



Education Resources

**Validated Self Evaluation**  
**Theme group – Transitions**

**Case Study**

**Additional Support Needs (ASN)**  
**Nursery to Primary Transitions**

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## Case Study

### Additional Support Needs (ASN) Nursery to Primary Transitions

#### Summary of activity:

A description of the arrangements for the transfer of children from partnership nurseries to the ASN Base in Carstairs Junction Primary School (CJPS), which takes place during term 3 of the academic year.

The transition of this group of children is a carefully planned process, involving classroom teachers, nursery staff, head teacher of the nursery, the depute head teacher (DHT) of CJPS, the pupils and the parents.

When places are offered as a result of the decisions of ASN forums, CJPS usually receives requests from parents to visit before they make a final choice to accept. This is to be welcomed and the parents are given a tour of the school and are encouraged to ask questions in order to make a more informed decision. On some occasions, they come on the visit with their head teacher or nursery teacher for support. On completion of the ASN forums, and once places have been accepted, the process of transition from nursery to school begins.

1. The DHT contacts the nurseries and a date is arranged for CJPS class teachers to visit the pupil. This allows them to visit the pupil in their nursery, chat to them a little, work with them informally and also chat to nursery staff about individual strengths and development needs.
2. Letters are sent to the 'new' parents and children, informing them of 3 key transition dates.
3. **Session 1** - both children and parents come to the school. A tour of the school is given and then children are taken into their new class for some fun activities. While this is happening, the DHT meets with the parents over tea/coffee and discusses the school and the base. Handbooks are given out: one for the school and one specifically written for the base. Parents are encouraged to ask questions and also to get to know one another.
4. **Session 2** - the children are brought by the parents. As they have often come some way, tea and coffee are provided in the parents' room for those who wish to stay. The child goes to their new classroom and spends some time there. On this day, they also have some integrated time with the P1 mainstream class.
5. **Session 3** - meet the teacher. This is held on the same day as the P7s are visiting the local secondary school, Lanark Grammar. The whole school moves around so that they are in their 'new' classes with their 'new' teacher. Activities are planned, including collaborative tasks and active play, in order to allow the children to continue to get to know each other. Parents are again welcome to stay in the parents' room if this is easier.
6. **The new term** - transport is in place and pupils arrive on the first day. The first term with P1 pupils is a good opportunity for staff to get to know the children, carry out assessments and formulate an IEP with long term targets. A home school diary is given out on the first day and this is seen as a valuable way for parents and staff to communicate on a daily basis.
7. **The canteen** - before they attend on the first day, parents and children are invited for a lunch in the canteen.
8. **Settling-in review** - this is held in September. Parents, previous head teachers, nursery staff and other agencies involved are all invited to the school to discuss how each individual child has settled into the ASN Base. The class teacher gives a report and long term targets are shared and discussed. Once agreed, these are signed by the parent. At this point, (if appropriate) the placement is confirmed.

## **How was this area of work undertaken?**

The whole process of transition began when the base first opened in 1999 and it has continued to evolve over time.

It has been designed to support the parents as much as the child and was planned very carefully.

## **Who was involved in taking this work forward?**

The DHT attends the ASN forums, carries out pre-forum visits and arranges to communicate dates to nurseries from the time of the forum.

The dates and activities for transition are agreed collectively by the ASN Base staff.

The ASN handbook is written and updated by the DHT.

Settling-in reviews are organised and chaired by the DHT.

## **What impact and benefits are evident for service users?**

The aim of the transfer process is primarily to ensure a smooth transition for the pupil into the ASN Base at CJPS. However, it is also designed to ensure the parent can make an informed choice, is reassured about the placement and feels welcomed and part of a new school.

The pupil has time to get to know their new school and make new friends before arriving in August. They also get to know their teacher and the support staff in the classroom.

The class teacher benefits from talking to nursery staff, particularly to identify the pupils' needs and strengths in the classroom. This helps them to plan suitable transition day activities.

The transition arrangements allow the school staff to form relationships with new parents quickly and these are nurtured throughout the first year to ensure a strong partnership develops.

## **Additional information:**

It is daunting for many parents to be sending their child to an ASN Base, in a school which is not their local primary.

The transition arrangements are designed as much as possible to allay any fears and assure parents that their children are well placed.

Parents are encouraged to contact the school at any time, whether through the home school diary or by phone.

## **Contact for further information:**

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