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North Lanarkshire Council Policy – "Supporting Effective Child Centred Transitions"

Introduction

North Lanarkshire Council (NLC) and our partners recognises the need for child centred transition planning.

"***Supporting Effective Child Centred Transitions***" is North Lanarkshire Council's policy for transition planning across all educational settings, from pre-school, through primary and secondary education to post school transition planning. It also applies to transitions which occur out with these stage transitions. In recognition of the significant impact that transitions can have on the lives of children and young people. The policy is targeted at Heads of Establishment, Heads of Centre and Partner Providers and applies to all children and young people within North Lanarkshire.

Underpinning this policy is a recognition of the rights that our children and young people have under the United Nations Convention of Rights of the Child (UNCRC) and the importance of listening to their voice.

"***To Support all children and young people to realise their full potential***" is a priority within The Plan for North Lanarkshire. This includes the ambition to ***"Invest in early interventions, positive transitions, and preventative approaches to improve outcomes for children and young people".***

Background

A comprehensive review of existing systems and processes pertaining to transition arrangements across North Lanarkshire was undertaken from March 2022 until March 2023. This was supported by a strategic review multi-agency group of professionals with experience of transition planning (See Appendix 5- Transition Workstream). The group concluded that there were areas of good practice in transitions across the Authority however there was a need to ensure:

- **consistency in practice across establishments,**
- **timely enhanced transition programmes were in place for the most vulnerable learners,**
- **planning is in place for all transitions.**

This policy is informed by learning from two significant case reviews in North Lanarkshire. This policy takes account of key stakeholders' experience and aspirations around transition. (Appendix 4 – Stakeholder Engagement).

It includes guidance around transitional planning and enhanced transition planning for children and young people belonging to the groups detailed in Figure 1.

The NLC Supporting Effective Child Centred Transitions policy provides updated guidance to ensure consistency and equity in the practice of transition planning across North Lanarkshire, based around the needs of children and young people, for all transitions from 3-18 years old.

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Transitional planning is centred around the needs of the child, incorporating Getting It Right for Every Child (GRIFEC) planning and the requirement of Universal, Additional, and Intensive offers whilst also supporting the presumption of mainstream. There is an increased emphasis on detailed profiling of the child/young person through multi-agency working which follows them, and is added to throughout their journey, to enhance their educational experience and support the acquisition of a positive post school leaver destination.

The policy takes account of Scottish Government legislation, statutory guidance and non-statutory guidance, which identifies the importance of recognising the views of the child or young person. Included, Engaged and Involved, Part 2 (2017) states the importance of *"respecting the rights of all learners as outlined in the UNCRC & their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported'.*

Establishment staff should *"Include all families in transitions processes, providing appropriate support to ensure equity*." (Scottish Early Childhood and Families Transition Summary Statement 2021).

The policy is divided into the following sections:

- Section 1: Rationale & Principles
- Section 2: National Context
- Section 3: Children's Views
- Section 4: Transitions in Educational Settings- Guidance for Establishments
- Section 5: Timelines
- Section 6: Planning for Transitions
- Section 7: Roles and Responsibilities for Staff and relevant partner agencies
- Section 8: Transition Activities
- Section 9: Enhanced Transition Planning
- Section 10: Working with parents/carers to support effective transitions
- Section 11: Recording and sharing information
- Section 12: Supporting effective child centred transitions post-school

Section 1 - Rationale & Principles:

Transitions can occur at any time during a child/young person's life for a variety of reasons. It is recognised that transition planning should take cognisance of this, to ensure that all children/young people and their families are supported throughout this process. Transitions at any time can be challenging and the support of professionals known to the child/young person is crucial in making this a success. Children and young people should wherever possible be educated within their own community making as few transitions as possible.

The policy will provide clarity around:

- the process for managing effective child centred transitions,
- the roles and responsibilities of education staff in planning and delivering transition,
- the timelines for transition planning for all children and young people.

The aims of the policy are to ensure:

- A consistent approach across all NLC education establishments,
- all children and young people are supported as they move between educational establishments,
- that the voice of child/young person is at the centre of all transition planning,
- equity of transition experience for all children/young people,
- collaborative working amongst professionals who support children and young people at points of transition,
- that there is important and timely information sharing with key staff.

Section 2: National Context

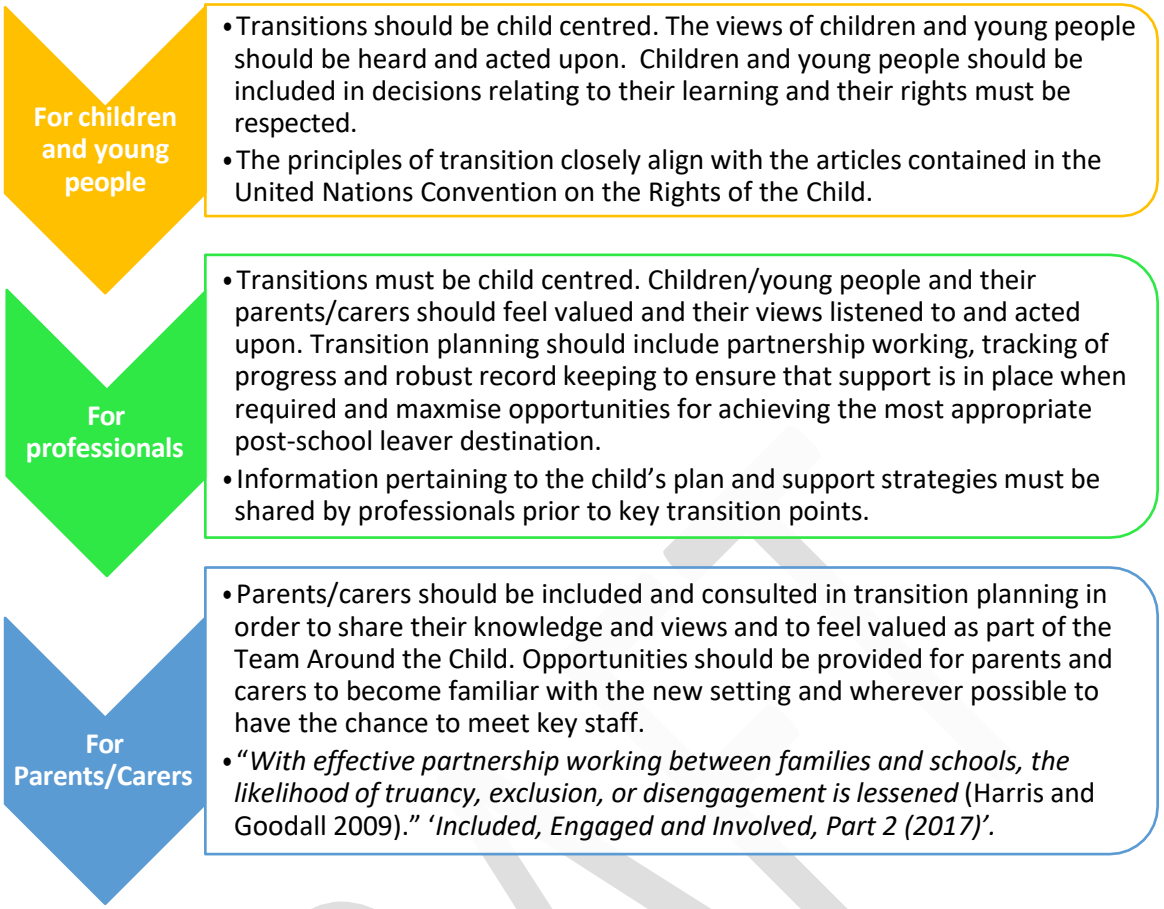
The NLC Transitions Policy is framed around national legislative requirements, statutory guidance and non-statutory guidance which outlines clear expectations for policy and practice. Adopting a "Rights based approach" in educational establishments promotes a culture of respect and trust upon which positive relationships are built with children/young people and their families and smooth and effective transitions are established.

