



ASN Transitions and COVID-19

Supporting children, young people who require additional support, their families and practitioners



Reflective Questions

For Scotland's learners, with Scotland's educators



Supporting ASN Transitions through COVID-19 - Reflective Questions

On the 20th March children and young people across Scotland left their familiar educational settings facing a period of significant change and uncertainty that is likely to have a lasting effect on their future lives. The full impact of these system-wide changes on the lives of children, families and their communities, is as yet, unknown. COVID-19 has brought huge challenges and changes to the lives of all our children and young people in Scottish schools as they transition to learning at home and to an eventual phased return to school.

The Transition Principles provide a framework of reflective questions for practitioners, schools and local authorities to support and prepare learners who require additional support during transition at this difficult time. Information, guidance and free resources to support transitions for all learners who require additional support are available in the transitions sections of the [Autism Toolbox](#) and the [Addressing Dyslexia Toolkit](#).

Transition Principles	
The principles are briefly described below and can be applied across the different sectors of education. They are underpinned by the seven cross-cutting themes as set out in the Scottish Government’s plan to support continuity in children and young people’s learning in Term 4.	
Equity and Inclusion	Universal and Targeted support to achieve equity and inclusion.
Safety	Keep everyone safe and minimise harm. Proactively seek out the best possible solutions to ease their transition from their homes to continue their educational journeys.
Collaboration	Make decisions collectively. Plans are clear and transparent (across/within sectors)
Relationships	Use our knowledge of CYP to be responsive to anxieties/challenges.
Environments	Creative and safe. Offer interaction, experiences and space to motivate learning.
Empowerment	Enable/equip learners with skills and learning experiences that are important to them.
Entitlement	High-quality learner lead curriculum. Tailored transitions experiences.

Supporting ASN Transitions through COVID-19 - Reflective activity

Equity and Inclusion

Reflective Questions	Suggestions/considerations
1. How can we ensure that all our staff are aware of Equity and Inclusion – and the impact of COVID-19	<ul style="list-style-type: none"> • Ensure all staff are aware of inclusion, wellbeing and equality – access the free professional learning on the National Improvement Hub and the Professional Learning Hub.
2. How can we ensure that we are providing appropriate learning and teaching opportunities for any learning taking place at home during the school closure and future phased return?	<ul style="list-style-type: none"> • Ensure that the online learning provision is accessible for all learners – this includes the provision of equipment to support online learning at home and the development/formatting of resources to ensure that they are accessible. • Maximise the use of GLOW. • Ensure work is assessed and feedback provided.
3. How do we know we will still be able to support learners who require enhanced transition?	<ul style="list-style-type: none"> • Review current transition planning procedures to ensure they are appropriate for COVID 19. This includes new ELC/ school entries and Christmas leavers in secondary schools. • Develop creative approaches which ensure that all learners access transition support and those who require additional support receive enhanced transitions. • Do not automatically group learners who require additional support together. The definition of ASN is too broad for this to be appropriate or effective.
4. How do we ensure that new staff working with learners who require additional support are aware of their needs?	<ul style="list-style-type: none"> • Ensure learner profiles and transition information are shared effectively between ELC/schools and staff to ensure the learners are supported into an inclusive ELC/school and staff are aware of their needs.



Supporting ASN Transitions through COVID-19 - Reflective activity	
Safety	
Reflective Questions	Suggestions/considerations
1. Much of the communication around COVID-19 has been about the threat it poses; how can we help children and young people manage this?	<ul style="list-style-type: none"> • Look at information which has already been produced for both professionals and for children/young people and their families • Evaluate/review your school communities' ethos, practice and policies will support the range of needs our learners will experience from the impact of COVID-19
2. How do children and young people feel about COVID-19 measures?	<ul style="list-style-type: none"> • Consider and reflect on the range of views children and young people which have been gathered by organisations. • Ensure that the views, concerns and suggestions are taken account of and incorporated into transition planning and supports for learners.
3. How can we reassure children, young people and their families that their school will be a safe and clean environment to return to?	<ul style="list-style-type: none"> • Ensure that our language is clear and that guidance and processes regarding hand washing and physical distancing is easily available and in accessible formats, this includes visual supports. • Are appropriate risk assessments available? • Share local authority guidance and procedures with families. • Ensure there is consistent message and approach across the school community and local authority



