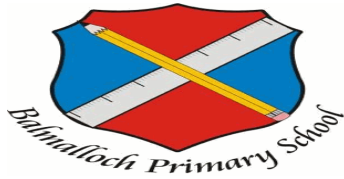


Balmalloch Primary School & Nursery Class



Transitions Policy

responsi **B**ility

gr**A**ttitude

BELIEVE IN YOURSELF

hu**M**ility and forgiveness

persever**A**nce

Love

ACHIEVE YOUR GOALS

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

A Place of Enthusiastic Learning and Achievement!

Transition Policy

Rationale:

This Transition Policy is written in line with Scottish Early Childhood, Children and Families Transition Position Statement. Children and families experience a wide and varied number of transitions and these day-to-day experiences impact on the early years and later in life. Transitions may occur within the day, day to day, across time and between different providers.

Realising the Ambition: Being Me

"Quality transitions that are well-prepared and child-centred, managed by trained staff collaborating with one another, and guided by an appropriate curriculum, enhance the likelihood that the positive impacts of early learning and childcare will last through primary school and beyond."

(OECD, 2017:19)

Transitions may take many forms such as:

- From one nursery to another
- Home to nursery
- Childminder to nursery
- Nursery to Primary 1
- School to school
- Primary 7 to S1

It is our aim to ensure that our children are supported by a positive start within Balmalloch Nursery Class, and as they move onto their designated Primary School. It is vital that our children form important relationships with their educators and their peers to support their sense of wellbeing and belonging as they embark on the next part of their journey.

Realising the Ambition: Being Me

"The transition to school together with the transition from home to an ECEC setting are the first occasions in which children experience a big cultural change, in the people around them, the ways in which they interact, their numbers of peers, the types of activity they engage in, and their physical surroundings"

(OECD, 2017:17)

Our Transition Policy will follow the six principles as outlined in the Scottish Early Childhood, Children and Families Transition Position Statement:

1. Aspirations
2. Expectations
3. Opportunities
4. Entitlements
5. Participation
6. Contribution

Aspirations:

Children's prior learning must be recognised and valued in their new environment. It is important to recognise that children are creative, capable and competent. The transition process should be a holistic approach where the child is at the heart of all decisions.

- Families want their children to be happy and to settle in well to their new environment.
- Children seek connections with their peers and with educators which support them to develop friendships and responsively meet their needs.
- Educators should aspire to support all children, listening to their thoughts and feelings and ensuring they are meeting their needs as they learn and develop.

Expectations:

Early transitions are important milestones in children's lives and should be recognised as an ongoing process. Professionals, children, families and communities must work in partnership to ensure that transitions are planned effectively and make the expectations formed by children and families.

- The time leading up to the transition should be looked upon as a valuable opportunity for professionals and families to work together.
- Children should be met with professionals who care about, understand, value and respect them, their family life, culture and values.
- Transitions should be positive, and children and families should be joyfully anticipating the new and exciting opportunities ahead.

Opportunities:

Transitions are an ongoing part of early childhood which allows them to be opportunities for change. Although continuity is necessary, change is also important and transitions provide the opportunity for children and families to develop resilience and to look forward to new challenges ahead, whilst also recognising progress.

- Positive transitions should highlight a shared aim to ensure that children settle well, thrive and develop a sense of wellbeing and belonging within their new setting.
- Staff and parents/carers should have opportunities for ongoing dialogue, on either side of the move, to ensure they hear, understand and can support any fears or anxieties that children or families may have.
- Transitions will provide opportunities to develop and deepen relationships with the whole family. This can stimulate family learning and allow practitioners to offer support for parental engagement in learning both across the setting and at home.

Entitlements:

Children are entitled to feel safe, secure and connected in environments that integrate attention to development and learning in a holistic way. Children are active in their own transitions and entitled to have their needs met throughout the transition process and beyond.

