   



**Eastwood High School Cluster**

**Transitions Framework**

Transitions Policy and Programmes

**Introduction**

Children and young people go through many transitions when changing schools, with changes that happen in school and when moving on from school. In all cases it is a critical stage, and the way it is guided and supported can have a major bearing on the rest of a young person's life chances. Building directly on prior learning, transitions are effective when they are planned well and implemented in good time. The Getting It Right For Every Child (GIRFEC) integrated-service approach, the Additional Support for Learning (Scotland) Act and the Children and Young People's Act are central to effective transition Planning.

Eastwood Cluster staff are responsible for supporting pupils at transition stages putting the child or young person at the centre of their work. We need to understand their unique needs and how we can help. We need to use common tools, language and processes to consider a Child’s or young person’s wellbeing. We need to work closely with children and young people, their family and other professionals supporting them where appropriate. We need to strive to communicate effectively across the Cluster so that we have the right information to provide the best support to children or young persons and their family.

Every child and young person that we work with is on a journey through life: experiencing rapid development and change as they make the transition from childhood through adolescence and into adulthood. As they progress, some may have temporary difficulties, some may live with challenges that distract them on their journey and some may experience more complex issues. No matter where they live or whatever their needs, children and families should know that they can find help and that the right support will be available to them. We want our children and young people to be fully supported as they grow and develop, to be:

**Safe** …protected from abuse, neglect or harm

**Healthy** … experiencing the highest standards of physical and mental health, and supported to make healthy safe choices

**Achieving** … receiving support and guidance in their learning – boosting their skills, confidence and self-esteem

**Nurtured** … having a nurturing and stimulating place to live and grow

**Active** …offered opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future

**Respected** … to be given a voice and involved in the decisions that affect their well-being

**Responsible** … taking an active role within their schools and communities

**Included** ... receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn.

 We believe that effective support at transition allows our and young people to become **successful learners**, **confident individuals**, **effective contributors** and **responsible citizens**.

All pupils benefit from well-Planned transition processes that are influenced by the above wellbeing indicators. For young people who have additional support needs, an extended and individualised Planning process may be required. The Additional Support for Learning Act requires education authorities to consider which children and young people, with additional support needs, require support at transition. However, it is expected that transitional duties will apply to all children and young people and especially for those with additional support needs.

The Additional Support for Learning Act requires education authorities to take specific action in helping young people, with additional support needs, to make transitions into school, between schools and to post school life. Education authorities are required to involve other professionals and agencies to ensure that the transition process is effective for all young people. Other agencies include Health Services, Social Work services and post schools services (e.g. Skills Development Scotland).

**Transition principles**

Within the Eastwood 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 the realisation of the authority’s vision of Everyone Attaining & Everyone Achieving through Excellent Experiences.

The following principles are central to transition Planning within the Eastwood Cluster (adapted from the Code of Practice) 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 through Staged Intervention processes. 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 well-being Plan.
* The Planning process commences in advance of a twelve-month period (six months in preschool) to be effective in supporting the young person.
* A lead person known to the young person and their family coordinates transition Planning.

**Recognising Achievements**

The achievements of children and young people who successfully engage in activities that lead to successful transitions are recognised and celebrated within the Eastwood Cluster, through a variety of activities. These achievements are recorded and during the ELC to primary and primary to high school transitions are passed on.

**Irregular transitions**

Where children and young people experience a more irregular change in school placement (e.g. transfer to another school, break in education, transfer from an alternative education system) 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**

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

Due to the variety of transitions and the fact that Early learning and Childcare settings are organised on a neighbourhood basis it would be impossible, and undesirable, to have an identical set of transition procedures. What is attached are guidelines illustrating ELC – P1 transition practice in the various cluster nurseries and primaries. Likewise the P7 – S1 transition is complicated at Mearns Primary by the fact that it is also in the Mearns Castle Cluster. Consequently the transition guidelines attached may vary slightly in relation to P7 – S1 transfer from Mearns Primary School to Eastwood High.

