



Supporting high quality transitions

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For Scotland's learners, with Scotland's educators
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

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)

Key Scottish Government Approach – Getting it Right For Every Child



The Education (Additional Support for Learning) (Scotland) Act 2004,

The Act:

- created the term 'additional support needs'
- places duties on local authorities to identify, meet and keep under review the needs of pupils for whom they are responsible
- gives parents a number of rights, including the right to access mediation, dispute resolution and refer decisions to the Additional Support Needs Tribunals when required.

Local authorities have a duty to provide education in a mainstream setting unless certain exceptions apply.

Curriculum for Excellence Early Level

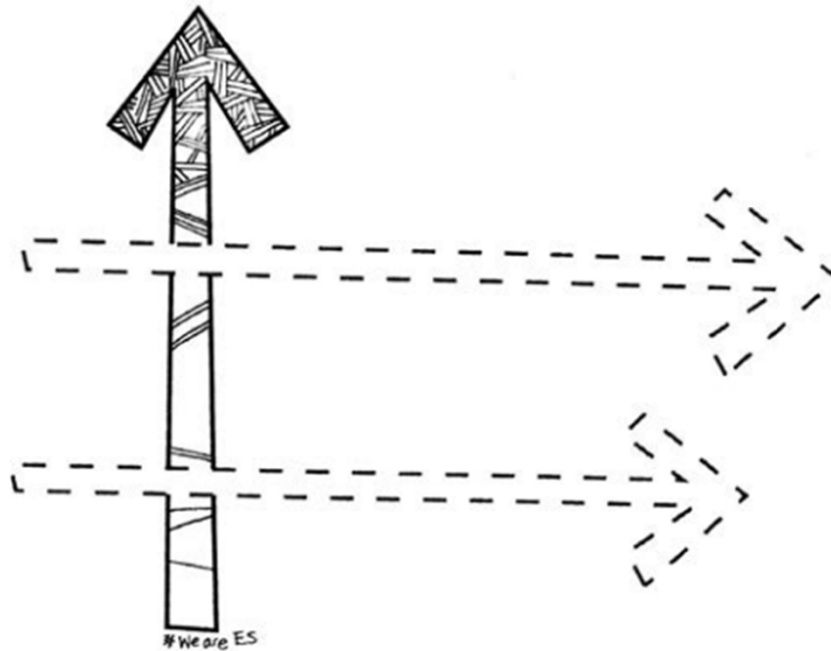
- Provides single curriculum for ELC and the early years of primary - encouraging better continuity and progression for all children across all settings
- No ceiling on learning in ELC
- A more active approach to learning and teaching in early primary school
- Avoids issues of child “school-readiness”



Supporting children's multiple transitions

Vertical transitions

As children move from home to ELC or from ELC to starting school this is considered a major **vertical** transition.