- Children are entitled to continuity of relationships, play, learning, curriculum, resources and environments which are responsive to their needs and rights.
- Children are entitled to have their previous experiences and contribution recognised in a new setting, building on what has gone before.
- Families and children are entitled to quality, flexibility, affordability and accessibility of services.
- They are entitled to be listened to and respected as collaborators in their children's Early Learning and Childcare, early school experiences, learning and well-being.
- Every child is entitled to recognition of their own culture, identity, language and histories and to these being met by high quality, equitable provisions.

Participation:

Parents and families need to be equipped with the skills and confidence to participate appropriately throughout the transition process. Professionals along with parents, families and communities should work collaboratively to achieve the best possible outcomes for children. Participation is strengthened when all concerned with the child work in partnership.

- There will be opportunities for open dialogue with children and families over an extended period of time, prior to, during and after the transition to ensure any apprehensions are reduced as well as an increase in familiarisation and positive expectations being met.
- We endeavour for children and families to participate in a shared and supported way to ensure positive transition experiences.
- Families will be welcomed with unconditional acceptance and be respected for knowing their child best.

Contributions:

Collaborative working is essential within and across communities, supported by an inclusive culture where contributions are explicitly valued and nurtured.

Family contributions through sharing knowledge in a welcoming ethos lays a foundation for families that their contribution is valued by our systems.

It is vital that professionals recognise and draw on children's knowledge and take time to get to know new children and appreciate where they are in their learning journey. Children should be encouraged to share their ideas, stories, experiences and favourite memories and being able to make choices over what they are doing.

Our Transition Process
From Home to Nursery

- All children who are new to the setting will be offered a home visit, this can greatly help the settling in process and enhance the relationship between the setting and the home; building trusting relationships between the Key Worker and the child and their family.
- All children will be invited into nursery, before their start date, and be encouraged to spend an hour in the setting, completing the relevant induction paperwork.
- All parents and carers will be asked to complete an "All About Getting it Right for Me" booklet, where they can share vital and important key information about their child.
- All children, who are new to the setting, will have an induction period which is individually tailored to their needs and will ensure that they are given time and space to settle into their new environment.
- Children will be encouraged to bring a transitional object from home, if they require this to settle.
- All children will be allocated a Key Worker who will support them and their family as they settle into their new environment.
- All children will be set a Personal Care Plan target, which will focus on Health, Welfare and Safety, this will be discussed with parents and carers and will be set within 28 days of the child starting in the setting.
- All children will have a Learning Log to record progress and achievement, moving with them to the next stage in their learning journey (e.g.) Pre-School Year/Primary 1. Learning Logs continue in all stages of school, ensuring consistency of approach.
- All children's Personal Care Plan targets will be reviewed termly and updated accordingly.

From Nursery to Primary 1

Throughout the year children at Balmalloch Nursery visit the P1 classes and the P1 children return to nursery. This helps the children experience a smooth transition. There are also informal visits from P1 to the Nursery throughout the planned activities below -

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Nursery staff supporting Primary 1 teachers. Nursery staff in playground for first day.	Forest Kindergarten joint session Nursery/Primary 1.	P1 children visit nursery for a play session.	Nursery children invitation to join gym session with Primary 1's.	Nursery visit P1 classroom. P1 to showcase class work.	Ask the Primary 1's a question.
FEBRUARY	MARCH	APRIL	MAY	JUNE	ONGOING
Transition Sway will be emailed out to all families.	Children who require additional support for transition, will have a social story created for them to support their transition. Invite surrounding schools to visit children within the nursery who will be attending their setting. Transition Area within nursery to be established, displaying, uniforms, pictures, books etc.	Teddy Bears Picnic Primary 1's and Nursery children. Visit to playground, gym hall (During Holidays).	P5 Buddies to visit nursery to support pre-schoolers (Every Wednesday). Introduce transition Tuesdays until end of June.	Invite to introduction day. Pre-School children visit P1 for a story and met class teacher. Parents will be invited to attend a tour of the school. Teachers will meet with Keyworkers. Lunch visit, Pre-School children and Parents.	Ongoing Playground Visits. Garden Visits. Digital Leaders. Use of Familiar resources.