**Eastwood Cluster**

**Summary Home to ELC Transition Programme Guidelines**

|  |  |  |  |
| --- | --- | --- | --- |
| Month  | Transition Activity | Personnel/ Agency | All pupils/ ASN |
| 6 to 12 months prior to start date | Identify children with additional support needs requiring extended transitions  | Lead AgencyPartner agencies | ASN |
| 6-9 months prior to start date | Transition Planning meeting/Case management meeting* Invite pupil, parents, relevant staff members and partner agencies
* Where agreed, devise and implement individual transition Plan – including dates for additional transition Planning meetings.
 | Lead Agency (e.g Madras FC/IMFC, PreSCAT, SW, Health)ASN Coordinator  | ASN |
| 3 – 6 months prior to start date | Family Centre staff attend pupil Planning meetings (Transition/LAC/Child’s Plan), where agreed | ASN Coordinator | ASN |
|  0 - 3 months prior to start date | Additional visits (family centre staff) to current educational provision and or family home | ASN Coordinator  | ASN |
| 0 - 3 months prior to start date | Additional visits (parent/pupil/other education provision/other professional) to the various Nurseries/Family Centres | ASN Coordinator | ASN |
| 0 - 3 months prior to start date | Other additional supports implemented* Transition passport, social stories, graded transition
 | ASN CoordinatorPartner agencies | ASN |
| May (or Dec) | Parent enrolment night* Enrolment forms and birth certificates checked
* Transition arrangements discussed
 | Family Centre staff | All pupils |
| 0-1 month prior to start date | Home visits carried out | Family Centre staff | All pupils |
| A few days prior to start date | Children visit ELC with parents  | Family Centre staff | All pupils |
| 0 – 3 months prior to start date | Case conference/professional development for Nursery/Family Centres  | ASN CoordinatorPartner agencies | ASN |
| Aug/Jan | Parents support children to settle in nursery using graded exposure, if required  | Nursery/Family Centre Staff &Parents | All pupils |
| 0 – 3 months following start date | Case management meeting/transition review | ASN CoordinatorPartner agencies | ASN |

**Home to ELC Settings**

**Extended Transition guidelines for pupils who have significant ASN**

|  |  |
| --- | --- |
| 6 to 12 months prior to starting date | Children who have identified additional support needs and who receive additional support from within education (e.g. Isobel Mair Family Centre, PreSCAT, Psychological Service) and/or from partner agencies (e.g. health service, social work) should be considered for a supported transition. This should be coordinated through the existing pupil Planning forum or the Joint Support Team, following parental permission, within Isobel Mair/Madras Family Centres or Mearns Nursery – if no existing pupil Planning forum is available. Consideration should be given to the possible need for environmental adaptations and discussed with relevant QIO.  |
| 6 to 9 months prior to starting dateExisting pupil Planning forum/ Joint Support Team | Transition should be an agenda item. * ASN Coordinator invited from ELC Setting
* Agencies involved with pupil invited.
* Active participation of pupil and parents, with views clearly represented.
* Consider involvement of other professionals for transition.

Individual transition Plan devised (incorporate into well-being Plan where appropriate)* Nursery/Family Centre lead person identified (contact person for pupil/parent)
* Specific transition arrangements, timescales and responsibilities clearly agreed and recorded.
* Frequency of additional transition Planning meetings to be agreed.
* Nursery/Family Centre staff invited to all future meetings regarding pupil (i.e. LAAC, Children’s Plan)
* Minute of meeting and revised Child’s (where appropriate) circulated.
* Programme to support transition agreed.
 |
| 3 - 6 months prior to starting date | Transition Plan implemented, reviewed and modified (where necessary) at least 3 months before starting date with active involvement of pupil, parents, education staff and other agencies. Agree date for case management meeting/review. |
| 0 – 3 months following start date | Review pupil progress in Nursery/family centre and evaluate Child’s Plan. Pupil, parents, staff and other professionals to be invited. |

