









Sgoil Àraich Thunga

Early Years Transitions





Introduction

Transitions are the moves children and young people make from home to Sgoil Àraich and from stage to stage through Curriculum for Excellence levels. Transitions are part of everyone's life. When transition work well they help children and young people to develop confidence and acquire skills to manage future changes in their lives. The vast majority of young people look forward to moving on in learning and in life. For some children transitions can be challenging and support from parents and staff at school can help the transition go more smoothly. Some children may need particular help perhaps including some other agencies to ensure they feel confident about the transition. It helps children at all transitions if staff and parents:

- Talk with them about what is going to happen.
- Encourage them to talk about their concerns or anxieties
- Listen carefully to their concerns and consider sharing them with other relevant people
- Help them become familiar with the new setting and what will be expected of them.

Scottish Government Curriculum for Excellence Fact-file- Transitions June 2011







Philosophy

Sgoil Àraich Thunga is committed to ensuring all children are happy and settled in their care. As a staff team we are committed to working closely and supportively with parents and carers. Settling in is an important stage in the transition between the home and the early education setting. Care and attention must be given to the needs of the child and also the needs of the parents/carers when settling children in the Early Education and Child Care environment and routine.

Our Aims:

- To offer a warm and welcoming environment where children feel valued, happy and secure.
- To recognise and support the individual needs of the children and their parents/carers during the settling in period.
- To work in partnership with parents/carers to settle the child into Sgoil Àraich.
- To promote the concept of inclusion at the earliest possible stage.
- To provide all children with the opportunity to develop to their fullest potential.
- To ensure a high level of "total immersion" is maintained during the transition between Sgoil Àraich to GM 1.

As staff we will:

- Ensure all children and their parents/carers are personally greeted and welcomed when they arrive. Parents/carers and their child will be invited to visit the nursery to have a look around, complete the contract paperwork and be given their child's starting date.
- Guide you on how to complete your Care Plan.
- Invite you to meet with us to discuss your child and look through your documentation.
- Deal sensitively with any anxieties your child and/or parents/carers may have,
- Introduce you and your child to their key worker.
- Provide you with information about the methodology behind GME and how to support your child's bilingual education.

During the child's settling in session:

- If the child is happy and settled, then the parent/carer may leave their child for the remainder of the settling period.
- The parent/carer will be asked to leave a contact telephone number should their child become upset.
- If the child is having difficulty with separation from parents/carers, then they are encouraged to stay for a short while and work together with the key worker to reassure and settle the child.
- In cases where a child does not settle easily then time is given to make a gradual entry into the Sgoil Àraich, working with parents/carers to build confidence and trust.

The length of time it takes for a child to settle in Sgoil Àraich is individual and therefore discretion will be used. We will be flexible in response to individual needs eg. Making arrangements for the child to be collected early on the first few days if necessary





What is a Care Plan?

On entering Sgoil Àraich and in partnership with parents/carers we will create a Care Plan for each child. Our Care Plans contain details about the child such as the parent/carer contact details or information about other professionals involved and most importantly details about how we can best meet the needs of the child.

These plans will be reviewed with parents/carers every 6 months or before if required. We will offer you an appointment to come in and meet with us.

What is a Learning Journey?

Our Learning Journeys are a means of highlighting successes your child has had in their learning and development. We use Seesaw to share children's successes and next steps. We update these regularly so you will be able to find out what your child has been learning. We invite parents to share contributions and to comment on their child's journey.

What happens during our first meeting?

We hold an induction session ("Settling in") when children can play with you close by and you can complete your child's Care Plan. This gives us an opportunity to really get to know you and your child likes/dislikes so we can best meet all your needs. Don't worry if your child doesn't settle- it's normal! This is a new environment for them. We will arrange another suitable time to meet with you to discuss your child if it is needed.

After the induction session, your child will be offered another settling in session (or two) to allow them to come in for a short period without you closer to their start date in nursery.

Going to the 'Big School'

Moving on to Primary 1

The transition from Sgoil Àraich to Primary school marks a huge milestone in a child's life. It is a change which is viewed with excitement and with trepidation by many children and parents. A change of environment and daily routines in any aspect of life can be unsettling for children. Many transitions are made along a child's learning journey, from home to Sgoil Àraich then from Sgoil Àraich to primary school. Children make yearly transitions from class to class and as they progress through the Curriculum for Excellence (CfE) levels. Education Scotland states that 'the transitions from Sgoil Àraich to Primary School has always been recognised as a critical time of change for children, parents and practitioners, which is full of opportunity and potential'.

Visiting the Big School

Throughout their time in Sgoil Àraich, the children will have the opportunity to participate in a wide range of activities in the Primary school. They are regular visitors to the gym hall and use the school's facilities. They are also invited to join the primary school children in sharing a number of activities across the curriculum. Shared activities include attending assemblies and other presentations, participating in story telling sessions and sharing experiences in purposeful play.

Pre-school to Primary 1

The CfE provides an important opportunity to enhance transitions between Sgoil Àraich and Primary. The CfE Early level spans pre-school to the end of Primary 1 (for most but not all children) and naturally promotes collaborative working between sectors. In the pre-school year children are involved in a planned programme of activities prior to the move into Primary School. All of these activities support the children effectively, ensuring they are confident and ready to enter the next phase of their learning in Primary 1.

Nursery- Primary 1 Transition Programme

Term 1

- P1 **Class Teacher (CT) visits the Sgoil Àraich** to meet all children and to plan with play leader for Early Literacy and Numeracy opportunities
- Developmental overviews for 4 year old completed and **intervention projects** planned for year by Play Leader and key workers.
- Weekly visits from CT to play with children and plan with staff.

Term 2

- P1 **CT visits Sgoil Àraich** weekly to carry out activities with children and continue to assist planning for Literacy and Numeracy opportunities with play leader.

Term 3

- **Classroom Visits** begin to **P1 during this term**. Children visit P1 classroom in small groups and participate in play tasks.
- P1 class teacher will visit Sgoil Àraich weekly to undertaken Literacy and Numeracy activities.
- Older children in the school will be involved in paired reading session with Sgoil Àraich, focussing on pre-school children.
- Enrolment information takes place in January and parents are invited in to meet with class teachers and Head Teacher and learn more about what to expect in Primary One. Assistance is offered to parents on how to enrol their child in school.

Term 4

- Transition project will be carried out. This will be planned by CT and Play leader and may change year-to-year.
- Children will begin to join school break times with their buddy.
- **Moving up session** in June when pre-schoolers spend a morning in P1 class.
- Class teacher will formally meet with key worker to discuss each child and with Play leader to revise the transition programme for next year.
- Handover records will be given to class teacher before end of June.
- Where possible, CT will join parents' evening appointments to meet families.
- Any pre-school child with Additional Support Needs will have CT invited Team Around the Child meetings.

❖ If a child joins us from another setting we will ensure that we communicate with the other setting to allow for a smooth transition. The process of settling in would follow the same format as our initial settling in procedures.