From Nursery to P1

- Nursery staff help children settle for the first week into the P1 classes in August if possible.
- P6 children are buddies for the new P1 children and these children visit the feeder nurseries at the end of their P5 year to build relationships with their buddy.
- The school invites all nursery children, who will be starting at Balmalloch Primary school, to visit their P1 class and meet their teacher in June.
- Principal Leads, Class Teachers and a member of the Senior Leadership and Management Team will host a transition meeting with all parents to provide information and answer any questions.
- All parents/carers are provided with a school handbook and relevant information in a pack.
- All children are provided with information about the school and a video showing them a day in the life of P1 at Balmalloch Primary School.
- The children will participate in 'Everywhere Bear' activities and be provided with a teddy bear.

From Stage to Stage

- All teachers will have the opportunity to meet with the current teacher to discuss relevant information to support effective transition. This will be supported through the school and nursery database system.
- 'Meet the Teacher' information sheets will be issued to parents/carers at the end of the school year to support their child and ensure a smooth transition.
- When staffing has been confirmed by the local authority, parents/carers and learners will be informed of the teachers in all stages across the school. Learners will, if all relevant information has been received by the school from the local authority, visit their new teacher and class prior to the summer holidays.

From Primary School to Primary School/Nursery to Nursery/Nursery to Primary School/Primary School to High School

- To ensure effective transition for learners to and from other establishments, Appendix A will be completed to ensure all essential information is shared effectively.

From P7 to High School

Balmalloch Primary School P7 transition liaison is Mr. J. Paterson. You can contact him via email or by phoning the school office - nlpatersonj1@northlan.org.uk, 0126 632058.

Pupils normally transfer to high school between the ages of $11\frac{1}{2}$ and $12\frac{1}{2}$, so that they have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the school arrangements no later than the December of the year preceding the date of transfer at the start of the new session.

Normally pupils from Balmalloch Primary continue to:
Kilsyth Academy, Balmalloch Road, Kilsyth Tel. no.: 01236 632057
Acting Head Teacher (2022-23) - Miss Tracey Fox

We enjoy a good relationship with the staff of Kilsyth Academy and both ourselves and Kilsyth Academy aim to make the transition from primary to secondary a simple process for our pupils.

Class Teachers discuss with Mr. Paterson, children who may benefit from an enhanced transition. The Enhanced Transition programme aims to reduce some of the anxieties about the move to secondary school and help pupils feel more confident about the transition. There are two types of enhanced transition offered:

- Small group Enhanced Transition allows a small number of pupils to visit the Academy and meet the Principal Teacher of Learning Support. A tour of the school is arranged, and pupils take part in a small group discussion about the move from primary to secondary school and what that will mean for them. Pupils will also engage with sessions in Kilsyth Academy with key staff - Principal Teacher of Learning Support
- Family transition involves invitations for the child and a member of their family to visit Kilsyth Academy to meet with Principal Teacher for a more in-depth discussion around transition to secondary. Mr. Paterson is also present at the meeting to support the discussion for transition.

The Principal Teacher of Learning Support, Principal Teacher of Pupil Support and various subject teachers visit the P7 pupils to speak to pupils about transferring to Kilsyth Academy.

Primary 7 pupils take part in a variety of different sessions in Kilsyth Academy from April to June.

Induction days take place at the beginning of June and involve 3-day visits to Kilsyth Academy for all P7 pupils and the CREST Discovery Award is achieved by all who take part.

From Primary 7 to High School

Throughout the year, Kilsyth Academy, as the associated cluster high school, is in contact with the P7 classes through visits and online assignments. This is arranged via the DHT of the Academy.