**Eastwood Cluster**

**Summary ELC - Primary Transition Programme Guidelines**

|  |  |  |  |
| --- | --- | --- | --- |
| Month  | Transition Activity | Personnel/ Agency | All pupils/ ASN |
| Aug - Dec   | Nursery/Family Centres Joint Support Team meeting* Identify pupils with additional support needs requiring extended transitions
* Nursery/FC profiles discussed by Primary DHT & Class teacher
* During Parents evenings at Nurseries/FCs possible deferrals & early entries are discussed with parents
 | Family Centre ASN Coordinator, Partner agenciesNursery HT/FC HTs & Parents | ASNAllpupils |
| Jan  | Transition Planning meeting/Case management meeting* Invite pupil, parents, relevant staff member from high school and relevant partner agencies
* Where agreed, devise and implement individual transition Plan – including dates for additional transition Planning meetings.
* P1 Registration when initial information is gathered on pupils
 | Family Centre and Primary ASN Coordinator, Partner agenciesPrimary Staff responsible for registration | ASNAll pupils |
| Jan - Jun | * Primary school staff attend pupil Planning meetings (Transition/LAC/CHILD’S PLAN/), where agreed
* Parents’ Voice – Parents share hopes & concerns re transition with school. These along with children’s’ views taken into account when planning transition events to best meet the needs of individuals.
* In Feb/Mar Moving to school meetings with parents
 | ELC staff, ASN Coordinator, Primary staff Parents, children and primary staff (HT, DHT/PT & YET)Nursery/FC Staff | ASNAll pupilsAll pupils |
| Jan - Jun | Additional visits (pupil/parent) to Primary School, where agreed | Nursery/FC and Primary ASN Coordinator | ASN |
| Jan - Jun | Primary school staff carry out additional visits to family centre  | Primary School Staff | ASN |
| Jan - June | Other additional supports devised and issued eg.* Transition passports
 |  Nursery/FC and Primary ASN Coordinator | ASN |
| April - June | Where relevant children placed within friendship groups based on primary school to be attended* Variety of activities carried out in friendship groups
* Additional assessment information gathered
* Primary School Buddies identified and begin to build relationships with Pre 5 pupils
 | Nursery/FC Family Centre staff | All pupils |
| May | School staff visit ELC setting* Observations – playroom and playground
* Circle time activity
 | Primary school staff, Family Centre staff | All pupils |
|  | Children visit primary school on numerous occasions in friendship group and EY teacher* P1 teacher to Plan and lead activity (nursery teacher to take P1 class). A wide range of activities are delivered including tours of the school, curriculum experience (learning through play), lunch experience and buddy meet ups
 | Primary school staff, ELC staff | All pupils |
|  | School staff visit nursery* Observation of literacy, circle time and playground
 | Primary school staff, Family Centre staff | All pupils |
|  | Children visit primary school in friendship group* P1 teacher to Plan and lead activity (nursery teacher to take P1 class)
 | Primary school staff, Family Centre staff | All pupils |
|  | School staff visit nursery* Observation of numeracy, circle time and playground
 | Primary school staff, Nursery/FC staff | All pupils |
|  | Case conferences/professional development on ASN (where appropriate) | Primary ASN CoordinatorPartner agencies | ASN |
| June | Parent/Child Induction Sessions within primary school | Primary School staff | All pupils |
|  | Learning and Development meeting* Nursery teacher, key worker, Primary HT and P1 teacher meet to discuss summative reports, pupil profiles, CHILD’S PLAN forms, Pupil Support & any Child Protection issues in order to jointly Plan next steps in learning.
 | Primary school staff, Family Centre staff | All pupils |
|  | Where relevant - tie ceremonies* P1 teacher to present school ties to nursery children
 | Primary school staff, Family Centre staff | All pupils |
| July/ August | Family Centre summer activities | Family Centre ASN Coordinator  | ASN |
| August P1 | Further discussion of Nursery/FC profiles and work samples passed on from Nursery | Primary ASN CoordinatorPartner agencies | Allpupils |
| Sept-Oct P1 | * Baseline Assessments carried out
* Primary School analysis of Baseline Assessment results for use in identifying next steps in learning including where appropriate differentiated groups for literacy (reading & writing) and numeracy
 | Primary DHT/HT, P1 teachers, Nursery/FC staff and Primary ASN Coordinator/Partner agencies where appropriate | All pupils |
| Sept - Oct P1 | Case management meeting/transition review | Primary ASN CoordinatorPartner agencies | ASN |

**Pre 5 to Primary School**

**Extended Transition guidelines for pupils who have significant ASN**

|  |  |
| --- | --- |
| Preschool year (October)  | ASN Coordinator/JST identifies pupils with additional support needs requiring extended transitions. At this stage, the name of the primary school to be attended (advise parent if this involves a placement request and implications on transition procedures), key staff from primary school and other professionals should be identified. Consideration should be given to possible environmental adaptations and discussed with relevant QIO.  |
| Preschool year Case management meeting /review (January) | Primary School transition should be an agenda item. * ASN Coordinator invited from Primary School
* Agencies involved with pupil invited.
* Active participation of pupil and parents, with views clearly represented.
* Consider involvement of other professionals for transition.

Individual transition Plan devised (incorporate into CHILD’S PLAN Plan)* Nursery or Family Centre/Primary School lead person identified (contact person for pupil/parent)
* Specific transition arrangements, timescales and responsibilities clearly agreed and recorded.
* Frequency of additional transition Planning meetings to be agreed.
* Primary School staff invited to all future meetings regarding pupil (i.e. LAAC, CSP, , CHILD’S PLAN)
* Minute of meeting and revised CHILD’S PLAN Plan circulated.
* Programme to support transition agreed.
 |
| January - June | Transition Plan implemented, reviewed and modified (where necessary) at least 3 months before leaving date with active involvement of pupil, parents, education staff and other agencies. Agree date for P1 case management meeting/review (term 1). |
| P1 Case management meeting/ review (term 1) | Review pupil progress in Primary school and evaluate CHILD’S PLAN Plan (including Pre 5/P1 transition arrangements). Pupil, parents, education staff and other professionals to be invited. |