The principles of transition closely align with the articles contained in the UNCRC, particularly:

- Article 2 (non-discrimination)
- Article 3 (best interests of the child)
- Article 4 (protection of rights)
- Article 12 (views of the child)
- Article 23 (children with disabilities)
- Article 28 (right to education)
- Article 29 (goals of education)

"*With effective partnership working between families and schools, the likelihood of truancy, exclusion, or disengagement is lessened* (Harris and Goodall 2009)." '*Included, Engaged and Involved, Part 2 (2017)'.*

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The National Improvement Framework commits to: "*Achieving equity: ensuring every child has the same opportunity to succeed*."

By ensuring effective transitions take place, establishments align their practice to the national context and ensure that the requirements of the Additional Support for Learning: Statutory Guidance 2017 (known as the ASN Code of Practice) are met for all children and young people.

The NLC Transitions Policy is underpinned by the legislative requirements detailed in the Supporting Children's Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) 2017.

"The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people and sets out the rights of children, young people and parents within the system. "

Section 3: Children's Views

It is essential that the child/young person are involved in decisions that affect them including their Transition Plan. Their view must be heard and evidenced at all stages of transition. There are a variety of methods that staff can employ to capture views dependent on the age/stage and ability of the child/young person e.g. Early Years Transition form, My Views, What My Teacher should know about me, Communication Passport, My Personal Learning Plan.

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"The Scottish Children and Families Transitions Position Statement recognises the value of working together with children and their families, positive relationships, positive continuity, learning, play and wellbeing. It has been developed both as a call to action and as support for all those who place an importance on early childhood experiences. This includes educators, researchers, policy makers, families, associated professionals, educational systems and local and national government embracing the significance of transitions for children's lives." The recommendation is that we aspire to "Confirm child, family and educator participation in transition approaches through mutual consultation and support."

Scottish Early Childhood and Families Transitions Statement (2021)

Section 4: Transitions in educational settings- Guidance for establishments

All children are entitled to be supported as they transition through each stage of their educational journey, in order to maximize their opportunity of achieving a positive post school leaver destination. This policy provides specific guidance to all educational establishments to support these transitions.

In the context of this policy, transitions are defined as the process of children and young people entering, transferring and leaving educational establishments. There are two distinct types of transitions identified within this policy:

1. Stage transitions,
2. Across/ inter Authority Transitions.

1. Stage transitions

Stage transitions are the process of children and young people moving across educational establishments as they get older and progress through their educational journey. This usually involves moving from home to an Early Years establishment, from **Early Years to a Primary School,** from **Primary School to a Secondary School** and leaving **Secondary School on to a post School Leaver Destination.**

In addition, transitions occur within **the same establishment annually** as children and young people move from one stage to another. Transition planning and activities should also be considered for these transitions, particularly for our more vulnerable learners, who may require support to adapt to this change.

"There must be recognition of the importance of the small daily transitions that happen across children's lives (such as going to and being collected from nursery), so that they are supported to be trauma free" The Promise (2020)

Moving stage can often mean adjusting to a new keyworker/teacher or staff group, a new learning environment and can also include changes to peer group. Practitioners must ensure that children and young people are provided with appropriate support and activities, which is pupil centered, to provide a seamless transition to the next stage. Practitioners should note the following flow chart demonstrating these stage transitions:

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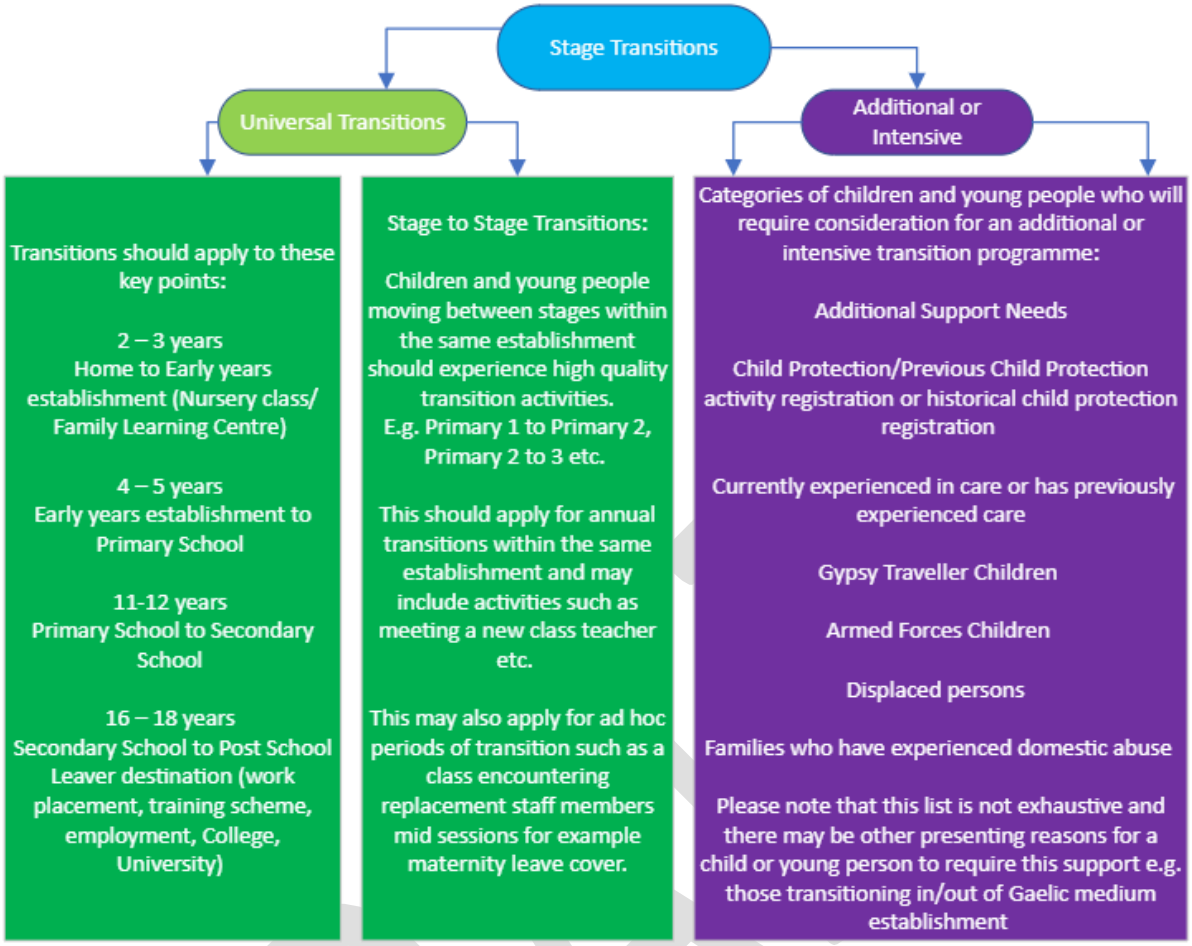


Figure 1

2. Across/inter authority Transitions

Some children and young people may transition to a different educational establishment. These across/inter authority transitions can occur for a variety of reasons e.g., moving home, change in family circumstances, moving into the country, a change in personal circumstances etc.

Having to move during the school academic session can impact on the child/young person's education as they adapt to a new environment, a new staff group and look to build new friendships. In addition, they may be impacted by other factors; it could be a temporary arrangement, there may be additional uncertainty, they may be dealing with separation and loss. This should be considered as additional support needs.

The sharing of information between educational establishments is important for transition planning and to ensure that the child/young person is not negatively impacted from the move. Consent must be sought from parents and carers before doing this.

Practitioners must ensure that appropriate support and transition activities are provided to children and young people who transition out-with the usual timescales. Often these transitions can be completed in isolation and therefore it is crucial to ensure that the child/young person is prepared.

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Examples of these Transitions include:

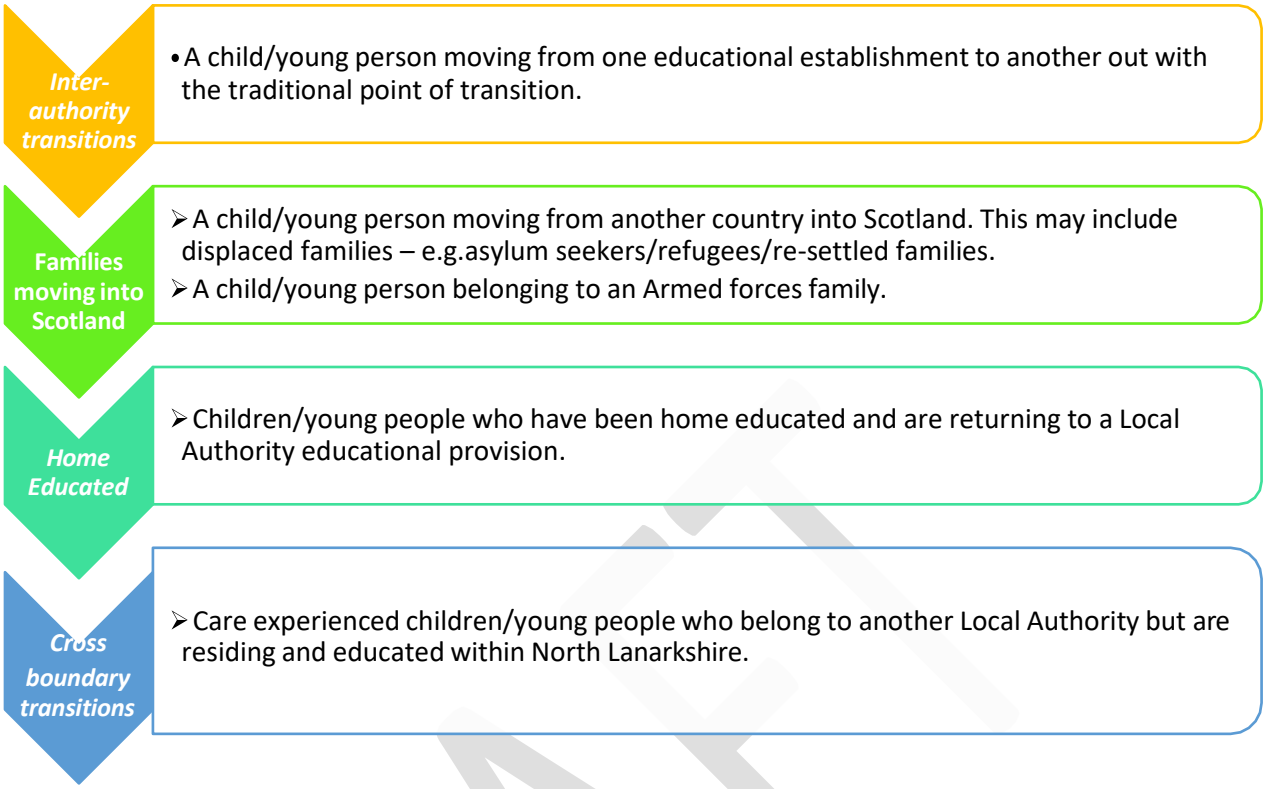


Figure 2

Section 5: Timelines

To ensure that all pupils are fully supported at every point of transition, it is important that information relating to the child/young person is reviewed and updated regularly in line with GIRFEC planning.

