will take place between primary school staff, secondary school staff and

parents to share this information, assess the extent of their support needs and if necessary prepare a plan to help ease the transition to secondary school.

The "Trans 1" meeting will take place May /June of the child's P6 year.

The "Trans 2" meeting will take place Jan/Feb of the child's P7 year.

Where a child is transferring to a special school provision (e.g. Doon SLC), as agreed at the Trans 1 meeting, the primary school will complete relevant assessment paperwork for submission to the Additional Support Needs Placement Group by May of the child's P6 year.

These meetings are documented in the Transition Timetable (Appendix 2).

**Appendices:**

**Appendix 1 ECC to P1 Transition report**

**Early Years Transition Profile  
Early Level**

<b>Attendance (Percentage over the last academic year)</b>	<b>My Name</b>		<b>Further Information available</b>	<b>Y/N</b>
	<b>Date of Birth</b>		<b>Pastoral Notes on SEEMIS</b>	
	<b>Place in my Family  Names of siblings and settings they attend</b>		<b>AYRShare</b>	
			<b>My Plan (including ILP)</b>	
			<b>Other assessment (give more detail in SHANARRI section)</b>	
<b>ELC setting. Give details of split/blended placement if applicable.</b>		<b>Health Needs / Medication (give more detail in SHANARRI section)</b>		
	<b>Receiving provider/school</b>		<b>Further information is available on my Learning Journal. Please request my individual summary report if needed.</b>	

**What am I like as a young person? What are my qualities and attributes? What are my key interests? What makes me happy and what makes me sad? What may I need help with?**

**Details of any Requests for Assistance (RFAs) submitted / Professionals involved in my care.**

**Consider the SHANARRI wellbeing indicators and comment on any significant information relating to my wellbeing that has not been included above (Include details of any dietary requirements/health needs).**

**EAC Early Level Monitoring and Tracking Tool – My progress so far**

HWB		Language and Literacy		Numeracy and Maths	
I require additional support to continue to make progress		I require additional support to continue to make progress		I require additional support to continue to make progress	
I am making progress across the monitoring and tracking milestones		I am making progress across the monitoring and tracking milestones		I am making progress across the monitoring and tracking milestones	
I am making good progress across the monitoring and tracking milestones and need additional challenge		I am making good progress across the monitoring and tracking milestones and need additional challenge		I am making good progress across the monitoring and tracking milestones and need additional challenge	

**Other Information You May Need To Know About Me**

Key: B (Beginning To) M (Making Progress) MGP (Making Good Progress)

B/M/MGP		Any further comments:
I can articulate my needs clearly (clarity of speech)		
I can regulate my own emotions		
I can share/play/work co-operatively with a partner or in a small group		
I can concentrate and complete activities on my own		
I can follow simple instructions		
I can listen carefully in small and large group situations		
I can follow rules and social expectations		
I can use the toilet independently		
I can manage zips and fastenings independently		
I can eat socially with others at a table		

I can manipulate a wide variety of objects & tools purposefully (including scissors, cutlery, threading etc)			
I can show awareness of and follow the daily routine			
<b>Comment further if I need any additional support / challenge to extend my skills within literacy and numeracy as identified above</b>			
<b>Information or comments my parent/s carer/s would like to pass on about me.</b>			
Date discussed with parent/carer:		Parent/Carer Signature:	
<b>Profile completed by:</b>		<b>Title/Role:</b>	
<b>Date of completion:</b>		<b>Date checked by SMT:</b>	<b>Checked by:</b>
<b>Date report shared with school/setting:</b>		<b>School/setting contact:</b>	

## Appendix 2 Transition Timetable

### Transition Timetable

Timescale	Key Transition Tasks
August	<ul style="list-style-type: none"> <li>• Build learning community in classes</li> <li>• IRG paperwork submitted to ASN Placement group for P1 SLC placements.</li> </ul>
September	<ul style="list-style-type: none"> <li>• Build learning community in classes</li> </ul>
October	
November	<ul style="list-style-type: none"> <li>• Pre-school discussions regarding universal and targeted support required before P1</li> </ul>
December	<ul style="list-style-type: none"> <li>• ECC – P1 Transition Newsletter shared</li> </ul>
January	<ul style="list-style-type: none"> <li>• P1 teacher starts visiting ECC weekly</li> <li>• Doon Academy Parents walk round</li> </ul>
February	<ul style="list-style-type: none"> <li>• ECC Trans 2 Meeting (pre-school)</li> <li>• School Trans 2 Meetings (P7)</li> <li>• ECC to P1 Transition Cafe 1</li> <li>• P6 Buddy training</li> </ul>
March	<ul style="list-style-type: none"> <li>• P6 children to visit ECC to 'buddy' with pre-school children</li> </ul>
April	<ul style="list-style-type: none"> <li>• SLT - class structure discussions</li> <li>• Pre-school discussions regarding universal and targeted support required before P1</li> <li>• ECC to P1 Transition Cafe 2</li> <li>• New P1 visits to P1 classroom and School playground</li> </ul>
May	<ul style="list-style-type: none"> <li>• ECC Trans 1 Meeting (ante-pre-school)</li> <li>• School Trans 1 Meetings (P6)</li> <li>• P7 STEAM transitions days</li> <li>• Transition Meetings with Doon Acad. Guidance staff</li> <li>• IRG paperwork submitted to ASN Placement group for S1 SLC placements</li> </ul>