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
	<p>P7 Pupil Representatives - Captain, Vice-Captains and Prefects - selected by Pupils Representatives from Kilsyth Academy.</p> <p>Assessment - Application Form/Presentation</p>		<p>Placing requests applied for and decisions taken by parents/carers over which high school their child will attend.</p>	<p>Kilsyth Academy Handbook sent out to all P7 pupils.</p> <p>KILSYTH ACADEMY WEBSITE</p> <p>A request will be made for a handbook and relevant information for parents/carers for any child who wishes to attend another high school.</p>	<p>Cluster group meetings with DHT Mrs. C. Kay of Kilsyth Academy and HT/DHT/PT of the feeder primary schools to establish transition dates.</p>
FEBRUARY	MARCH	APRIL	MAY	JUNE	ONGOING
	<p>Transfer of Information forms are sent to the Academy to begin the process of making S1 classes. This also provides a holistic view of children's needs.</p> <p>P7 transition launch from Kilsyth Academy.</p>	<p>Activities from a variety of departments are sent out to P7 pupils to complete providing opportunities to engage in experiences offered at Kilsyth Academy.</p>	<p>Enhanced Transition meetings are held in Kilsyth Academy with PT Learning Support (Mrs. E. Strang), Mr. Paterson, parents/carers and child.</p> <p>Activities to engage in experiences in Kilsyth Academy.</p>	<p>3 induction days are offered in June. P7 pupils attend the high school for 3 full days following a timetable like the one they will follow from August.</p> <p>P7 Parent Information Evening with HT & DHT of Kilsyth Academy, including a Q&A session in Kilsyth Academy.</p>	<p>Visits from Kilsyth Academy teachers to Primary 7 pupils.</p> <p>Scottish Maths Challenge.</p> <p>Collaborative working.</p> <p>Science Day at Kilsyth Academy.</p> <p>Enhanced Transition visits with Mrs. Strang.</p>

Realising the Ambition: Being Me

In line with the guidance, we ask all professionals who are involved in Transitions to be mindful of:

"The five 'C's that contribute to a positive transition (Burns 2019)

- Child-centred
- Communication
- Consistency
- Collaboration
- Culture

Enhanced Transitions:

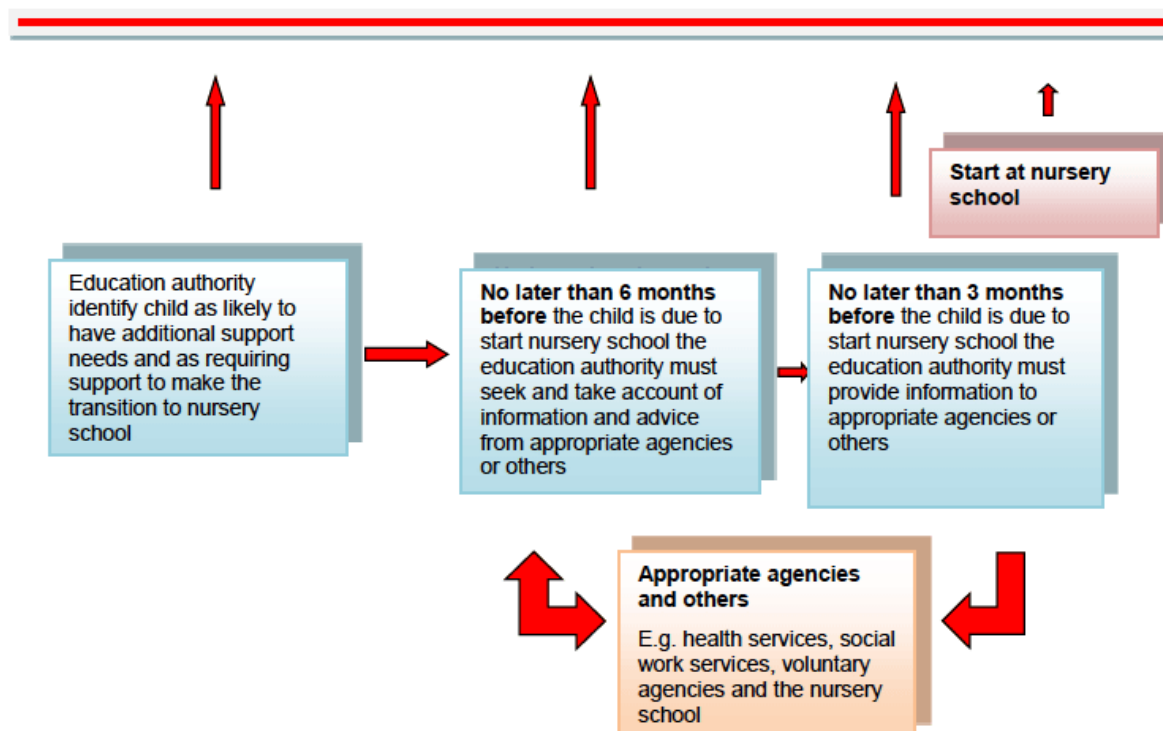
Early or timely planning is required to ensure continuity and progression between stages as well as effective collaboration and liaison between schools or settings. The Scottish Government outline Additional Support for Learning: statutory guidance 2017, in relation to transitions. All children and young people should experience activities in the context of the curriculum, learning and achievement preparing them for transitions within and beyond school education. For example, children and young people can learn about planning for choices and changes by participating in reviews about their additional support needs. Effective planning helps to promote shared understanding and close communication among all relevant persons and above all helps to ensure that any required action is coordinated appropriately.

