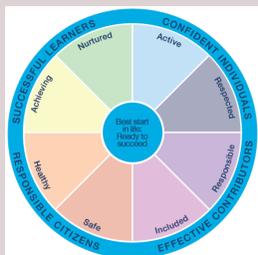




# Post School Enhanced Transition Tips for educational establishments during Covid-19 2020

Social distancing means we have to be creative in how we apply the principles of good transition whilst maintaining best practice in safe guarding children's rights and making sure children and their families have the support they need.

## Ensure you have everything you need regarding a the pupil's profile of need



Make contact with the young person and ask, again, what they are aspiring towards.

Have their circumstances changed?

Consider their needs holistically and what practical steps need to be taken in light of Covid 19 to enable them to make a sustained, positive post school transition.

## Connect with the right people to provide post school support

Liase with partners to establish opportunities available- have application or start dates changed?

Have programmes been cancelled or postponed?

Agree key contact for Parent/Carer and Young person

Link with the Care Experienced Virtual Heads Team , Skills Development Scotland or Opportunities for All Co-ordinator for support if required



## Convene a virtual TAC to confirm transition arrangements before statutory leaving date.



Contact made with family to agree best way to contribute to Transition TAC (teams meeting, collation of view to be shared to meeting)

Ensure all participants have what they need to contribute to the meeting. This includes young people and families where appropriate.

Some professionals within your team will have rights to call a Microsoft Teams meeting to enable invitations to go to a variety of different email addresses. Any concerns or questions link with your **LC digital champion**

Chair of meeting posts minute of meeting to family

## ONGOING SUPPORT of TRANSITIONS

Schools continue to provide support and tracking after the young person has left school to ensure the transition is sustained and maintain positive relationships for vulnerable young people.

Young people who are successful in making positive post school transitions tell us that this is often due to having consistent, trusted adult support. This includes the relationships they have built at school.

## Recording

GIRFEC staged intervention framework supports effective transition planning and recording.

Make sure you keep Seemis up to date with relevant leaver information.

If Seemis data is incorrect, 16+ services are not able to target support to those who really need it. Incorrect data in Seemis will also affect your school's destination figures.