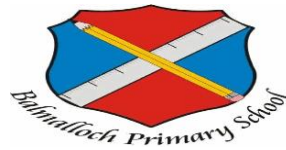


# Balmalloch Primary School & Nursery Class



## Transitions Policy

responsi **B**ility

gr**A**ttitude

**BELIEVE IN YOURSELF**

hu**M**ility and forgiveness

persever**A**nce

**L**ove

**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

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'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.

<b>AUGUST</b>	<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>	<b>JANUARY</b>
Nursery staff working P1 class if possible. Nursery staff in playground for first day.	P1 visit nursery to show a piece of good work.	P1 children visit nursery for a play session and a snack. Nursery staff visit P1 classes to see progress.	Joint St Andrew's activity day with children in mixed age groups and working between nursery and P1 classes.	Nursery children attend school show. P1 children to attend nursery show	P1 to visit nursery to read a story with the nursery children.
<b>FEBRUARY</b>	<b>MARCH</b>	<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>	<b>ONGOING</b>
<b>February</b> P1 children to make a video diary of their school day which will also be sent to other feeder nurseries.	<b>March</b> Nursery children will visit the school and take their own pictures of significant areas and staff to become familiar with them. This will be made into a booklet and also shared with P1 new starts from other nurseries. Children who require additional support for transition, will have a social story created for them to support their transition.	<b>April</b> P6 buddies to visit nursery on regular basis to meet their little buddy. Nursery to attend P1 assembly. Nursery staff visit P1 to see progress.	<b>May</b> Invite to induction day. Nursery visit P1 for a story and the class teacher visits the nursery.	<b>June</b> Induction day including lunch with parents, tour of school and parental workshop. P 1 & Nursery staff to meet to discuss children's needs. Playroom and Nursery toys shared between nursery and P1.	<b>Ongoing</b> Joint ECO/Health activities. Collaborative working.

### 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.
- The DHT hosts 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 P7 to High School

- Class Teachers discuss with SL&MT, 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 Pupil Support and Inclusion. 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.
  - 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.
- The Principal Teacher of Pupil Support and Inclusion and the Home School Partnership Officer visit the P7 pupils to speak to pupils about transferring to Kilsyth Academy.

### 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.

<b>AUGUST</b>	<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>	<b>DECEMBER</b>	<b>JANUARY</b>
	Review transition plans and commence transition activities for identified pupils.	Transition activities provided by Kilsyth Academy for identified pupils.		Kilsyth Academy handbook sent out to all P7 pupils. Placing requests process begins. Parents contacted about which high school their child will attend.	Cluster group meetings with DHT of Kilsyth Academy and HT/DHTs/PTs of the feeder primary schools to establish transition dates.
<b>FEBRUARY</b>	<b>MARCH</b>	<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>	<b>ONGOING</b>
Transition activities provided by Kilsyth Academy for identified pupils.	Transfer of Information forms are sent to the Academy to begin the process of making up S1 classes. This also provides a holistic view of children's needs.	Weekly Department activities are sent out to P7 pupils to complete providing opportunities to engage in experiences in each of the curricular areas offered at Kilsyth Academy.	P7 Parent Information Evening with the Head Teacher and Depute Head Teacher of Kilsyth Academy, including a Q&A session.	Three induction days are offered in June. P7 pupils attend the high school for two full days following a normal timetable of classes.	Visits - Teachers to Primary/Pupils to Secondary Kilsyth Academy Maths Challenge. Collaborative working. Science Day up at the Academy.



