



LOCHGILPHEAD  
JOINT CAMPUS

# TRANSITIONS POLICY

## Primary to Secondary

*AMBITION COLLABORATION RESILIENCE WELLBEING*

## INTRODUCTION

Lochgilphead High School welcomes all pupils, the majority of whom come from our associated primaries – Achahoish, Ardrishaig, Craignish, Glassary, Inveraray, Kilmartin, Lochgilphead and Tayvallich.

Transition is defined as ‘the process or period of change’<sup>1</sup> and planning for that takes place over the course of a pupil’s P7\* year. High School staff have good relationships with colleagues in our primaries and we work closely together to ensure that appropriate information is shared, that pupils have opportunities to meet High School staff and that parents/carers are involved. The transition process culminates in Induction days in June when all the P7 pupils attend for a ‘taste’ of High School life.

\* or earlier as appropriate

## 1

## RESEARCH

There has been much research into the transitions undertaken by young people – from home to nursery, nursery to primary, primary to secondary and from secondary to life beyond school.

Transition is successful where young people feel supported and included in the process. Research identifies that ‘settling well into school life and getting used to new routines were two important elements for a successful transition’ highlighting schools which made ‘close links with feeder primary schools and provided a variety of opportunities for induction, taster days and visits between schools as most effective’<sup>2</sup>. Additionally, opportunities for children to understand what will be expected of them at secondary school, to be supported to be ready for the kind of work they will be doing and to be challenged to build on progress at primary school are important.

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All pupils in Lochgilphead High School have a Guidance teacher who will be with them for the duration of their time with us. The role of the Guidance teacher in the transitions process is key; they make contact with primary colleagues to gain information to help support transition and make visits to meet pupils. These visits are vitally important in providing opportunities for pupils to meet secondary staff who are best placed to answer questions and allay any concerns.

All pupils joining us are placed in a clan group. Where there is a family link to a clan we try to maintain that and pupils will remain in their clan while they are at secondary school. In the session 2024-2025 Guidance teachers for S1 are:

Alder	Lucille Kelly	<a href="mailto:lucille.kelly@argyll-bute.gov.uk">lucille.kelly@argyll-bute.gov.uk</a>
Lomond	Craig Lemmon	<a href="mailto:craig.lemmon@argyll-bute.gov.uk">craig.lemmon@argyll-bute.gov.uk</a>
Nevis	Tracy MacNeill	<a href="mailto:tracy.macneill@argyll-bute.gov.uk">tracy.macneill@argyll-bute.gov.uk</a>

The Guidance teacher is the first point of contact for parents/carers and it is important that opportunities are built into the transition process for these members of staff to meet with families where possible.

Our PT Learning Support is Grace Drummond [grace.drummond@argyll-bute.gov.uk](mailto:grace.drummond@argyll-bute.gov.uk)

The Depute Head Teacher with responsibility for transitions and Pupil Support is Lesley Donald [lesley.donald@argyll-bute.gov.uk](mailto:lesley.donald@argyll-bute.gov.uk)

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Our policy is for everyone who is a part of our school community. It is for all staff (teaching and non-teaching), all children and young people, all parents and carers and all partner agencies with whom we work so closely to support our pupils.

The aim is to record our commitment to:

- ☐ supporting effective transition between primary and secondary school for all pupils;
- ☐ ensuring that everyone involved in a pupil's transition is included and informed;
- ☐ providing support to ensure pupil needs are understood and planned for

and to make clear our pathways for practice.

Effective transitions have quality sharing of information at the heart. We gather information from pupils, their families and their teachers. Where applicable we gather information from partner agencies through the Universal Child Plan process. We share information with pupils, their families and teachers. We share information with High School colleagues.

At Lochgilphead High School pupil participation is a vital part of our school community. Our pupils are an important and effective part of our transitions practice and we aim to actively involve pupils in line with the four capacities of the Curriculum for Excellence.<sup>3</sup>

Historically our peer supporters have been senior students who become involved with P7 pupils during their induction visits and then a more formal role is developed when the school year starts in August. During periods of lockdown where we became more used to virtual opportunities to engage with our associated primaries, we were able to look afresh at how we could manage effective peer support in consultation with our High School leadership team. We are able to involve pupils earlier and have found that opportunities for P7 pupils to interact with High School pupils has been beneficial to both sets of students.

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This policy will be reviewed at least every three years and the calendar updated annually. The next review point will be August 2025.

<sup>1</sup> Oxford English Dictionary

<sup>2</sup> Tina Rae, Supporting Successful Transition from Primary to Secondary School, Routledge Publications, 2014

<sup>3</sup>[CFE \(gordonschools.aberdeenshire.sch.uk\)](http://gordonschools.aberdeenshire.sch.uk)

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