The Additional Support for Learning (Scotland) Act lays out timescales for transition planning and states that Transition Planning should be co-ordinated by one person and where there is multi-agency involvement then a Lead Professional or Named Person should be involved.

The educational authority will carry out transitional duties when the child/young person with an additional support need, has the following apply to them:

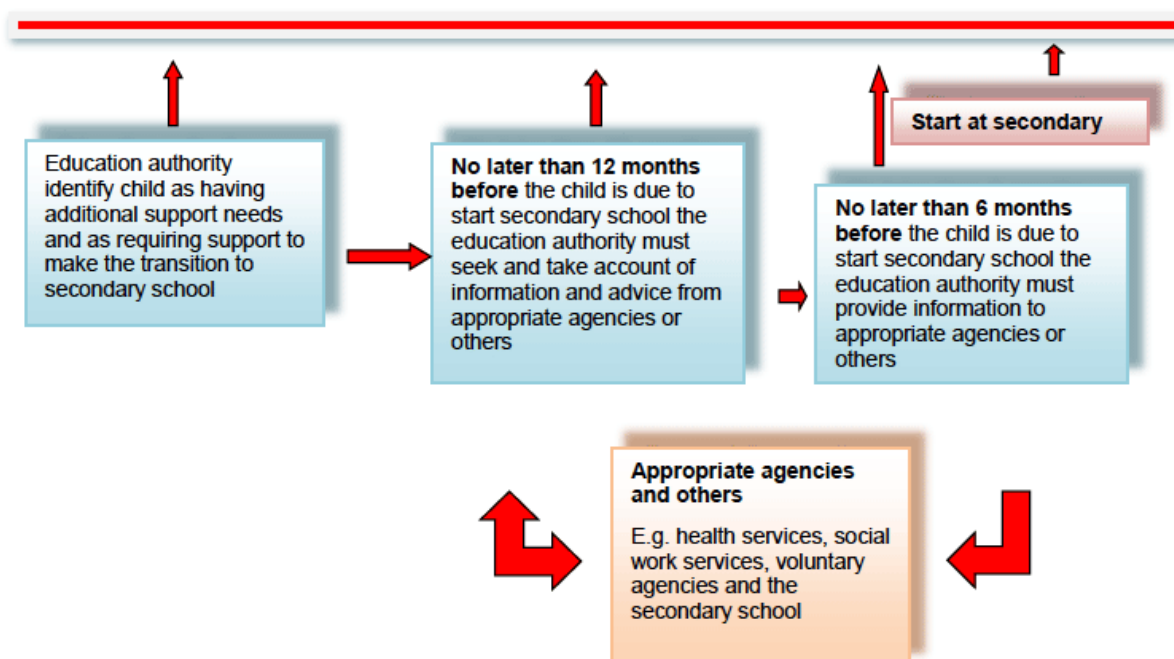
- A coordinated support plan/GIRFMe Plan
- Attendance in a specialist placement such as an enhanced provision or special unit
- Additional support needs arising from a disability within the Equality Act 2010
- A risk of not making a successful transition; such as care experienced children and young carers.