## Stage to Stage

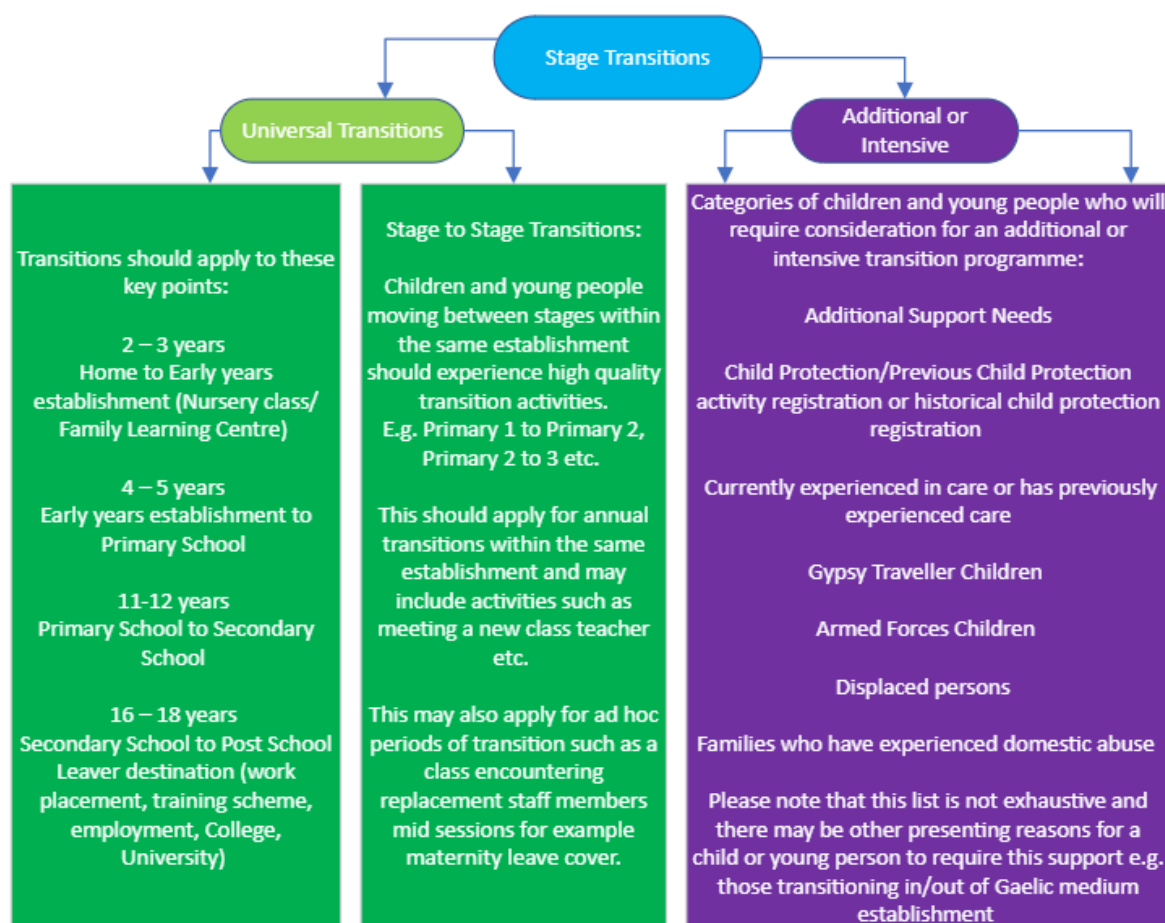
North Lanarkshire Council reviewed and updated their transition procedures in August 2023. The new policy and procedures states -

Stage transitions are the process of children and young people moving across educational establishments as they get older and progress through their educational journey. This usually involves moving from home to an Early Years establishment, from **Early Years to a Primary School**, from **Primary School to a Secondary School** and leaving **Secondary School on to a post School Leaver Destination**.

In addition, transitions occur within **the same establishment annually** as children and young people move from one stage to another. Transition planning and activities should also be considered for these transitions, particularly for our more vulnerable learners, who may require support to adapt to this change.