The timescales required for transition planning for children and young people with additional support needs is defined in legislation (see Appendix 6 – Relevant legislation and policy). It is therefore recommended that all pupils are reviewed at these times. Those children/ young people who are identified as requiring an additional/intensive level of support or who belong to any of the groups listed above should be considered for enhanced transition planning.

The following timescales for transition planning are recommended to ensure that statutory obligations are met.

Statutory Timelines for Transition Activities		
Early Years to Primary		
September (2 & 3 years)	**All children should be considered for transition planning under the following criteria:** Does this child require an additional/Intensive level of support through GIRFEC planning? Does this child have additional support needs? Does this child have a Child Protection case open or has previously had a CP case?	If the answer to any of these questions is yes, the child **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be

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	Is this child Care experienced? Does this child have parents in the Armed Forces?	recorded on Pastoral Notes along with the rationale for this decision. Enhanced transition planning and activities should begin for identified individuals.
September (3 & 4 years)	**Transition planning should be undertaken for all preschool children.** Do any of the children considered at 2/3 years require to be reviewed again?	Universal transition planning and activities should be undertaken for all pupils. If the answer is yes, the child **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be recorded on Pastoral Notes along with the rationale for this decision.
	Primary to Secondary	
September P6	**All children should be considered for transition planning under the following criteria:** Does this child require an additional/Intensive level of support through GIRFEC planning? Does this child have additional support needs? Does this child have a Child Protection case open or has previously had a CP case? Is this child Care experienced? Does this child have parents in the Armed Forces?	If the answer to any of these questions is yes, the child **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be recorded on Pastoral Notes along with the rationale for this decision. Enhanced transition planning and activities should begin for identified individuals.
September P7	**Transition planning should be undertaken for all P7 children.** Do any of the children considered in P6 require to be reviewed again?	Universal transition planning and activities should be undertaken for all pupils. If the answer is yes, the child **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be recorded on Pastoral Notes along with the rationale for this decision.

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Secondary to post school destination		
September S3	**All young people in S3 should be considered for transition planning under the following criteria:** Does this young person require an additional/Intensive level of support through GIRFEC planning? Does this young person have additional support needs? Does this young person have a Child Protection case open or has previously had a CP case? Is this child Care experienced? Does this child have parents in the Armed Forces?	If the answer to any of these questions is yes, the young person **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be recorded on Pastoral Notes along with the rationale for this decision. Enhanced transition planning and activities should begin for identified individuals.
September S4/5/6	**Transition planning and activities should be considered for all young people in S4/S5 & S6.** Do any of the young people considered in S3/S4/S5 require to be reviewed again?	Universal transition planning and activities should be undertaken for all pupils. If the answer is yes, the young person **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be recorded on Pastoral Notes along with the rationale for this decision.

Figure 3

Universal transition diagram (example timeline for Primary to Secondary)

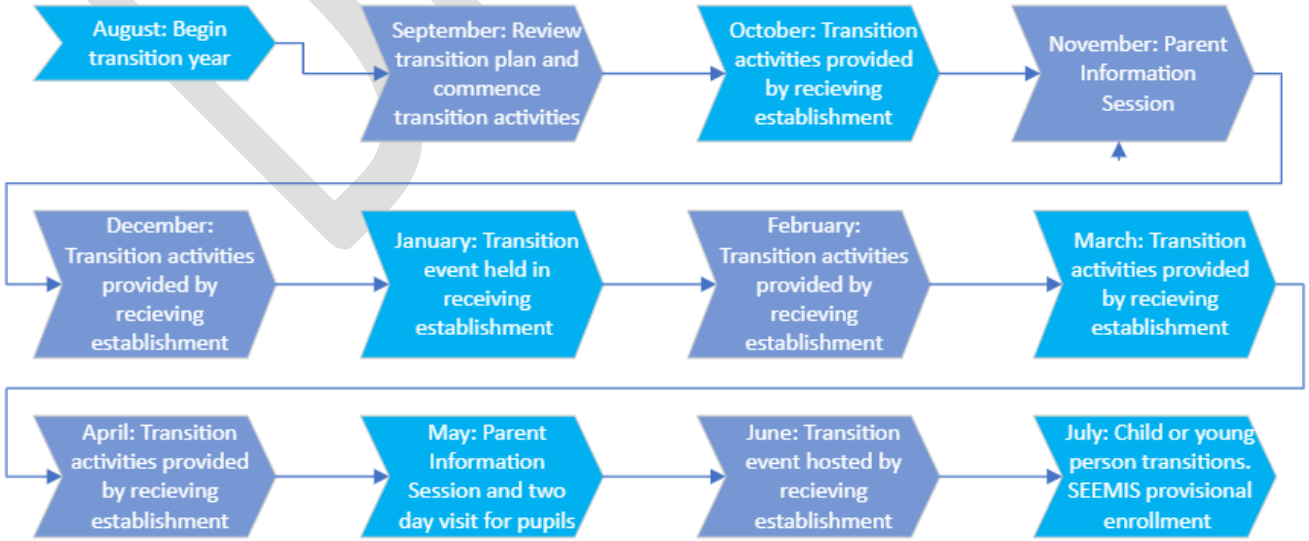


Figure 4

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Additional/intensive transition diagram (example timeline for Primary to Secondary)