Starting Nursery Timeline



Prior to starting Early Learning and Childcare provision, some children will have been identified as being likely to require additional support to enable them to benefit from school education. The Named Person should be contacted for relevant advice and information, this should happen no later than 6 months before the child is due to start at the pre-school provision however may be done earlier if possible.

Primary to Secondary Timeline: (also applicable to pre-school to primary)



The above information also applies to children with additional support needs transferring from pre-school to primary school and from primary school to secondary school.

The duty to seek and take account of relevant information and advice from appropriate agencies or other persons should be completed no later than 12 months before the change of school is anticipated.

The duty to provide information should be completed no later than 6 months before the anticipated change of school.

Additional Support for Learning Statutory Guidance (2017)

Good Practice:

Education authorities should take account of the following principles of good practice whenever a child or young person with additional support needs is approaching a transition point in their school education:

- transition planning should be embedded within the education authority's policies and procedures for additional support needs and the more universal policies and procedures for support for children and young people
- other agencies, such as health and social work services, Skills Development Scotland (Careers), further education colleges and institutions of higher education should also be involved in transition planning where required
- the child's or young person's views should be sought and taken into account when discussing changes in school education
- parents should be part of the planning process, and their views should be sought, and taken account of, and they should receive support, as required, during the transition process
- early consultation should take place with the school or post-school provision, which the child or young person will be attending
- schools should plan to ensure that the necessary support is in place for children and young people who have additional support needs to help them through the transition phase to their new school or provision
- professionals from all agencies working with the child, young person and family should plan in good time for transition to future services
- transition should be co-ordinated by a relevant person known to the child or young person and their family
- where a child or young person has a co-ordinated support plan then any anticipated change in the statutory co-ordinator should be discussed with the child or young person, and parents, as far in advance of the change as possible

A. Parker

Early Learning and Childcare Principal Lead

August 2022

Review Date: August 2023

J. Paterson

Acting Depute Head Teacher

August 2022

Review Date: August 2023



Transition Information - School

Name:	D.O.B:
Class/Stage:	

Excellent Progress:	Good Progress (75-90%):	Steady Progress (50-74%):	Limited Progress (0-49%):
Above Level in Some Aspects	On Track in Most Aspects	On Track in the Majority of Aspects	On Track – Minority/Few Aspects
Universal Support	Universal Support	Universal/Additional Support	Additional/Intensive Support

HEALTH CARE PLAN: YES/NO	CARE EXPERIENCED: YES/NO
DIETARY REQUIREMENTS: YES/NO	MEDICAL DIAGNOSIS: YES/NO
GIRFME PLAN: YES/NO	CO-ORDINATED SUPPORT PLAN: YES/NO
CHILD PROTECTION: YES/NO	CHRONOLGY: YES/NO
SHANARRI/SDQ: YES/NO	EXTERNAL AGENCIES: YES/NO
BEHAVIOUR SUPPORT: YES/NO	ATTENDANCE:

ADDITIONAL INFORMATION:

NUMERACY & MATHS	CFE WORKING LEVEL:				
RESOURCES:	TOPICS				

LITERACY & ENGLISH - READING	CFE WORKING LEVEL:				
BOOK BAND LEVEL & COLOUR:	NOVEL STUDIES:				

LITERACY & ENGLISH - WRITING	CFE WORKING LEVEL:				
GENRES	SPELLING:				