<b>June</b>	<ul style="list-style-type: none"> <li>• Class bump-up sessions</li> <li>• P7 Doon transition days</li> <li>• Pre-school children and parents' P1 workshop #3</li> <li>• ECC documentation collated and transferred to school</li> <li>• Class documentation collated and transferred to next teacher.</li> <li>• P7 documentation collated and transferred to Secondary</li> </ul>
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### Appendix 3 Transition Information & Documentation Checklist

<b>Transition Handover &amp; Discussions</b>	<b>Check</b>
<ul style="list-style-type: none"> <li>• EAC Tracking &amp; Monitoring System data finalised.</li> </ul>	
<ul style="list-style-type: none"> <li>• Each Year Group Attainment Tracking spreadsheet completed <i>(spelling ages, reading ages.)</i></li> </ul>	
<b>Paper records</b>	
<ul style="list-style-type: none"> <li>• Reading records for each child</li> </ul>	
<ul style="list-style-type: none"> <li>• EA Literacy Assessments</li> </ul>	
<ul style="list-style-type: none"> <li>• Literacy (phonics, spelling, reading) and Numeracy group details</li> </ul>	
<ul style="list-style-type: none"> <li>• Log of key resources used/ stages already completed (Literacy, Maths &amp; other relevant curricular areas)</li> </ul>	
<ul style="list-style-type: none"> <li>• Highlighted progression frameworks</li> </ul>	
<ul style="list-style-type: none"> <li>• Child's Primary Portfolio Folder Updated e.g. <ul style="list-style-type: none"> <li>• phonological awareness assessments</li> <li>• phonics assessments</li> <li>• end of unit maths assessments</li> <li>• a back line drawing of themselves</li> <li>• Schonell spelling age tests</li> <li>• writing assessments</li> <li>• EA Literacy assessments</li> </ul> </li> </ul>	
<b>ASN Information</b>	
<ul style="list-style-type: none"> <li>• Electronic ILPs updated (targets achieved/not achieved)</li> </ul>	
<ul style="list-style-type: none"> <li>• All other ASN information is stored by ASN coordinator in the Shared Drive.</li> </ul>	
<b>Resources Sorted / Ready</b>	
<ul style="list-style-type: none"> <li>• Numeracy resources checked and collated/ tidied</li> </ul>	
<ul style="list-style-type: none"> <li>• Literacy resources checked and collated/tidied (e.g. magnetic letters)</li> </ul>	
<ul style="list-style-type: none"> <li>• Reading books tidied away</li> </ul>	
<ul style="list-style-type: none"> <li>• Other text books / resources checked and collated/ tidied <i>(either in classroom or into central resource rooms)</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Completed jotters/worksheets/ artwork etc. sent home with child.</li> </ul>	

<ul style="list-style-type: none"> <li>• Incomplete workbooks etc. collated and passed on if appropriate.</li> </ul>	
<ul style="list-style-type: none"> <li>• Wall displays tidied and ready for next year (e.g. visual timetables, literacy, maths, health&amp; wellbeing)</li> </ul>	

Signed:

Date:

## Appendix 4 2025-2026 Doon Academy Transition Programme



### Transition Programme 2025/2026

Month	Activity
September 25	PT Support for Learning will begin attending transition meetings for young people with Additional Support Needs.
October 25	Wednesday 1 <sup>st</sup> – P7 students to attend STEAM day at Doon Academy. Wednesday 8 <sup>th</sup> – P7 Parent/Carer Information Evening
November 25	Tuesday 25 <sup>th</sup> - Careers Pathways for P6 – S1 students hosted at Doon.
December 25	Transition Christmas Concert held at Doon Academy.
February 26	Creating Engineers Challenge within primary schools for P5/6 students. <b>(Date to be confirmed by Glasgow Science Festival)</b> Mr Robertson (Head Teacher) will begin visiting cluster primaries.
March 26	Monday 2 <sup>nd</sup> – Doon Academy science staff will visit primary schools to launch British Science Week project. Wednesday 18 <sup>th</sup> – Science Fayre held at Doon Academy for P7 students to display their projects.

	<p>Week beginning Monday 16<sup>th</sup> – Creating Engineers Challenge Final at Doon.</p> <p>Friday 27<sup>th</sup> – Enhanced Transition programme begins.</p>
April 26	<p>W/B Monday 26<sup>th</sup> April - Doon Academy staff begin a 4-week programme of delivering lessons at cluster primaries.</p> <p>Visits by PT Pupil Support will also take place during this time.</p>
May 26	<p>13<sup>th</sup> May - National Robotarium – P6/7 Transition Event hosted by Doon.</p>
June 26	<p>Wednesday 10<sup>th</sup> and Thursday 11<sup>th</sup> – Formal Transition Days for P7 students.</p> <p>Thursday 11<sup>th</sup> – Doon Academy Hawaiian Disco for P7 students from 6pm until 7.30pm. There will also be a parent/carer information session held during this time.</p>