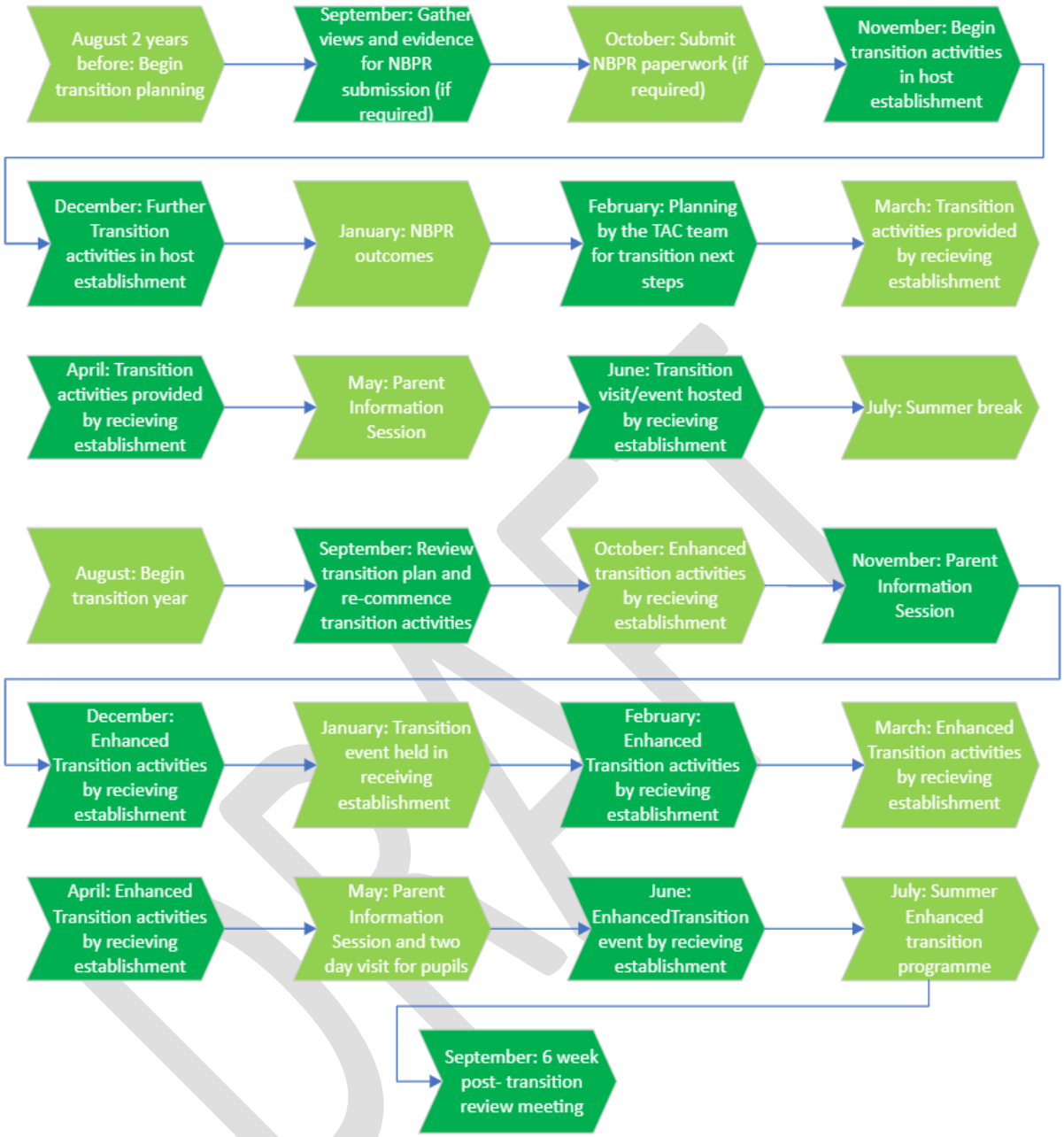


Figure 5

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Inter/across authority points of transition

The following procedures for inter/across authority transition planning are recommended to ensure that statutory obligations are met.

