



P7 - S1 Transition Policy

*Everyone Attaining, Everyone Achieving
through Excellent Experiences*

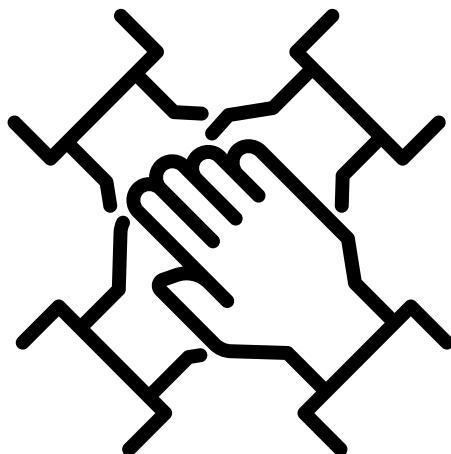


Rationale

Curriculum for Excellence places strong emphasis on ensuring continuity and progression in learning, particularly at key transition points. To deliver a seamless 3–18 learner journey, there must be a shared approach to planning, designing and delivering the curriculum across all sectors. Within our cluster, we work collectively to align learning, teaching and assessment practices, recognising the valuable contributions of partners across the local community.

Effective transitions are essential to maintaining learner progress, supporting wellbeing and ensuring that children and young people build confidence as they move through each stage of their education. Learning experiences across the cluster are designed to support the progressive development of the four capacities and to uphold the authority's vision of "Everyone Attaining, Everyone Achieving through Excellent Experiences."

The Barrhead Cluster has well-established, robust procedures to support all learners moving from primary to secondary. These processes aim to ensure continuity in learning, promote positive relationships and help learners feel prepared, secure and supported as they begin S1.



Background and Legislation

All learners are entitled to well-planned and equitable transition experiences. The Education (Additional Support for Learning) (Scotland) Act 2004, as amended, sets out the statutory framework for planning transitions as children and young people enter, move through and leave the education system.

For children and young people with additional support needs (ASN), transition planning may need to be extended, enhanced or individualised. Education authorities have a legal duty to identify learners for whom transition duties apply and to ensure that appropriate planning, communication and support are in place well in advance of the transition.

Through proactive partnership working with families, primary schools, support services and external agencies, the Barrhead Cluster is committed to meeting these statutory requirements and ensuring that every learner experiences a smooth, supported and positive transition into secondary school.



Why Are Transitions Important?

Transition is a key stage in a child or young person's education, particularly when moving from primary to secondary school. Children can be vulnerable during periods of change, and a successful start in secondary school requires careful planning and preparation for all learners.

In Scotland, all educational settings must comply with the Equality Act 2010, ensuring that disabled learners are not placed at a disadvantage. Schools should anticipate individual needs and make reasonable adjustments in advance to support every learner.

Effective transition supports continuity in learning, promotes wellbeing, and helps learners to settle confidently into their new environment, enabling them to engage fully with both the social and academic aspects of secondary school life.

What Makes a Good Transition?

When transition arrangements are effective, children and young people should be able to:

- Develop new friendships and strengthen self-esteem and confidence
- Show interest and engagement in school and their learning
- Adapt quickly to new routines, organisation and school structures
- Experience continuity in the curriculum and an appropriate level of challenge in their learning



Transition Policy



Roles and Responsibilities

Barrhead High School

- Lead the cluster transition programme and ensure consistent processes across all primaries.
- Coordinate P7 transition events, visits, curricular experiences and enhanced transition programmes.
- Communicate key dates, expectations and required information to cluster primary schools and families.
- Ensure relevant staff (Pastoral, Support for Learning, Leadership Team) receive and act upon P7 transition information.
- Attend and contribute to ASN planning meetings, Child's Plan meetings, multi-agency reviews and enhanced transition discussions.
- Use P7 profiles, tracking data and transition reports to plan appropriate curricular pathways and supports for S1 learners.

Cluster Primary Schools

- Prepare and share transition paperwork, including learner profiles, tracking data, pastoral information and ASN documentation.
- Identify pupils who may require enhanced or individualised transition support.
- Engage parents/carers in the transition process and encourage positive communication with the secondary school.
- Facilitate transition visits from Barrhead High School staff.
- Support pupils in developing the skills, independence and confidence required for secondary schooling.

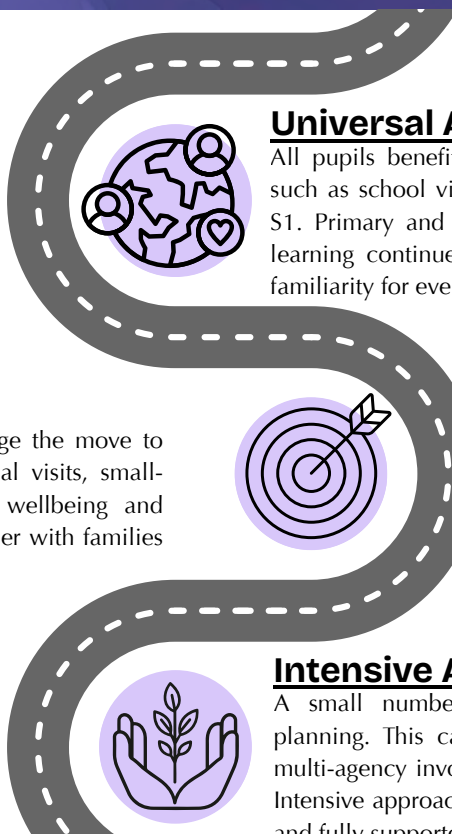
Parents/Carers

- Engage with transition activities, meetings and information sessions.
- Share relevant information that may support their child's wellbeing and transition.
- Encourage their child to participate fully in transition opportunities.

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Transition Supports

- Transition Programme
- 2 Day Visit
- P7 Information Evening
- P7 Teacher Meetings
- Whole School Nurture Approach
- Dedicated P7 Lead



Universal Approaches

All pupils benefit from well-planned, cluster-wide transition activities such as school visits, meeting new teachers, and learning about life in S1. Primary and secondary staff share progress information to ensure learning continues smoothly. These approaches build confidence and familiarity for every learner.

Targeted Approaches

Some pupils may need extra support to manage the move to secondary school. This might include additional visits, small-group sessions, or specific supports around wellbeing and friendships. Staff from both schools work together with families to identify and address individual needs early.



- Small Group Provision
- Shared Learner Profiles
- Adapted Resources
- Primary/Secondary Link

- Multi-Agency Planning
- Parent/Carer Meetings
- Personalised Visits
- Specialist/Adapted Equipment



Intensive Approaches

A small number of pupils require highly personalised transition planning. This can include one-to-one meetings, tailored timetables, multi-agency involvement, and ongoing support beyond the start of S1. Intensive approaches ensure the young person feels secure, understood, and fully supported to succeed in their new setting.



Attendance Support

We view excellent attendance as a crucial factor in a learner's success. Both East Renfrewshire Council and Barrhead High School maintain clear attendance policies and procedures. When your child transitions to high school, the Pupil Support (Pastoral) team monitors attendance daily, and each class teacher records attendance on a period-by-period basis. Our approach is informed by Education Scotland's "Improving Attendance and Understanding the Issues", as well as East Renfrewshire's EBSA policy.

If attendance has been a concern at primary school, we may include your child in our extended transition programme, Connects. Through this programme, we aim to build a positive relationship with your young person, explore their interests, and identify any barriers that might make attending school challenging. By doing so, we hope to "find their hook," helping your child engage fully with secondary school and look forward to this exciting new chapter.