HEALTH & WELLBEING	CFE WORKING LEVEL:				
HEALTH TOPICS:	PHYSICAL EDUCATION:				

EXPRESSIVE ARTS	CFE WORKING LEVEL:				
MUSIC ART & DESIGN DRAMA DANCE					

TECHNOLOGIES	CFE WORKING LEVEL:				
DIGITAL LITERACY FOOD & TEXTILE TECHNOLOGY TECHNOLOGICAL DEVELOPS IN SOCIETY & BUSINESS CRAFT, DESIGN, ENGINEERING & GRAPHICS COMPUTING SCIENCE					

SOCIAL STUDIES/SCIENCE & INVESTIGATION	CFE WORKING LEVEL:				
SOCIAL STUDIES TOPICS:	SCIENCE & INVESTIGATION TOPICS:				

COMPLETED BY:	DATE:
DESIGNATION:	SL&MT:

Balmalloch Primary School & Nursery Class



Transition Information - Nursery

Name:	D.O.B:
Class/Stage:	

Excellent Progress:	Good Progress (75-90%):	Steady Progress (50-74%):	Limited Progress (0-49%):
Above Level in Some Aspects	On Track in Most Aspects	On Track in the Majority of Aspects	On Track – Minority/Few Aspects
Universal Support	Universal Support	Universal/Additional Support	Additional/Intensive Support

HEALTH CARE PLAN: YES/NO	CARE EXPERIENCED: YES/NO
DIETARY REQUIREMENTS: YES/NO	MEDICAL DIAGNOSIS: YES/NO
GIRFME PLAN: YES/NO	CO-ORDINATED SUPPORT PLAN: YES/NO
CHILD PROTECTION: YES/NO	CHRONOLGY: YES/NO
WELLBEING ASSESSMENT: YES/NO	EXTERNAL AGENCIES: YES/NO
CURRENT REQUEST FOR ASSISTANCE: YES/NO	ATTENDANCE:

ADDITIONAL INFORMATION:

NUMERACY & MATHS	CFE WORKING LEVEL:				
<u>EXPERIENCES:</u>	<u>IDENTIFIED NEXT STEPS:</u>				

LITERACY & ENGLISH:	CFE WORKING LEVEL:				
<u>EXPERIENCES:</u>	<u>IDENTIFIED NEXT STEPS:</u>				

HEALTH & WELLBEING	CFE WORKING LEVEL:				
<u>EXPERIENCES:</u>	<u>IDENTIFIED NEXT STEPS:</u>				

LEARNING ACROSS THE CURRICULUM	CFE WORKING LEVEL:				
<u>EXPERIENCES:</u>	<u>IDENTIFIED NEXT STEPS:</u>				

COMPLETED BY:	DATE:
DESIGNATION:	SL&MT:



KILSYTH CLUSTER

Transfer of Information pupil summary

TRANSFER OF INFORMATION SUMMARY FORM *Confidential Information*

Primary School	Name	M	Date of Birth
		F	

Pupil Support Information

Health & Wellbeing Additional info File / PPR

		Name	Contact Info
Psychological Services	Recent / Current		
CAMHS	Recent / Current		
Social Work	Recent / Current		
Counselling	Recent / Current		
Child Protection File	Recent / Current		
Coordinated Support Plan	Recent / Current		
GIRFME Plan	Recent / Current		
ASNA Input / Learning Support	Recent / Current		
IT Support	Recent / Current		
Behaviour Support	Recent / Current		
Health Issues	Care Plan yes / no		

Literacy/Numeracy Information

English/Literacy level:	Maths/Numeracy level:
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Personal Information

Strengths and Learning needs	
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Behaviour	
Pupil Compatibility	
Medical Information	
Dietary Needs (food intolerance – e.g. wheat)	
Any other comments	

Policy reviewed – August 2022 (Mr. J. Paterson & Mrs. A. Parker)

Policy reviewed – June 2023 (Mr. J. Paterson)