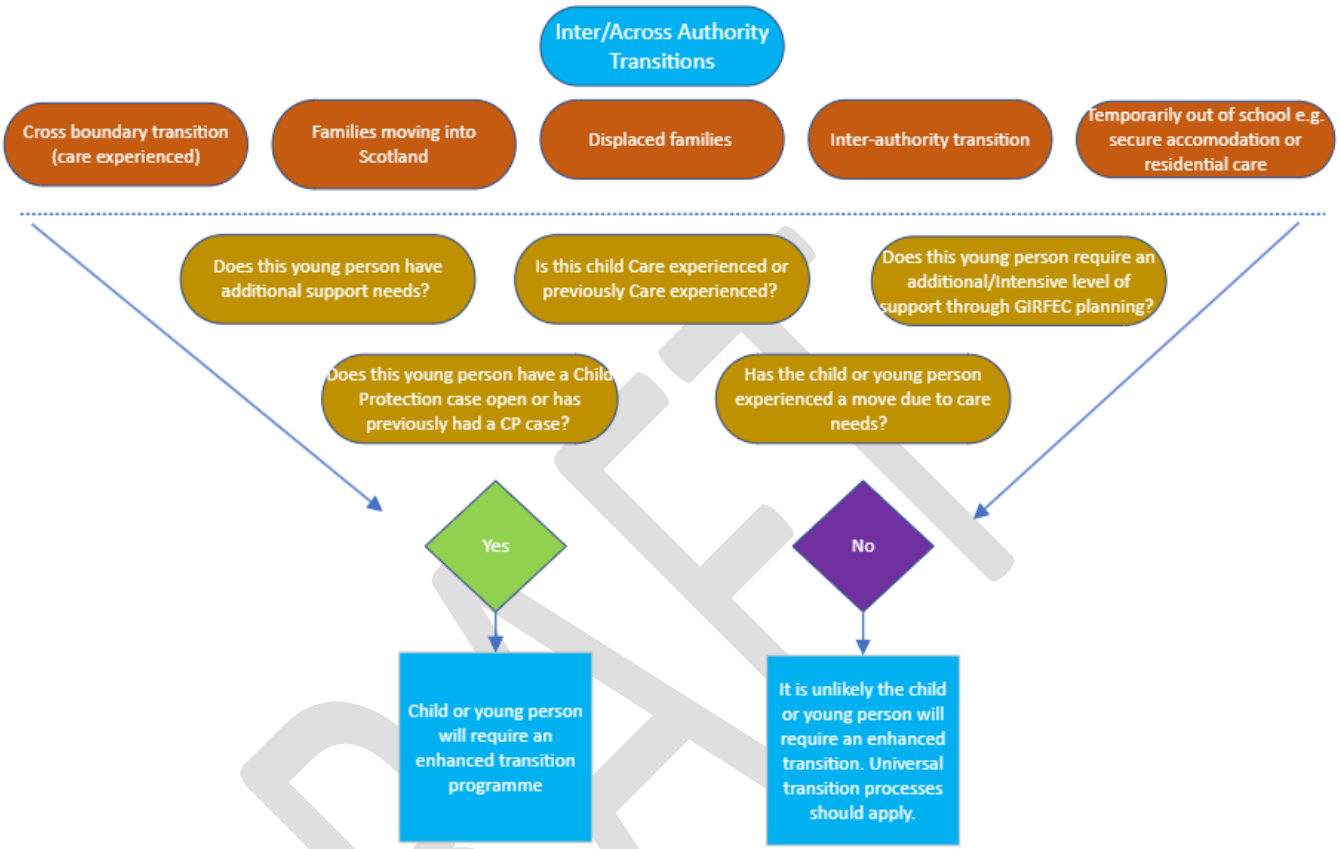


Figure 6

Section 6: Planning for Transitions

The Support for Learning (Scotland) Act 2004 as amended in 2017), explains the duties on education authorities and other agencies to support children's and young people's learning. Local Authorities must ensure that "*all children and young people are provided with the necessary support to help them work towards achieving their full potential*".

This must include consideration of the health and wellbeing of the child/young person. Transition planning should be achieved through multi-agency working which must ensure that the rights of children and young people are at the forefront of all decision making. This rights-based approach is based on the principles of the UNCRC.

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Section 7: Roles and Responsibilities for Staff and relevant partner agencies

'Having positive self-expectancy that professionals will seek, recognise, appreciate, celebrate and build on children's prior, and existing skills, achievements and knowledge, should be part and parcel of transitions for all children and families throughout their journey. Fostering family contributions through knowledge sharing in a welcoming ethos lays a foundation for families that their contribution is valued by our systems.'

Scottish Early Childhood and Families Transitions Statement (2021).

Designated Professional:

The following tables use the term **designated professional** which refers to the individual responsible for the transition. This may be the Lead Professional/Named Person for the child/young person or another professional within the establishment. Individuals responsible for transition planning may include Key workers, Head of Centres, Principal Teachers, Depute Heads, Head Teachers or individuals designated by the Head of Establishment.

"*Transition planning needs to be co-ordinated by one person and when there is multi-agency involvement then a Lead Professional or Named Person should be involved*." Additional support for learning Act, as amended (2017) Ch 6.

It is important to note that the designated professional, has duties placed upon them to:

- instigate the transition and make contact with the receiving establishment,
- organise and host meetings,
- provide a central point of contact for child/young person and their family,
- link with colleagues to provide transition activities.
- ensure timely and secure delivery of documentation,

Information pertaining to the child's plans and support strategies must be shared by professionals prior to key transition points.

Universal level:

All children are entitled to be supported as they transition throughout their educational journey. For most children, their needs can be met by a universal transition offer.

Universal level	Host Establishment (where the child currently attends)	Receiving Establishment (where the child will be transition to)
Role	Designated professional to share appropriate information with the receiving establishment.	The establishment is responsible for providing all transition activities.
Action	Designated professional to ensure that all information is kept up to date and is passed on to the receiving establishment including any hard copies of documentation. (See Appendix- 4 Transition documents)	Transition activities should incorporate activities and materials which allow children/young people and their parents/carers to become familiar with their new environment and build relationships with the staff who will be working with them.

Figure 7

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Additional/Intensive level:

If a child/young person faces any barriers to their learning whether short or long-term they must be considered for enhanced transition planning at all points of transition in line with, and in addition to GIRFEC planning.

Any young person at additional/intensive levels **must** be considered for enhanced transition planning and relevant forms completed. If an enhanced transition has been considered but not required, this should be recorded on Pastoral Notes along with the rationale for this decision.

Children and young people who belong to the groups listed in figure 1 should be considered for enhanced transition. This may include consideration of; planning for reasonable adjustments, aids and adaptations, scaffolding of support and challenge, whilst taking cognisance of individual circumstances.

It is important that staff adhere to **statutory guidance and the timescales indicated** referred to in Appendix 2- Timelines.

Additional/ Intensive level	Host Establishment (where the child currently attends)	Receiving Establishment (where the child will be transition to)
Role	Ensure adherence to legislative requirements and timescales. Designated professional to share information with the receiving establishment.	Ensure adherence to legislative requirements and timescales. The establishment is responsible for providing all transition activities.
Action	Host establishment to organise and hold initial Enhanced Transition planning meeting with the Team Around the Child. At a mutually agreed time, these meetings should be transferred to the receiving establishment to support transition. Designated professional to ensure that all information is kept up to date and is passed on to the receiving establishment including any hard copies of documentation. (See Appendix: 4 Transition documents) Ensure Transition Form (Appendix 3- Transition Documents) is completed and handed over to receiving establishment.	The receiving establishment has responsibility for providing appropriate activities and materials to support an Enhanced Transition Plan. Transition activities should incorporate activities and materials which allow children/young people and their parents/carers to become familiar with their new environment and build relationships with the staff who will be working with them. The receiving establishment to organise and hold Transition review meeting with the Team Around the Child and the Host school, 6 weeks after the child/young person's start date at a mutually agreed time.

Figure 8

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Other types of Transition

Inter-Authority Transitions – (Children/Young People moving establishment within NLC)

Inter-Authority Transitions	Host Establishment (where the child currently attends)	Receiving Establishment (where the child will be transition to)
Role	Ensure adherence to legislative requirements and timescales. Designated professional to share information with the receiving establishment.	Ensure adherence to legislative requirements and timescales. The establishment is responsible for providing all transition activities.
Action	Host establishment to organise and hold initial Enhanced Transition planning meeting with the Team Around the Child. At a mutually agreed time, these meetings should be transferred to the receiving establishment to support transition. Designated professional to ensure that all information is kept up to date and is passed on to the receiving establishment including any hard copies of documentation. Ensure Transition Form (Appendix 3- Transition Documents) is completed and handed over to receiving establishment.	The receiving establishment has responsibility for providing appropriate activities and materials to support an Enhanced Transition Plan. Transition activities should incorporate activities and materials which allow children/young people and their parents/carers to become familiar with their new environment and build relationships with the staff who will be working with them.