**Eastwood High School**

**Summary Primary/Secondary Transfer Procedures**

|  |  |  |
| --- | --- | --- |
| August / September/ October | Evaluate and update procedures for * Agenda for Cluster Meetings
* Discussion with Support and Subject PT’s
* Cluster Staff reminded of Eastwood Cluster Staff Shared Area on Glow
* Secondary DHT for following years S1 identified to Primaries
* P7 Standardised test Scores for new S1 issued to inform learning targets across the curriculum
 | HTsPS TeamHTs and DHTDHTDHT |
| September | Transition News section of Eastwood High website.S1 Pastoral support “settling in” interviews.From middle of September S1 review for pupils with significant additional needs JST meetings review identified pupils’ needs | DHT & PTsDHTPSTsPSTs |
| October | Meeting of ASN Cluster Group. This group focuses on pupils with significant ASN who require extended transition. Primary school staff discuss Plans for pupils requiring extra support for transition. Pupils with significant needs to be given opportunities to take part in classes/small groups at secondary.Glow Pupil Transition Groups set up in primaries for use throughout the session allowing dialogue between P7 and S1 pupils 25th Oct. 2018 -P7 Open night All departments in school open doors to visiting parents and pupils. Parents given presentation and informed of Transition process | Relevant staffPrimary Staff |
| November |  Nov 6th 2018 S1 Parents Night ‘Transition’ questionnaire for parents - collect information on parent view of transition arrangements. Results published on website.S1 Reviews – conducted during Parents’ Evening for those with additional needs who do not require a meeting in September | DHTPS Team |
| November onwards | Pupil specific visits by support staff. Including direct contact with parents and outside agencies. (Psychological Services)Throughout year transfer meetings for specific pupils are held involving parents, senior school staff, support staff and relevant partner agencies.  | PSTsRelevant Staff |
| October / November | Visits to EHS by primary staff to engage in S1 Maths /English lessons. Discuss pupil progress and pace of learning.  | Relevant Staff |
| December | Pupil questionnaire ‘Continuity and Progression’(Pupils view of differences between primary and secondary)* collect information about teaching approaches
* collect information about homework
* collect information about pupil perception of subjects.
 | DHT |
| December / January | Primary Schools complete ‘Early Information sheet’ Collects both p6 and p7 info.(‘sheet’ revised on annual basis)Information made available to all EHS support staff and Subject PT’s as necessary | DHT and relevant staff |
| January |  Primary Schools make contact with Social Communication Outreach at Williamwood to define list of pupils who have communication difficulties who require extended transition. | Relevant staff |
| Januaryonwards | Tailored visits to EHS for pupils with particular needs. Includes Primary staff and parents. Extended transition for pupils with social communication difficulties begins. | PS Team |
|  |  |  |
| January | School Handbook available for new intakePupils appropriate for the SW summer transition group identified | DHTPS Team |
| February | Transition JST Meetings. * One for each PS
* Early involvement of all support agencies with ASN pupils
 | PS Team |
| March | Informal visit by DHT and Pupil Support to meet P7 pupils in class.Explanation to pupils of what to expect regarding Secondary contact throughout summer term.  | DHT and PSTs |
| March |  Extended transition for pupils with social communication difficulties begins | PS Team |
| March  |  ASN Open Evening in last Wed in March -aimed at parents and pupils who require additional /specific support | PT SfL and PS Team |
| April | Formal visit by DHT and Support staff* to introduce secondary school support systems
* To collect ‘social’ information about pupils to help build a profile of class allocation to inform PST
* Identify siblings
 | DHT and PSTs |
| April onwards | Close attention paid to potential ‘placing request pupils’ to ensure they are included in May /June programme for new intake.  | DHT |
| April - June | . Extended transition for vulnerable pupils and those with social communication difficulties begins. Run by School Social Worker and Alina Spence Social Communication Outreach for pupils who are anxious about transition – referrals made by primaries | PS Team and external agencies |
| May  | Athletics event * P7 Staff liaise with EHS PTs to exchange information on pupil progress across all curriculum areas
* Designed to promote early identification with EHS
* Allow pupil friendships to form
* Pupils in probable class groups for event.
 | PT P.E.DHT |
| May | Secondary staff from range of subjects other than beyond English, Maths and PE visiting the primaries to work with Primary classes. The focus of the visit and the particular subject contingent on Cluster Plan priority areas | Subject P.T’s |
| Mid May | P7 Dyslexia Study Support Group. Referrals from Primary Schools. Pupils from variety of primary schools come together to take part in two sessions devoted to looking at secondary supports for pupils with dyslexic difficulties. Programme run by P Law | Relevant support staff |
| May  | Placing request pupils and parents given tour of school | DHT |
| May | 2 Induction days for P7 pupils * follow secondary school timetable
* Pupils in (likely) class groups
* Team Building Exercises by YPS ERC
* Meet with PST
 | DHT and relevant staff |
|  Beginning of June | Evaluation of Induction days and minor adjustments made to class allocations made following discussions with parents Second of ASN Cluster group meeting to review and evaluate transition of pupils with ASN. Support staff need all relevant information about pupils with ‘needs’ so that Planning can be completed in time for August.Standardised test scores in Reading and Maths issued to all Principal Teachers to further inform class organization | DHTPT SfL and relevant staffDHT and PTs |
| June | Throughout this time information is transferred to EHS * ERC Data base Eng / Maths Stan / Nat tests – relevant information circulated to subject departments
* All report cards
* Pupil e-portfolios updated and transferred to EHS in August
* English p7/S1 work books
* Pupil details data base updated (Medical Records)
* Pupil levels in all curricular areas
 | Relevant staff |
| Throughout Year | Focus on ‘Continuity and Progression of Learning and Teaching’Cluster Staff share information though Glow Eastwood Cluster Staff Shared AreaContinued development of pupil transition groups in GlowPrimary/Secondary Transition News on EHS websiteDirect contact between Secondary and Primary staff takes place throughout the year both by convenient arrangement and as directed by Cluster Operational Plan. Cluster working groups established in -Literacy, Numeracy, Health and Well Being, Science, ICT , ASN Visits by primary pupils to Science departmentEHS PE Staff teaching all stages in all associated schools throughout year delivering aspects of H&WB programmes | Relevant Staff |
| June / August | In Service and case conferences for staff if necessary regarding pupils with very particular needs. | PS Team |
| August | Personal information held in Primary school follow pupils to EHS and is distributed to relevant departments.E-Portfolios ‘transferred’ to EHS | Relevant Staff |

