



### Rationale

Transitions happen for children and families throughout the school year and, at Longstone, we recognise the importance of these and ensure that we offer appropriate levels of support at these times.

- ✚ *Key transition points for all school children and their families are:*
  - *The start and end of each school session*
  - *The move to school from Early Learning and Childcare*
  - *The move from P7 to S1.*
- ✚ *Support is also essential for some children and families at these transition points:*
  - *Moving to/from a school mid-session.*
  - *Adjusting to a change of teacher or pupil support assistant mid-session.*
- ✚ *For a few children, enhanced support is necessary at transition points.*

### Aims

Our arrangements for transition are supported by our school culture which promotes and supports positive relationships between all members of our community, as well as the inclusion and wellbeing of all learners.

*Through our transition arrangements, we aim to:*

- *build positive relationships between children, their peers, families and staff*
- *ensure consistency of strategies used by staff and partners*
- *engage families fully in the transition process*
- *make sure all children are confident and comfortable with new staff, learning environments and routines*
- *support children with additional support needs appropriately.*

### Our Processes

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| <i>The start and end of each school session</i>             | <ul style="list-style-type: none"><li>▪ All pupils meet their new class teacher in June.</li><li>▪ Two hours is set aside in the Working Time Agreement for teachers to meet to handover essential information about each child in their class to the new teacher.</li><li>▪ Information is shared as per the guidance in the Transition Arrangements guidance issued by the DHT each year.</li><li>▪ SLT lead a Moving On assembly in June for the whole school.</li><li>▪ Sfl teacher updates the red folders for each class teacher for the start of the session.</li><li>▪ All staff plan time at the start of the school session for team building and HWB learning activities to support the building of positive relationships.</li><li>▪ A Meet the Teacher event takes place early in Term 1.</li></ul> |
| <i>The move to school from Early Learning and Childcare</i> | <ul style="list-style-type: none"><li>▪ A range of well-planned experiences for learners take place in the summer term before starting school including: a programme of stay and play visits to P1 classrooms, time to play in the P1 playground, a series of story-telling sessions in the school/nursery for nursery and P1 children, visits to assembly.</li><li>▪ Our P1 EYP spends time in the pre-school room in the summer term, getting to know the children.</li></ul>  |

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|  | <ul style="list-style-type: none"> <li>▪ All new P1s from outwith LPS have a visit in their setting by a member of the Longstone team.</li> <li>▪ Information about the progress and wellbeing of all learners is shared with P1 staff.</li> <li>▪ An information session for new P1 families, as well as tours, takes place in June. Tours also take place as part of the citywide Open Day in November.</li> <li>▪ A P1 Curriculum Evening for families takes place early in Term 1.</li> <li>▪ Stay and Play sessions are offered to all families in Term 1 of P1.</li> </ul>   |
| <i>The move from P7 to S1</i>  | <ul style="list-style-type: none"> <li>▪ A range of well-planned activities take place throughout P7 for learners by Firrhill High School which include: attendance at a sports festival and a World of Work event, visits from FHS staff to each P7 class, regular support of the transition teacher in the P7class, Q and A session with senior students/staff.</li> <li>▪ All children attend the three-day transition visits at their allocated high school.</li> <li>▪ Contact is made with schools out of LPS catchment at the start of Term 2 to ensure pupils are included in transition arrangements.</li> <li>▪ Information is shared with allocated high schools regarding each pupil, using the CEC spreadsheet.</li> <li>▪ High School staff are invited to attend Term 3 P7 Transition CPMs.</li> </ul>  |
| <i>Moving to/from a school mid-session</i>                                     | <ul style="list-style-type: none"> <li>▪ Office and school staff follow the Admissions Flowchart for pupil moving in/out of school mid-session.</li> <li>▪ Information is gathered on new pupils, and shared with key staff, through a range of activities including: contact with previous establishment, meeting with family, enhanced enrolment, review of documentation from previous setting/school.</li> <li>▪ Support staff are made aware of new pupils and the need to monitor inclusion and friendships with any issues being reported back at weekly meetings.</li> <li>▪ Teaching staff use strategies, such as buddies, to ensure that new pupils are included and confident with new routines and the building.</li> <li>▪ When pupils move on mid-session, teaching staff complete a mid-session abridged report, unless child leaves before October break or in June, in which case a copy of the most recent school report is provided.</li> <li>▪ Pupils moving on mid-session have the opportunity to complete the Moving on From Longstone booklet.</li> </ul> |
| <i>Adjusting to a change of teacher or pupil support assistant mid-session</i> | <ul style="list-style-type: none"> <li>▪ When a class teacher changes mid-session, where possible, there is a period of team-teaching to enable the sharing of strategies, routines and approaches.</li> <li>▪ When a key adult, such a PSA providing 1:1 support, changes mid-session, where possible there is a period of shadowing.</li> <li>▪ Where periods of shadowing are not possible, SLT should ensure new staff are aware of pupils' needs, as well as effective supports and strategies.</li> <li>▪ For pupils with complex and/or 1:1 needs, staff can consult the pupil-friendly IEP leaflets in the child's classroom.</li> </ul>   |
| <i>Enhanced Transition arrangements</i>  | <ul style="list-style-type: none"> <li>▪ Enhanced transition arrangements for pupils with additional support needs and/or those pupils requiring additional support at transition times are bespoke and can include: <ul style="list-style-type: none"> <li>✓ Transition child planning meeting</li> <li>✓ Social stories</li> <li>✓ Extra visit/s or time spent with new teacher/staff in June</li> <li>✓ Extra visit/s or time spent with new teacher/staff during August in-service days</li> <li>✓ All About Me books shared with new staff</li> <li>✓ Support from partner agencies such as Place2Be</li> </ul> </li> <li>▪ During staff transition meetings in June, supports, strategies and key documents for pupils with ASN (e.g. IEP, CPM minutes) should be shared.</li> </ul>   |