

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

Planning for Changes in Education Transitions

The Additional Support for Learning (Scotland) Act 2004 emphasised the need for more effective transition planning for children and young people with additional support needs. This information sheet details what the arrangements are within Perth & Kinross in relation to transitions.

What are transitions?

Examples of transitions that all children and young people experience are:

- entering pre school provision
- moving from nursery to primary school, or from primary to secondary
- leaving secondary school (see Information Sheet 12)
- changing classes within a school, e.g. from P1 to P2, from S2 to S3

In addition, some children and young people may experience other transitions, e.g.

- returning to school following an extended period of ill health
- returning to school following exclusion
- moving to another school, e.g. from one primary school to another
- moving school because of a school merger or school closure

Whatever the transition, the child or young person's additional support needs should be taken into account when making new arrangements for education.

How do the Education Authority and other agencies plan for transitions?

Every year, as part of an annual audit, schools and nurseries give information to Education & Children's Services about all children and young people with additional support needs. This means that plans can be made and appropriate support put in place for the next school year.

For children and young people with additional support needs, who may require a placement other than their local mainstream school, or substantial changes to arrangements at their local school, the above information is taken to a Transition Panel, which considers the most appropriate provision for children and young people. The local mainstream school or nursery is always the first option considered but if this is not appropriate, other mainstream schools, local specialist provision for additional support needs and also specialist provision which is not run by the local authority will be considered. The wishes of parents and advice from schools and professionals involved are taken into account in making a decision about the best placement for a child. Children and young people's views should also be taken into account.

The ASL Act states that education authorities should pass on information to agencies who may be involved 6 months before the transition.

What if I'd like my child to go to a school other than the local mainstream school?

In this case you should put in a placing request to Education & Children's Services. If your child has additional support needs, you can make a request for any local authority school/nursery or any independent specialist provision.

How is information passed on from one school/nursery to another and to other organisations who may be involved with the child after the transition?

An Additional Support Meeting will often be arranged for children and young people with additional support needs. This is normally held in the current nursery or school and includes parents, the child (where appropriate), staff from the current nursery or school, a representative from the other nursery/school and any other professionals involved. At this meeting a plan will be made to prepare your child for the move, and arrangements for supporting your child in the new setting discussed.

When do transition planning meetings take place?

Schools and nurseries should ask for advice and information from other agencies, where appropriate, no later than 12 months before a child with additional support needs is expected to have a change in school education. In the case of a pre-school child, the timescale is 6 months.

Therefore, Additional Support Meetings for children with additional support needs who have input from other agencies will often take place at the end of Primary 6 or after Christmas in the pre-school year for children entering Primary 1. For some children, consideration of their needs for transition may begin even earlier.

What happens after the transition?

Where a child has changed school, their additional support needs should be reviewed to ensure that they have settled in and that the necessary support and type of educational planning is in place.

Where can I find more information?

- In the first instance, the nursery/school will be happy to respond to enquiries regarding your child.
- Information may be obtained on the Act by contacting ASL Co-ordinator at Pullar House on 01738 476390
- Further information on the Act is available from <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/>
- Information and advice is also available from Enquire Helpline on 0845 123 2303
- Email: info@enquire.org.uk
- See other Information Sheets in the series:

- ❖ Sheet 1 Introducing the Act
- ❖ Sheet 2 New Rights for Parents, Children and Young People
- ❖ Sheet 3 Providing Additional Support
- ❖ Sheet 4 Identifying, Monitoring, and Reviewing Additional Support Needs
- ❖ Sheet 5 Educational Plans
- ❖ Sheet 6 Additional Support Meetings
- ❖ Sheet 7 Resolving Disagreements
- ❖ Sheet 8 Sources of Support and Advice
- ❖ Sheet 9 Providing Additional Support for Children under 5
- ❖ Sheet 10 Individualised Educational Programmes (IEP)
- ❖ Sheet 12 Preparing for Adulthood – Post School Transitions

These are also available online at www.pkc.gov.uk and follow the path:
Education and Learning, Schools, Schools – Additional Support Needs – Information Sheets

*If you or someone you know would like a copy of this document in another language or format, (on occasion only a summary of the document will be provided in translation), this can be arranged by contacting:-
Communication Manager on 01738 476873.*

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