**Primary School to High School**

**Extended Transition Guidelines for pupils who have significant ASN**

 **Timeline**

|  |  |
| --- | --- |
| Primary 6(Term 2)Primary 6 (Term 3) | Primary School ASN Coordinator/JST identifies pupilswith significant support needs requiring bespoke extended transition arrangements. At this time discussions often involve key ASN support staff from primary school, secondary school and partner agencies, and relate to whether EHS building is the most appropriate place to continue a pupil’s education. If a decision is taken to proceed with an Eastwood High transition consideration should be given to possible environmental adaptations required and discussions opened with Head of Service.Individual bespoke transition Plan devised1. Primary/High school lead person identified – contact name for pupil and parent.
2. Specific extended transition arrangements, timescales and responsibilities agreed
3. Schedule of Transition agreed
4. High school “lead person” invited to attend all future Meetings regarding the pupil eg LAAC, Child’s Plan etc
5. Child’s Plan shared
6. Programme of support agreed
 |
| September | S1 Pastoral support “settling in” interviews.From middle of September JST and Child’s Plan meetings review identified pupils’ progress |
| October | Meeting of ASN Cluster Group. This group focuses on pupils with significant ASN who require extended transition. Primary school staffs discuss Plans for pupils in P7 requiring extra support for transition. Pupils with significant needs to be given opportunities to take part in classes/small groups at secondary.Glow Pupil Transition Groups set up in primaries for use throughout the session allowing dialogue between P7 and S1 pupils  |
| November | S1 Parents Night‘Transition’ questionnaire for parents - collect information on parent view of transition arrangements (including ASN transition). Results published on the school website |
| November onwards | Pupil specific visits by support staff. Including direct contact with parents and outside agencies. (Psychological Services)Throughout year transfer meetings for specific pupils with ASN are held involving parents, senior school staff, support staff and relevant partner agencies. |
|  |  |
| December | Pupil questionnaire ‘Continuity and Progression’(Pupils view of differences between primary and secondary)* collect information about teaching approaches
* collect information about homework
* collect information about pupil perception of subjects.
 |
| December / January | Primary Schools complete ‘Early Information sheet’ Collects both p6 and p7 info. (‘sheet’ revised on annual basis). This highlights pupils who may require extended transition for social or emotional reasons |
| January |  Primary Schools make contact made with Social Communication Outreach atWilliamwood to define list of pupils who have communication difficulties who require extended transition. |
| Januaryonwards | Tailored visits to EHS for pupils with particular needs. Includes Primary staff and parents. Extended transition for pupils with social communication difficulties begins. |
|  |  |
| January | School Handbook available for new intakePupils appropriate for the SW summer transition group identified |
| February | Transition JST Meetings. * One for each PS
* Early involvement of all support agencies with ASN pupils
 |
|  |  |
| March |  Extended transition for pupils with social communication difficulties begins March 27th 2019-ASN Open Evening in EHS aimed at parents and pupils who require additional /specific support |
| April onwards | Close attention paid to potential ‘placing request pupils’ to ensure any ASN needs are discussed and addressed and that they are included in May /June programme for new intake.  |
| April - June | . Extended transition for vulnerable pupils and those with social communication difficulties begins. Run by School Social Worker and Alina Spence Social Communication Outreach for pupils who are anxious about transition – referrals made by primaries |
| Mid May | P7 Dyslexia Study Support Group. Referrals from Primary Schools. Pupils from variety of primary schools come together to take part in two sessions devoted to looking at secondary supports for pupils with dyslexic difficulties. Programme run by P Law and L Clark |
| May  | Placing request pupils and parents given tour of school |
| Beginning of June | Evaluation of Induction days and minor adjustments made to class allocations made following discussions with parents Second of ASN Cluster group meeting to review and evaluate transition of pupils with ASN. Support staff need all relevant information about pupils with ‘needs’ so that Planning can be completed in time for August. |
| August | In-service day 1 or 2 meetings held with teachers of pupils with specific ASN to share information and provide CPD. These sessions are led by EHS Learning Support staff and staff from partner support agencies |

