



Barrhead

Cluster

Transitions Policy and Programmes

Rationale

Curriculum for Excellence has at its core the aspiration that all children should benefit from continuity and progression in their learning, particularly through transitions. To bring about a seamless 3-18 curriculum there is a need for 'togetherness in the planning, design and delivery of the curriculum' where we endeavour to harmonise our practices in learning and teaching taking account of the contributions that a wide range of partners can make within the local community. Learning and teaching should be organised to promote and secure pupils' progress at each stage, and to facilitate with ease the transition between sectors.

Within the Barrhead Cluster, robust procedures are in place to support **all** pupils during transitions. This is essential in ensuring continuity in learning, the progressive development of the four capacities and to support the authority's vision of 'Everyone Attaining, Everyone Achieving through Excellent Experiences'.

Background and Legislation

All pupils should benefit from well-planned transition processes. The *Education (Additional Support for Learning) (Scotland) Act 2004* introduced a framework for planning transitions as children and young people enter and progress through the educational system and finally leave school.

For young people who have additional support needs, an extended and individualised planning process may be required. The Act requires education authorities to consider which children and young people, with additional support needs, transitional duties should apply.

The following principles are central to transition planning within the Barrhead Cluster for pupils who experience additional support needs:

- Transition planning is embedded within policies and procedures for children and young people with additional support needs.
- The views of children, young people and parents are sought and taken into account when discussing and planning transitions through their active participation in the transition process.
- Other partners, as appropriate, such as social work, health services and post school services actively involved in transitions where required.
- Early consultation takes place with all relevant agencies. Joint Support Team meetings and case management meetings are the appropriate forums for early discussion and planning, with arrangements fully integrated into the pupil's plan.

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- Agreed actions are communicated to parents and included in the child's wellbeing plan, a copy of which is transferred when starting Barrhead High.
- The planning process commences in advance of a twelve-month period to be effective in supporting the young person.
- An overview of the additional support needs of young people along with strategies to support them is shared with all staff at the start of the transition session.

Continuity and progression in learning

In line with ERC policy, literacy and numeracy standardised test results and BGE levels are shared for all those transferring to Barrhead High, including those attending ERC primary schools outside the cluster. This information is used to track and monitor the progress of each individual.

In addition, primary colleagues meet with each young person's pastoral care teacher to share more personal information, e.g. friendship groups, achievements and strengths. A copy of the child's PPR file is transferred to the high school and read by the young person's allocated pastoral teacher. Any relevant information is shared with the class teacher. The P7 Profile is used as the basis for S1 interviews conducted by the young person's pastoral teacher.

Irregular transitions

Where children and young people experience a more irregular change in school placement (e.g. transfer to another school, break in education, school closure) the stated principles and practices should be promoted, within the relevant timescales. Where transitions are not known early enough to meet transitional duties then action should be taken as soon as possible.

Transition programmes

A comprehensive, well-planned programme of transitions is in place. We plan and work with partners and other agencies to ensure transition arrangements are effective for all learners

The cluster continuously reviews practice in order to assess the extent to which we have been successful in delivering the 3 – 15 broad general education and the senior phase which meet the needs of individual learners.

The following documents set out the arrangements within the Barrhead Cluster for key transitions, including specific guidelines for young people who have significant additional support needs.

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Primary/Secondary Transition Arrangements

Event	Date	Action/Further Information
ASN Transitions Meetings	TBC	S Wallace and M Mahon to attend JST meetings at each primary school to identify extended transition pupils.
Literacy & Numeracy	Ongoing	<i>Literacy and Numeracy transition sessions to be ongoing throughout the year. PT English and PT Maths to facilitate.</i>
Social Subjects	October	Social Subjects ambassadors to deliver sessions on RRS and VSS.
Expressive Arts Session	October	Music and Art staff to lead sessions in primary schools.
P6 Taster Day French Cooking	November	French Department and Home Economics to collaboratively deliver a session.
HT & DHT visit to primary	December	SLT to visit primary schools.
Pastoral School Visits	January	Pastoral visits to primary schools.

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P7/S1 Transitions Paperwork	January	GM To share transition paperwork with P7 staff.
Science Transitions Lesson	January	Science Transitions lessons
Coding Competition	March	Coding Competition led by BIT
PE Transitions	March	Primary Schools visit PE Department
Cluster Pastoral Visits	March	P7 staff meet with a member of BHS support team during PE Transition.
Science Transitions	May	<i>Science Taster Day: Science Department</i>
Literacy and Numeracy profiling	May/June	P7 staff meet with PTs literacy and numeracy
Induction days	June	Pupils attend BHS for two days.
Cluster Café Parents Meeting	June	Expressive Arts café with performances and displays of artwork completed during the transitions process presentations from SLT.

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Barrhead High School GIRFEC Transition Information

Pupil Name:	Primary School:	D.O.B:	Primary 7 teacher:	Consent to share: Y/N
Wellbeing Indicator	PUPIL INFORMATION			
SAFE Who does the young person live with? Does the pupil have any siblings?	Siblings at Barrhead High (names): Keeping:		Attendance:	Time
HEALTHY Does the young person have any health issues?	Medical needs:			
ACTIVE Is the pupil involved in any extracurricular activities? Do they have any particular area of interest?	School Instrumental Instruction: Y/N			
NURTURED At point of transfer, does the pupil receive any additional support? (Please circle either Yes – Y or No – N) Please detail any diagnosed ASN.	Education Psychologist: Y/N Profile	Social Work: Y/N Care & Welfare file: Y/N	Wellbeing Plan: 1 / 2 / N/ ASN	Diagnosed ASN: Y/N PSA Support: Y/N JST: Y/N
ACHIEVING Achievements inside and/or outside of school.				
RESPECTED /RESPONSIBLE Attitude to work? Any behavioural issues? Is the young person a prefect, mentor or member of a pupil council? How does the young person interact with staff?	Interaction with staff:			
INCLUDED How does the young person interact with their peers? Any issues? Is the parent/carer actively involved with the school?	Interaction with peers: Recommended for extended transitions programme: Y/N			

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Literacy and numeracy profile

Pupil Forename	Pupil Surname	Reading	Writing	Talk/ Listening	Comments (focus / likes + dislikes /key areas of strength / key areas needing support etc.)	ST	Would his pupil benefit from a nurture group with a reading focus?

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