Figure 9

Cross boundary Transitions – (NLC Children/Young People who are residing out with NL or Children/Young People belonging to another Local Authority but are educated within NL)

Cross boundary Transitions	Host Establishment (where the child currently attends)	Receiving Establishment (where the child will be transition to)
Role	Designated professional to share information with the receiving establishment.	The establishment is responsible for providing all transition activities.
Action	Designated professional to ensure that all information is kept up to date and is passed on to the receiving establishment including any hard copies of documentation. (See Appendix: 4 Transition documents)	Transition activities should incorporate activities and materials which allow children/young people and their parents/carers to become familiar with their new environment and build relationships with the staff who will be working with them.

	Ensure Transition Form (Appendix 3- Transition Documents) is completed and handed over to receiving establishment.	The receiving establishment to organise and hold Transition review meeting with the Team Around the Child and the Host school, 6 weeks after the child/young person's start date at a mutually agreed time.

Figure 10

Families moving into Scotland (Including - displaced families (asylum seekers/refugees/re-settled families)

Families moving into Scotland	Host Establishment (where the child currently attends)	Receiving Establishment (where the child will be transition to)
Role	Designated professional to share information with the receiving establishment.	The establishment is responsible for providing all transition activities.
Action	Designated professional to ensure that all information is kept up to date and is passed on to the receiving establishment including any hard copies of documentation. (See Appendix: 4 Transition documents) Ensure Transition Form (Appendix 3- Transition Documents) is completed and handed over to receiving establishment.	Transition activities should incorporate activities and materials which allow children/young people and their parents/carers to become familiar with their new environment and build relationships with the staff who will be working with them.

Figure 11

Section 8: Transition Activities

The receiving establishment within NLC is responsible for providing an appropriate transition programme. This should incorporate activities and materials which allow child/young person and their parent/carer to become familiar with their new environment and build relationships with the staff who will be working with them. Examples of good practice would include: a tour of the new establishment, a copy of the handbook, map of the building, settling in activity with new peers, opportunity to meet current children/pupils, information session for parents/carers.

Additional/Intensive level:

Children and young people who receive support at an additional or intensive level should be considered for Enhanced Transition. The receiving establishment has responsibility for providing appropriate activities and materials to support an Enhanced Transition Plan in addition to the Universal offer. Enhanced transition programmes should be in place for at least 12 months prior to the child/young person starting the new establishment.

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Examples of good transition practice for children/young people would include:

- Visits to the new building with opportunities to access all areas,
- Photographs or video clips of the building that the child/young person can revisit at home,
- Opportunities to meet and establish relationships with key adults who will be part of the child/young person's new support network,
- Photographs of key staff, visual aids (if required) to support the child/young person become familiar with the expectations of the school,
- Opportunities to meet existing children/pupils, copy of the class timetable (if appropriate).

Section 9: Enhanced Transition Planning

Assessing needs

Children/young people requiring an additional or Intensive level of support must be reviewed regularly in line with GIRFEC planning. A planning for children's wellbeing meeting to discuss transition should be arranged by the relevant professional in line with the timescales indicated in Appendix 2- Timelines.

This would be the person within the establishment with responsibility for transitions. This may be a Key worker, Head of Centre, Principal Teacher, Depute Head or Head Teacher. The purpose of the meeting is to allow the "Team Around the Child" to review the child/young person's needs and formulate an appropriate transition plan.

"Where a pupil has a co-ordinated support plan, their co-ordinator, Lead Professional or Named Person should take the lead in ensuring that all relevant agencies are brought together to plan for transition to post-school and plan for the transfer of the lead person to someone who will effect that transfer." *Additional support for learning Act, as amended (2017) Ch 6.*

The "Team Around the Child" would include key adults within the existing establishment:

- Headteacher, Depute Headteacher or Principal Teacher,
- Head of Establishment/Head of Centre,
- Early Years Lead or Keyworker,
- Support staff,
- Other professionals involved in supporting the child/young person and their family e.g.
    - Cluster Improvement and Integration Lead
    - Educational Psychologist
    - Social worker
    - SALT
    - Other NHS staff: Occupational Therapists/Physiotherapists etc.
    - CAMHs,
    - Advocacy worker
    - Community Learning and Development

Enhanced transition planning meetings should be attended by the Parent/Carers, the child/young person, and the "Team Around the Child."

When planning enhanced transition, the designated professional and the "Team Around the Child" must take account of wellbeing needs and the practical aspects of the transition to a new

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environment. This may include submitting requests for equipment/minor adaptations and staff training.

If the child/young person is transitioning to an Additional Support Needs (ASN) establishment a request for school transport should be made to the Transport Team.

If the "Planning for Children's Wellbeing meeting" concludes that the child/young person requires their educational pathway to be reviewed, a Needs Based Pathway Review (NBPR) reference should be submitted to NLC Inclusion team for the next NBPR cycle.

Equipment/adaptations/transport

When considering an enhanced transition, it is important to recognise that some children and young people may require specialist equipment, adaptations or transport. Host schools should advise the receiving school as early as possible of any requirements to allow appropriate action to be taken.

Any requirements for specialist equipment or adaptations should be indicated to the Inclusion Team on immediate receipt of any NBPR outcome or earlier if known.

Any requests for specialist transport within ASN settings should be indicated to the transport team.

"Schools have a duty to provide reasonable adjustments for pupils with a disability," As directed by the Scottish Government, Equality Act 2010. "In the Act as a whole, there are three elements to the reasonable adjustments duty that relate to:

- Provisions, criteria and practices,
- Auxiliary aids and services,
- Physical features

Section 10: Working with parents/carers to support effective transitions

Working in partnership with parent and carers is an integral part of our work with children and young people. Transition programmes should include opportunities for parent/carers to express their views and work in partnership with the team around the child. This can include visits to the new establishment, meeting staff and being informed about the opportunities available within the new establishment.