**Extended Transition Guidelines for pupils who have social communication difficulties and disorders**

|  |  |
| --- | --- |
| October | Meeting of ASN Cluster Group. Focus on upcoming P7 and pupils in P6 who require extended transition. Primary school staff to discuss Plans for pupils requiring extra support for transition at P6 and 7. This group, which includes staff from Social Communication Outreach, focuses on pupils with significant ASN who require extended transition. Primary school staff to discuss Plans for pupils requiring extra support for transition at P6 and 7. We encourage that pupils with significant needs and particularly those with ASD be given opportunities to take part in classes/small groups at secondary school. We set approximate dates for ASD Outreach Transition group times |
| November | P6/7 Open night at Eastwood High School. Parents of pupils with a diagnosis of ASD and those with general social communication difficulties get opportunities to meet with Support Staff and discuss the range of supports available at EWH |
| November onwards | EWH staff visit specific pupils with ASD and social communication difficulties within their primary school.  |
| November onwards | Throughout year transfer meetings for specific pupils with ASD are held involving parents, senior school staff, support staff and relevant ‘outside’ agencies. |
| December | January Primary Schools complete ‘Early Information sheet’ (grid template) Collects both P6 and P7 info. Key Information about pupils with ASD is communicated to EWH |
| January | Primary Schools make contact with Social Communication Outreach at Williamwood to define list of pupils who have communication difficulties and who require extended transition. Sometimes working with colleagues from Carlibar Communication Centre they then agree the pupils involved in the group and the programme to be covered. |
| January onwards | Extended transition group work for vulnerable pupils and those with social communication difficulties begin in Primary schools. |
| February | Extended transition group work for vulnerable pupils and those with social communication difficulties begins in EWH. (See following CCS Programme for programme details) |
| February | Eastwood High School Primary Transition JST Meeting. Early involvement of all support agencies with individual discussions about pupil with ASD and general social communication difficulties. |
| February onwards |  Formal Primary transition meetings (where required) with parents of pupils with ASD and general social communication difficulties to be arranged for around March and (with the exception of placing request pupils) generally completed before the Easter break |
| March |  Last Wed in March Open Evening in EHS. Parents of pupils with ASD and general social communication difficulties invited to EWH to meet with Support Staff and hear a presentation about the range of supports and interventions used to support pupils with additional needs |
| May Onwards | Transfer of information such as well-being Plans and minutes from transition meetings sent to Support Team colleagues at EWH |
| Early June |  Second of ASN Cluster group meeting to review and evaluate transition of pupils with ASD and general social communication difficulties. Support staff need all relevant information about pupils with ‘needs’ so that Planning can be completed in time for August. |
| September-October | S1 Reviews -Support team conducting Transition Survey and individual reviews with pupils who have ASD and general social communication difficulties and their parents to assess how well they have settled into S1 at EWH |