“There must be recognition of the importance of the small daily transitions that happen across children’s lives (such as going to and being collected from nursery), so that they are supported to be trauma free” The Promise (2020)

Moving stage can often mean adjusting to a new keyworker/teacher or staff group, a new learning environment and can also include changes to peer group. Practitioners must ensure that children and young people are provided with appropriate support and activities, which is pupil centered, to provide a seamless transition to the next stage. Practitioners should note the following flow chart demonstrating these stage transitions:



## 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:

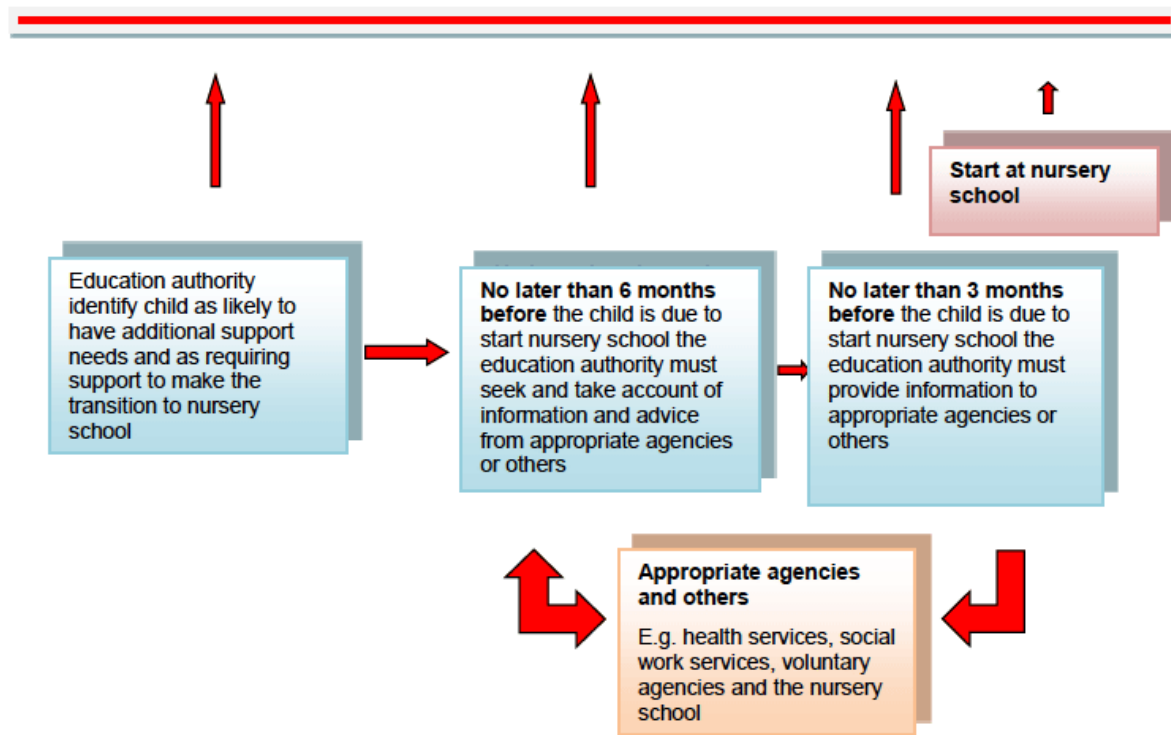
Early or timely planning is required to ensure continuity and progression between stages as well as effective collaboration and liaison between schools or settings. The Scottish Government outline Additional Support for Learning: statutory guidance 2017, in relation to transitions. All children and young 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:

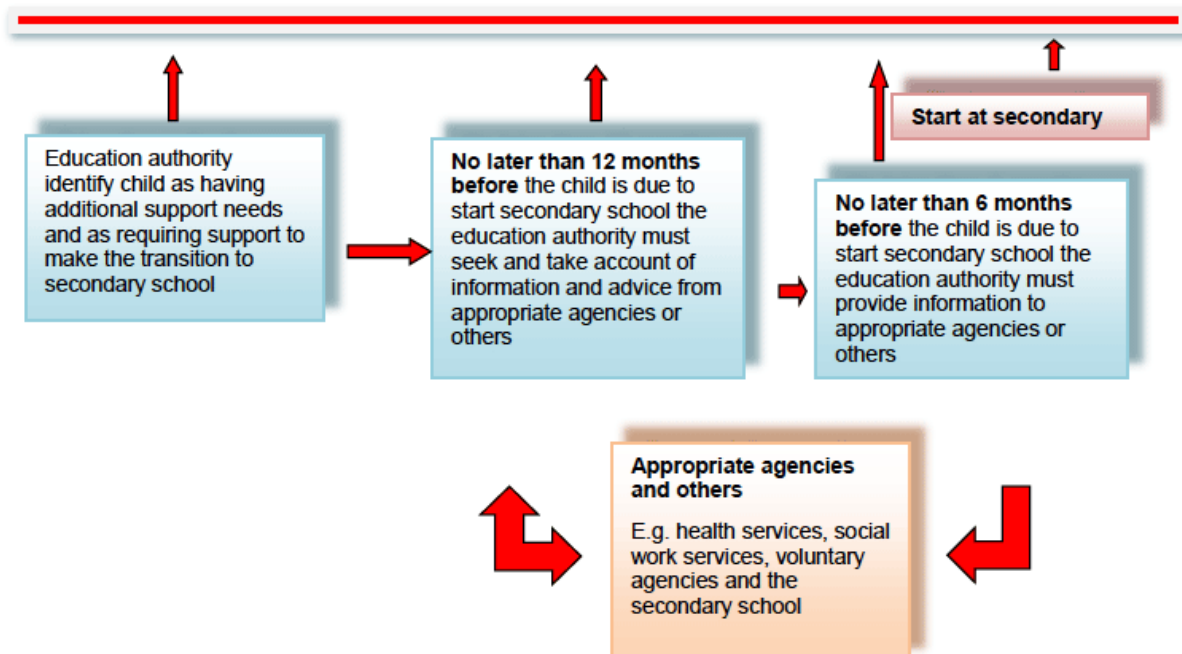
- A coordinated support plan/GIRFMe Plan
- Attendance in a specialist placement such as an enhanced provision or special unit
- Additional support needs arising from a disability within the Equality Act 2010
- A risk of not making a successful transition; such as care experienced children and young carers.

## 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 2024

Review Date: August 2025

J.Paterson

Principal Teacher

August 2024

Review Date: August 2025



## Transition Information - School

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

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

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	CHRONOLOGY: YES/NO
SHANARRI/SDQ: YES/NO	EXTERNAL AGENCIES: YES/NO
BEHAVIOUR SUPPORT: YES/NO	ATTENDANCE:
FSM: YES/NO CG: YES/NO	SIMD:

<b>ADDITIONAL INFORMATION:</b>

<b>NUMERACY &amp; MATHS</b>	<b>CFE WORKING LEVEL:</b>				
<b>RESOURCES:</b>	<b>TOPICS</b>				

<b>LITERACY &amp; ENGLISH - READING</b>	<b>CFE WORKING LEVEL:</b>				
<b>BOOK BAND LEVEL &amp; COLOUR:</b>	<b>NOVEL STUDIES:</b>				

<b>LITERACY &amp; ENGLISH - WRITING</b>	<b>CFE WORKING LEVEL:</b>				
<b>GENRES</b>	<b>SPELLING:</b>				

<b>HEALTH &amp; WELLBEING</b>	<b>CFE WORKING LEVEL:</b>				
<b>HEALTH TOPICS:</b>	<b>PHYSICAL EDUCATION:</b>				

<b>EXPRESSIVE ARTS</b>	<b>CFE WORKING LEVEL:</b>				
MUSIC ART & DESIGN DRAMA DANCE					

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

<b>SOCIAL STUDIES/SCIENCE &amp; INVESTIGATION</b>	<b>CFE WORKING LEVEL:</b>				
SOCIAL STUDIES TOPICS:	<b>SCIENCE &amp; INVESTIGATION TOPICS:</b>				

COMPLETED BY:	DATE:
DESIGNATION:	SL&MT:

Balmalloch Primary School & Nursery Class



Transition Information - Nursery

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

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

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	CHRONOLOGY: YES/NO
WELLBEING ASSESSMENT: YES/NO	EXTERNAL AGENCIES: YES/NO
CURRENT REQUEST FOR ASSISTANCE: YES/NO	ATTENDANCE:

<b>ADDITIONAL INFORMATION:</b>

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

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

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

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

COMPLETED BY:	DATE:
DESIGNATION:	SL&MT: