

# St. Andrew's School Inverurie



## Transition Policy

Reviewed: May 2024   Review Date: May 2026

Article 3 – Adults must do what is in my best interest



Article 6: I have the right to live and grow as a person



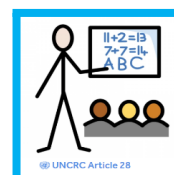
Article 12 – I have the right to be listened to and taken seriously



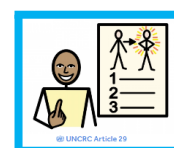
Article 23 – If I have a disability, I have the right to special care and education



Article 28 – I have a right to a good quality education. I should be encouraged to go to school to the highest level I can.



Article 29 – My education should help me use and develop my talents and abilities. It should also help me to learn to live peacefully, protect the environment and respect other people.



**St. Andrew's School  
Inverurie**



# Transition Policy

March 2021

Reviewed: May 2024

### **Definition**

In this policy, 'transition' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling into their new learning environment in preparation for future learning and development.

### **Aims and Objectives**

We want our children to experience a smooth transition throughout their learning, so that pace and quality of learning are maintained to ensure that children continue to make the very best progress.

Children experience many transitions in their early years and the staff of St Andrew's School are sensitive to the difficulties children may have whilst going through these transitions.

Some examples of transition that children may experience are:

- Starting or moving nursery
- Starting or moving schools
- Transition to adult services
- Changes in the home environment such as family breakdowns, new siblings, moving home, death of a family member or a pet

### **Transition from Home to Nursery**

- Initial contact from health visitor.
- Child's Plan Meeting (including involvement from educational psychology)
- Referral to Community Resource Hub forum

Once a placement decision has been made, the following transition process is followed:

- Discussions occur between St Andrew's School teachers and staff from other providers/other allied health professionals, including speech and language therapy, physiotherapy, and occupational therapy
- Individual tours of the school are offered to all incoming parents and children
- Several home visits may be required
- Parents are invited to a meeting after their first visit to talk through the transition process at St Andrew's School and begin the transition planning
- St Andrew's School will create a transition timetable that provides children with 2-3 visits to the school for short periods (2 hours max) during the term before they start, to become familiar with their new school and its setting. Parents/carers may accompany their child on these visits if appropriate
- Children may begin nursery in any of the 4 terms, depending on their age and placement process. In collaboration with parents/carers, children may immediately begin their full hours, or choose to have a phased transition, whereby days/hours can be discussed and agreed to best meet the needs of the child and family
- Through observations a sensory profile, pupil passport and inhibitors to learning will be created within the first few weeks
- A meeting between parents, school management and teaching staff is arranged to discuss how the child has settled in and any other relevant information to the wellbeing and development of the child
- Regular contact between school and parents throughout the nursery year including annual report, Individual Education Plan (IEP) review meetings and parents evening

### **Transition from another Educational Setting**

Once a placement decision has been made, the following transition process is followed:

- Discussions occur between St Andrew's School teachers and staff from other providers/other allied health professionals, including speech and language therapy, physiotherapy, and occupational therapy
- Individual tours of the school are offered to all incoming parents and children
- St Andrew's School staff visit child's current education setting
- Parents are invited to a meeting after their first visit to talk through the transition process at St Andrew's School and begin the transition planning
- St Andrew's School will create a 3-stage blended transition timetable with current school and will run over several weeks (please note a blended transition is not always the best option for the child)

An example of a 3-stage transition:

Stage 1	Several agreed morning visits (9.30 - 11.30) to become familiar with their new school and its setting
Stage 2	Agreed visits (9.30 - 13.00) to stay for lunch and play
Stage 3	9.15 - 15.15 whole school day

- Transport to and from home will be organised and we aim to have this in place when the child starts full time school hours
- Through observations a sensory profile, pupil passport and inhibitors to learning will be created within the first few weeks
- A meeting between parents, school management and teaching staff is arranged to discuss how the child has settled in and any other relevant information to the wellbeing and development of the child
- Regular contact between school and parents throughout the school year including annual report, parents evening, and attendance at formal meetings, such as Individual Education Plan (IEP) reviews

### **Transitioning to Adult Services**

Pupils in S6 will begin their transition to adult services. However, this can start when the pupil is of a younger age through work experience placements and day services. Formal meetings and discussions are conducted with service providers to agree on the best route for individual.

School will begin organising transition meetings in the November prior to the pupils leaving date (or earlier if deemed appropriate). These meetings are attended by child services, adult services, school staff, parents and, where appropriate, the pupil to discuss options.

Once provision has been confirmed, school staff will work with adult services to enable the pupil to spend time at their allocated placements, supported by familiar school staff, during the last 2 terms of school, and for staff from those placements to visit the pupil in school.

### **Changes in the Home Environment**

St Andrew's School works closely with home and other providers to ensure any changes to a child's home life is dealt with sensitively and confidentially. We can also adapt the pace of learning and resources to ensure that children continue to make the very best progress.

### **Equality, Diversity and Inclusion**

Parents and children (where able) are involved in all transition processes that take place and their perceptions about transition are explored and valued.

Interventions are used to ensure pupils experience a similar ease of transfers as other pupils.

At St Andrew's School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment, or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour, or national origin; their gender; their religious or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising school policies and procedures.

### **Policy Review**

This policy will be regularly reviewed by St Andrew's School Senior Leadership Team and updated regularly

March 2021

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