**ASD at Transition group work programme**

|  |  |
| --- | --- |
| **Learning Intention** | **Activities** |
| 1 ChangeTo get to know the rest of the group and tell the group information about yourself.To reflect on changes pupils have experienced in their lives and discuss impending transition to high school. | * Ice-breaker (People Bingo)
* Pair and share (name, school, fact)
* Group expectations
* Learning Intention/Success Criteria
* Discussion – what is change, what changes have they experienced, how did you feel?
* Life journey road map
* Future Life Journey – high school, how do you feel?
* Wonders and Worries
* Confidence rating 0-10
 |
| 2 Primary-SecondaryTo know some of the differences and similarities between primary and secondary school and have strategies to cope with these. | * Ice-breaker (Introductions game)
* Group expectations
* Learning Intention/Success Criteria
* Discussion – differences between primary and secondary
* Venn diagram/flash-card activity
* Wonders and Worries
* Confidence rating 0-10
 |
| 3 How Do I Feel?To reflect on how I feel about moving to secondary school, and the changes I will experience. | * Ice-breaker (Count to 10)
* Group expectations
* Learning Intention/Success Criteria
* Discussion – what emotions are we feeling about moving to high school
* Number-line activity
* Wonders and Worries
* Confidence rating 0-10
 |
| 4 FriendshipsTo have strategies to make new friends in high school.To know how to deal with developing and changing relationships. | * Ice-breaker (Skittles Game)
* Group expectations
* Learning Intention/Success Criteria
* Discussion – primary friends and memories (When were you a good friend? When was someone a good friend to you?)
* ‘Goodbye P7’ booklets, how to keep in touch
* What makes a good friend? Flipchart
* Role-play activity – how to meet new people
* Wonders and Worries
* Confidence rating 0-10
 |
| 5 Teachers and ExpectationsTo be able to cope with the varying expectations of teachers and their teaching styles.To know and understand the reasons for school rules and expectations. | * Ice-breaker (Killer 8)
* Group expectations
* Learning Intention/Success Criteria
* Discussion – primary teacher memories, differences between teachers
* Role-play activity – ‘That’s Life!’ worksheet
* Discussion – school expectations and reasons for rules
* Wonders and Worries
* Confidence rating 0-10
 |
| 6 SubjectsTo know what subjects they will be learning and what each means. | * Ice-breaker (20 questions)
* Group expectations
* Learning Intention/Success Criteria
* Discussion – Most/least favourite subjects at primary, Same/different subjects at primary and secondary
* Matching activity – subjects to meaning
* Complete subjects worksheet
* Wonders and Worries
* Confidence rating 0-10
 |
| 7 TimetableTo understand the structure of the school day and how the timetable rotation works | * Ice-breaker (Roller Ball)
* Group expectations
* Learning Intention/Success Criteria
* Discussion – primary school day structure/high school day structure
* Look at S1 timetable – quick quiz
* Complete Velcro timetable example with rotations
* Wonders and Worries
* Confidence rating 0-10
 |
| 8 OrganisationTo be able to organise themselves more independently (homework, schoolbag, timekeeping, diary etc.) | * Ice-breaker (Name acrostic – each other)
* Group expectations
* Learning Intention/Success Criteria
* Discussion – problems and solutions, what, why and how to be organised
* Hand out coloured folders and label
* Schoolbag activity – packing for each day
* Homework – how to complete diary and practise, when and where to do homework
* Wonders and Worries
* Confidence rating 0-10
 |
| 9 Breaks and LunchtimesTo know how and where to buy and eat lunch.To know what there is to do at breaks and lunchtimes. | * Ice-breaker (Fact or Fiction)
* Group expectations
* Learning Intention/Success Criteria
* Discussion – primary breaks and secondary breaks
* What could I do? Pairs activity – discuss ideas and report back to group
* Clubs – research/look at high school clubs
* Wonders and Worries
* Confidence rating 0-10
 |
| 10 Dealing with problemsTo be able to deal with manageable problems assertively.To know when and where to go to get help with problems in and out of school. | * Ice-breaker (Desert Island)
* Group expectations
* Learning Intention/Success Criteria
* Discussion – primary problems and how to deal with them, who to tell at high school, bullying behaviour
* Role-play – problem scenarios
* Wonders and Worries
* Confidence rating 0-10
 |
| 11 Putting it all togetherTo be able to put all their knowledge about high school to use in hypothetical situations.To discuss their feelings about transition to high school in light of new knowledge and strategies. | * Ice-breaker
* Group expectations
* Learning Intention/Success Criteria
* Discussion – what have we learned?
* Moving On Up board game
* Discussion – how we feel about transition now, looking forward to, what we will miss about primary
* Wonders and Worries
* Confidence rating 0-10
 |
| 12 Fast DayTo be able to put all their knowledge about high school to use in a real high school setting. | * Ice-breaker
* Group expectations
* Learning Intention/Success Criteria
* Go over timetable for the day
* Lesson 1
* Lesson 2
* Break
* Lesson 3
* Lesson 4
* Lunch break
* Lesson 5
* Wonders and Worries
* Confidence rating 0-10
* Transition programme evaluation
 |
| Other Activities* Transition booklets
* Pupil passports
* Uniform
* Important people
* Treasure Hunt
* Lunch visits/lunch clubs
* Prompt cards (strategies to deal with specific situations)
* Take photos of people and places (primary and secondary)
* School websites
* Schoolbag checklist
* S1 pupils talk to P7 pupils
* Memory Mats

School building* Colour-code map
* Use to navigate school

Departments* Meet some subject teachers, librarian
* Look inside classrooms, library
* Experience lessons (e.g. Tech, Home Ec, science, library, PE)
 |  |

 **Extended Transition Guidelines for pupils who have dyslexia**

|  |  |
| --- | --- |
| October | October- Meeting of ASN Cluster Group. Focus on upcoming P7 and pupils in P6 who require extended transition Primary school staff to discuss Plans for pupils requiring extra support for transition at P6 and 7. The group also set dates for Dyslexia Study days.  |
| November | P6/7 Open night at Eastwood High School. Parents of pupils with dyslexia get opportunities to meet with Support Staff and discuss the range of supports available at EWH |
| November onwards | EWH staff visit specific pupils with dyslexia and other difficulties (where required) within their primary school.  |
| November onwards | Throughout year transfer meetings for specific pupils with dyslexia and other difficulties are held involving parents, senior school staff, support staff and relevant ‘outside’ agencies. |
| December- January | Primary Schools complete ‘Early Information sheet’ (grid template) Collects both P6 and P7 info. Key Information about pupils with dyslexia is communicated to EWH |
| February | Primary Transition JST Meeting. Early involvement of all support agencies with individual discussion about pupil with dyslexic difficulties |
| February onwards | Formal Primary transition meetings (where required) with parents of pupils with dyslexic difficulties to be arranged for around March and ( with the exception of placing request pupils) generally completed before the Easter break |
| March |  Last Wed in March-ASN Open Evening in EHS. Parents of pupils with dyslexic difficulties invited to EWH to meet with Support Staff and hear a presentation about the range of supports and interventions used to support pupils with dyslexic difficulties |
| May onwards | Transfer of information such as well-being Plans and minutes from transition meetings sent to Support Team colleagues at EWH |
| Mid May | P7 Dyslexia Study Support Group. Referrals from Primary Schools. Pupils from variety of primary schools come together to take part in sessions devoted to looking at secondary supports for pupils with dyslexic difficulties. **Dyslexia Study Support Group Programme*** *Introduction and general discussion bout dyslexic difficulties*
* Listen to Dyslexia Presentation PowerPoint
* Issue Dyslexia at Transitions Booklet and questions about booklet
* Support for dyslexia resources
* ICT resources and digital examination Papers presentation
* Tour of support base, meet with key staff
* Meet with secondary pupils with dyslexia and listen to their presentation
 |
| Early June | Second of ASN Cluster group meeting to review and evaluate transition of pupils with dyslexia. Support staff need all relevant information about pupils with ‘needs’ so that Planning can be completed in time for August. |
| October |  S1 Reviews -Support team conducting Transition Survey and individual reviews with dyslexic pupils and their parents to assess how well they have settled into S1 at EWH |