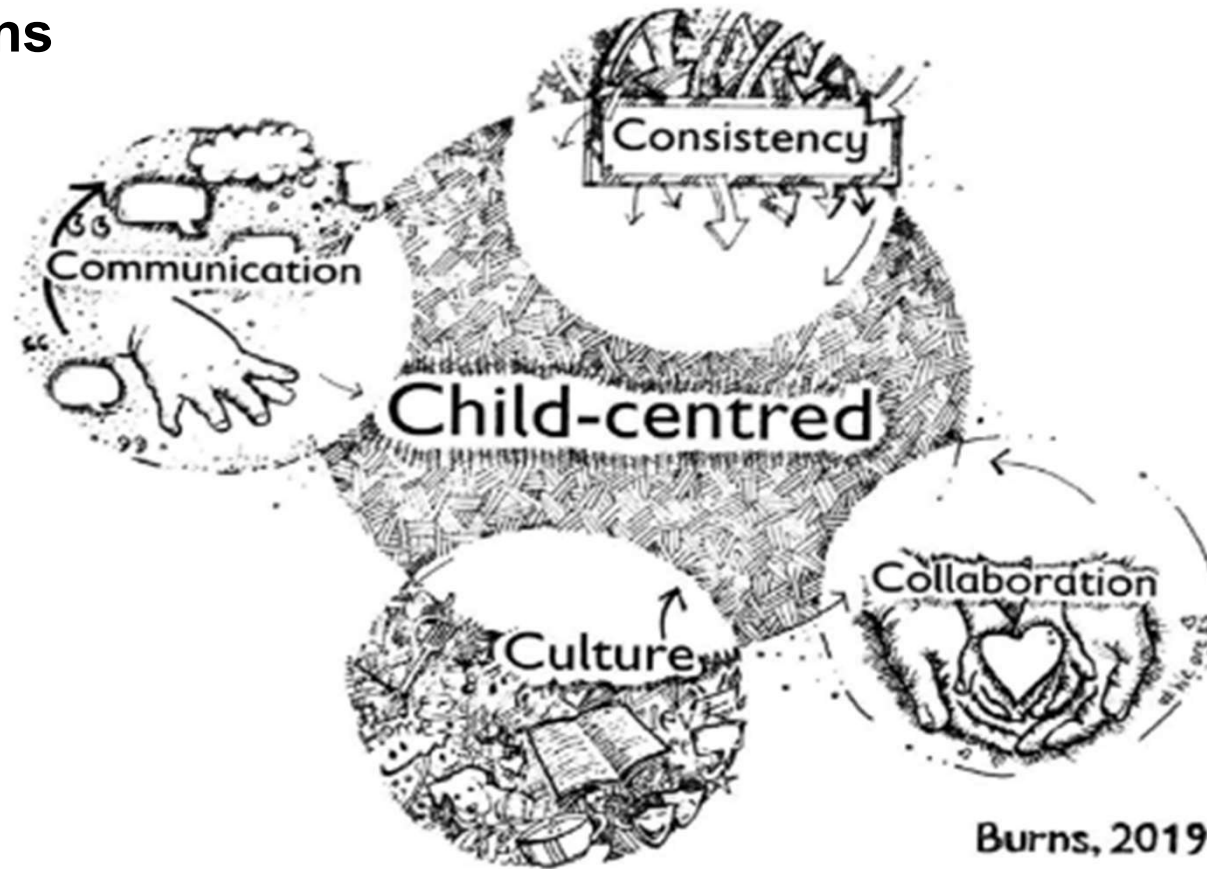


Horizontal transitions

Children may experience more than one **horizontal** transition in the course of their day-these transitions are part of everyday life. From home to childminder for example, then to a setting or school. Moving within a setting/school, stopping to have a meal, before going to grandparents after nursery or school.

Child-centred transitions

Using the five 'c's as the basis for intentionally planning child-centred transitions



Transitions for children with additional support needs

Starting early learning and childcare

To support a smooth transition from home to an early learning and childcare (ELC) setting, once additional support needs have been identified:

1. Local authorities identify child as likely to have additional support needs and as requiring support to make the transition to ELC.
2. No later than six months before child is due to start at the ELC, the local authority must seek and take account of information and advice from appropriate agencies and others (eg health services, social work services, voluntary agencies and the ELC).
3. No later than three months child is due to start at the ELC, the local authority must provide information to appropriate agencies.

Transitions for children with additional support needs

Preparing for primary or secondary school

1. Local authority identifies child as having additional support needs and as requiring support to make the transition to primary or secondary.
2. No later than 12 months before child is due to start at the school, the local authority must seek and take account of information and advice from appropriate agencies or others (eg health services, social work services, voluntary agencies and the school).
3. No later than six months before child is due to start at the school, the local authority must provide information to appropriate agencies or others.

How Good is our early learning and childcare?

Quality indicator 2.6 Transitions

QI 2.6: Transitions

Themes

Quality of support for children and their families
Collaborative planning and delivery
Continuity and progression in learning

Descriptor

This indicator focuses on the need for babies, toddlers and young children to be well supported at times of transition. This includes moving into and out of the early learning and childcare setting but also includes transitions as children move through different rooms or stages of learning. Effective communication and partnership working supports successful transition arrangements. Very good processes for tracking and recording progress and effective arrangements for sharing these are essential for curriculum continuity and progression in learning.

Level 5 illustration:

Quality of support for children and their families

- In our setting, practitioners carefully support children and families to make successful transitions when they first start, and as they move to another stage of learning or to a new setting. We understand the importance of building relationships and developing secure attachments. Transitions are managed sensitively and are a positive experience for children.

For Scotland's learners, with Scotland's educators

Scottish Early Childhood and Families Transitions Statement

The Six Principles

- aspirations
- entitlements
- expectations
- participation
- opportunities
- contribution



Scottish Early Childhood and Families Transitions Recommendations

1. Use the six principles in shaping policy and practices.
2. Focus on children's and families' strengths, creativity, capability and competence.
3. Recognition that attention given to transitions is part of ensuring quality in ELC and early Primary School.
4. Confirm child, family and educator participation in transition approaches through mutual consultation and support.
5. Include all families in transitions processes, providing appropriate support to ensure equity.
6. Leadership and support for educators involved in transitions process, with a particular focus on play, pedagogy, curriculum and reflection.
7. Recognition that the transitions that are part of our system can be opportunities and tools for change.
8. Continued commitment to the entitlements of children, families and educators during the process of transitions.