Parents/carers who have children/young people who require an enhanced transition should be included in the planning process. This could include attendance at meetings, attending activities and supporting their child/young person.

As specified in *Chapter 6, (Transitions) from the Additional support for learning: statutory guidance (2017)*, "The education authority must also seek the consent of the child's parents before passing on information to an appropriate agency unless to do so would result in a significant risk of harm to an individual. Copies of any information passed on to an appropriate agency should be sent to the parents at the same time as it is sent to the appropriate agency, unless to do so would result in a significant risk of harm to an individual." – Regulation 4(4) of the Additional Support for Learning (Changes in School Education)(Scotland) Regulations 2005.

"Parental engagement with their children is particularly important at times of transition (Goodall 2013; Harris and Goodall 2009). Evidence has shown that concerted efforts for parental engagement during periods of transition, especially the transition from primary to secondary school, prevent any gains in achievement prior to a transition from being lost (Harris and Goodall 2009). With effective partnership working between families and schools, the likelihood of truancy, exclusion, or disengagement is lessened (Harris and Goodall 2009)." '*Included, Engaged and Involved, Part 2 (2017)'.*

Section 11: Recording and sharing information

All relevant information must be shared between professionals at points of transition to promote, support and safeguard the wellbeing of children and young people in line with the GIRFEC National Guidance on Information Sharing. Information will be shared in multi-agency meetings, transition meetings, where minutes will be taken, and uploaded to Transition documents.

Wellbeing App

Where there is information held on the Wellbeing app, (including Child Protection information), this is required to be transitioned separately from the SEEMiS record. After a child has been marked as a leaver within Click+Go, the information held in the Wellbeing App must be transitioned on to their new school. All wellbeing notifications will require to be actioned before the transition can happen.

Transition In

Once a pupil has been fully enrolled in Click+Go, they will appear as an alert in the Awaiting Transition In menu on the School Dashboard. The Establishment Contact can then transition them in and view all of the information shared by their previous establishment.

"Organisations with responsibilities towards children and families will be confident about when, where, why and how to share information with partners. Information sharing will not be a barrier to supporting children and families." (GIRFEC National Guidance, 2022).

There are clear requirements under data protection legislation which permit the data sharing for statutory purposes and when data is necessary for reasons of substantial public interest i.e., supporting a child or young person. Partnership working and the sharing of information with fellow professionals involved in the Planning for Childrens Wellbeing meeting is proportionate and for the purposes of ensuring the child receives the correct support. Should data sharing be a barrier preventing transition from progressing in a satisfactorily way, colleagues are advised to link with their senior manager.

Practitioners must ensure:

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- They are fair and transparent,
- A record is kept of information shared, with whom and for what purpose so that it can be, demonstrated that they have complied with data protection legislation,
- If they decide not to share information, they must keep a record of their rationale,
- They must be clear about what information they intend to share and the intended purpose,
- The information sharing must be necessary for the specific purpose,
- They must process personal data securely,
- The information that is shared must be the minimum necessary to achieve their purpose.

For children and young people requiring additional and Intensive levels of support (including those listed in figure 1) collaborative working and information sharing is **essential**.

NLC Transition documents for Early Years, Primary, Secondary and Post school transitions have been provided to guarantee that information is recorded for key transition points. (Appendix 3- Transition Documents).

Transition documents should be completed for:

1) **Children and young people completing Stage Transitions belonging to the following categories:**

- Additional Support Needs
- Child Protection/ historical child protection registration
- Care Experienced
- Gypsy Traveller Children
- Armed Forces Children
- Displaced persons
- Families impacted by domestic abuse

2) **<u>All</u> Children and Young people completing Inter/across authority Transitions.**

A robust transition plan and sharing of information is essential when children and young people are moving from one North Lanarkshire establishment to another out with their planned stage transitions (e.g., not moving with their peers at the start of a new session). On this occasion enhanced transition protocols regarding transition activities and information sharing (transition documentation) must be adhered to, to ensure that the child/young person's needs are being met.

When a child/young person is moving into a North Lanarkshire establishment from another Local Authority it is the responsibility of the receiving NL establishment to contact the previous establishment to obtain relevant information to complete the transition documentation.

If a child/young person is transitioning out of NLC, it is the responsibility of the designated professional to ensure that a transition document is completed to support the child/young person within their new establishment.

Section 12: Supporting effective child centred transitions post-school.

Supporting our children and young people to achieve a positive and sustained destination post school is our goal. The work that we continue to do through the Empowering Clusters Model, GIRFEC procedures, transition planning and working with partner agencies such as Skills Development

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Scotland, will support this. Staff should build upon the positive relationships they have formed with children and families to support them as they move on to a successful and appropriate post school leaver destination.

The 'Primary to secondary school transitions: analysis' (2021) published by the Scottish Government identified that "The negative impacts of primary-secondary transition experiences can be long term and can lead to young people not completing high school (West et al, 2010) with ensuing implications for the workforce and the economy."

"Through its Partnership Agreement with each secondary school, Skills Development Scotland provides a universal service to all pupils and targeted support to those identified as requiring it. Preparation for adulthood should involve explicit recognition of the strengths, abilities, wishes and needs of each young person as well as identification of relevant support strategies which may be required." '*Chapter 6, (Transitions) from the Additional support for learning: statutory guidance (2017)'.*

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Young people requiring additional/intensive level of support

For those young people who require additional/intensive level of support Enhanced Post School Transition Planning should be established. The school is responsible for holding regular review meetings and Transition Planning Meetings including the young person, parent or carers, Team Around the Child to support the transition. Early involvement of services and consistency in transition planning is crucial.

Statutory guidance provides a framework for undertaking this work. (Appendix 2- Timelines).

A Transition form must be completed to capture this information. This information can be shared with professionals supporting the transition.

Supporting documentation to this policy:

Appendix 1 – Transition Process Overview and Flowcharts

Appendix 2 - Timelines

Appendix 3 – Transition documents

Appendix 4 – Stakeholder Engagement

Appendix 5- Transition Workstream

Appendix 6- Relevant legislation and policy

Appendix 7 – Glossary of terms