**Eastwood Cluster**

**Transition Timeline Upper school**

|  |  |
| --- | --- |
| August- June | Individual meetings with a range of agencies for pupils identified on DHT at risk caseload |
| August - June | SDS Drop in clinic available for all pupils |
| August - June | Range of vocational programme college courses that help pupils experience college environments and develop career skills  |
| August - June | College preparation courses and Independent travel skills training for pupils with additional needs  |
| September | Planning meeting with SDS re pupils identified on risk matrix requiring future Planning meetings |
| September - May | Individual support for pupils requiring support to identify college courses, CV preparation and visits to colleges |
| September - May | UCAS support for S5 and S6 pupils  |
| October | Career Pathway Event for middle and upper school pupils |
| November- January | Target setting for individual pupils S4-6 |
| November | S5 Mock Interviews, CV guidance and preparation and interview preparation as part of S5 PSHE |
| November | SDS vocational learning event at SECC for S5/6 pupils who are not applying to University |
| December | Senior school option choice information booklet and part of S4 PSHE classes |
| December- March | Future Planning meetings with pupil, parents, SDS and other involved agencies S4-6  |
| December- February |  S4-S6 Pastoral care interview and review of progress, achievements, target setting and next steps day |
| January | S4 Parents evening on Options and Vocational Programme |
| January |  S4 Work Experience week |
| January -May | Tailored and supported individual visits to a variety of college courses  |
| May | UCAS support for early entrants  |
| May | Work experience and college taster courses for pupils who are not heavily involved with National Exams during exam SQA May exam diet |
| May- June | Liaison and supported individual visits with University Disability Rights Officers at a variety of local universities |

# Post School MCMC Transition programme

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Transition Activity | Personnel | All pupils/ ASN |
| S1 | Transition Joint Support Team meeting* Identify pupils with additional support needs who may require extended post school transitions
* Include actions in pupil’s well-being Plan, where agreed
 | Joint Support Team, E Gordon | ASN |
| S2  | Pupils at risk of negative destinations (MCMC) are now identified by interrogation the Click and Go database filtering for those with less than 85% attendance and /or underachieving in 3 or more subjects. Experience shows that those most at risk are those who have poor or erratic attendance and are underachieving academically. The resultant list plus the names of those who are “looked after” are then flagged to the pupil support team SMT and SDS. Their progress is also monitored by the DHT with responsibility for MCMC.* Post school transition to be discussed: views of young person and parents, earliest and latest leaving date, S3 Options, agencies to be involved in transition Planning.
* Include actions in pupil’s well-being Plan, where agreed
 | Pastoral Support Team, E Gordon | ASN/ att < 85%UnderAchieving> 3 areas |
| S3  | Case management/Transition Planning meetingsThere is continued monitoring of pupils identified as at risk of being MCMC as above.* Consideration given to S4 vocational courses in term 3.
* After consultation with certain young people (generally the most disaffected) their pastoral support staff, and parents their timetables are modified to allow them to take a vocational course in S4.
 | Pupil Support Team, E Gordon | As above |
| S4 onwards | Case management/Transition Planning meetings as required, including 6 months prior to leaving date.* Consider other additional supports – Activate, Amended curriculum, college visits, extended work experience.
* Consideration given to the possible benefit to certain winter leavers applying for a full time college course and supporting them in any application.
* Close monitoring of pupils on vocational courses
 | Pupil Support Team, Work Experience Coordinator,Partner AgenciesG Boyle | As above |
| 6 months before leaving date | * Date and time identified for post school placement interview and persons responsible for coordinating review. Liaison with SDS
 | Pupil Support Team, SDSPartner Agencies | As above |
| Post School | Partnership working with Skills Development Scotland to track destinations | PST, Partner Agencies, SDS | As above |