Supporting ASN Transitions through COVID-19 - Reflective activity	
Collaboration	
Reflective Questions	Suggestions/considerations
1. How do we know our communication and collaboration between families, learners, partners, third sector, businesses/ HE/ CLD is effectively meeting the needs of our learners who require additional support during COVID-19?	<ul style="list-style-type: none"> • Review communication procedures – evaluate if they fit for purpose during COVID-19. • Establish if the communication procedures easy to find, accessible and to use. • Review how are the communication routes promoted for all members of the school community. • Look at examples of good practice in collaboration between schools and colleges/partners. • Link with parent councils to gather feedback • Ensure there a way for families to communicate with their child’s teachers to support collaboration.
2. How can we ensure that there is a consistent approach to building up parental trust and confidence across the ELC, school and local authority?	<ul style="list-style-type: none"> • Link with local authority officers and Educational Psychologists – follow advice if produced. • Ensure all staff in the school community work in a consistent approach. • Video clips of Head Teachers and staff welcoming new learners and explaining something about the school/their department.
3. How do we ensure that there is effective information sharing and collaboration to support learners who require appropriately planned transitions? This may now include learners who previously were not considered to require additional support.	<ul style="list-style-type: none"> • Ensure information sharing is secure and meets legal requirements. Follow local authority procedures and look at Education Scotland guidelines regarding digital sharing and confidential encrypting. • Review the identification of need procedures to ensure they take account of COVID-19 and the new factors which may now be impacting on learners. • Ensure that there are effective communication routes for families/partners/outside agencies to highlight concerns.



Supporting ASN Transitions through COVID-19 - Reflective activity

Environments

Reflective Questions	Suggestions/considerations
1. How can we plan to support learners and their families during a phased transition back from their home /Hub/Centre to ELC /nursery or post school?	<ul style="list-style-type: none"> • Ensure there is anticipatory planning to establish and meet the learners needs as they transition to new environments. • If the learner is transitioning to a new ELC/school share photo, video tours, layouts of their new school building/layout / routines. • Use of visual supports, do not overload the learner with information. • If required ensure the learner knows where their 'safe space' is.
2. How do we ensure that physical distancing routines and cleanliness requirements are understood by learners?	<ul style="list-style-type: none"> • Follow local authority procedures and risk assessments – ensure all staff are aware of them. • Some learners will experience difficulties in understanding and or following the required rules. Visual resources can support and reinforce messages – prepare and share these prior to schools reopening. • Communicate procedures with families and learners prior to schools reopening – send resources home where appropriate to support discussions at home and familiarity with them for the learner.
3. How do we support learners as they transition to and from home to new environments, follow new structures, rules and experience new sensory challenges?	<ul style="list-style-type: none"> • Ensure contact is made with the family and professionals who have previously supported the learner to establish any environmental sensory triggers which will need to be supported. • Some learners will require planning which supports the development of suitable and predictable environments. • Liaise with the family to establish what strategies and supports they have used during the school closure period - incorporate them into planning. • Ensure staff are aware of how to use strategies which support learners regulate their emotions to help them cope with the environmental changes and which learners in particular will benefit from this. Coping strategies and supports will change according to the learner's developmental levels.



Supporting ASN Transitions through COVID-19 - Reflective activity

Empowerment

Reflective Questions	Suggestions/considerations
<p>1. To what extent are we engaging children, young people and their families in the design of transition programmes?</p>	<ul style="list-style-type: none"> • Find creative ways to gather viewpoints of children, young people and families. • Ensure that there are clear communication channels which make use of an effective and relevant range of media including social media. Aim to reach the whole school community through a variety of means. • Encourage responses, queries and suggestions regarding the back to school process.
<p>2. How can we ensure that stakeholders are invested in any plans and that their views are gathered throughout implementation?</p>	<ul style="list-style-type: none"> • Engage in dialogue with stakeholder groups and aim for 'buy in' and collaboration. • Be responsive to issues raised throughout the process. Act promptly regarding concerns and connect compassionately with the school community.
<p>3. How can we ensure that any consultation makes an impact on the transition process?</p>	<ul style="list-style-type: none"> • Identify groups of young people who will thrive on increased trust, responsibility and accountability. Some schools have an effective peer support initiative with a positive impact on all participants. • Continue to self-evaluate and reflect on the impact of collaboration and co-production.



Supporting ASN Transitions through COVID-19 - Reflective activity

Entitlement

Reflective Questions	Suggestions/considerations
<p>1. How do we ensure children and young people have a range of opportunities to learn whether at home or in an education and care HUB?</p>	<ul style="list-style-type: none"> • Develop a procedure/mechanism to establish if all learners have appropriate learning devices and connectivity to the internet. • Provide resources to learners who do not have access to devices and internet connectivity. • Ensure learners and their family are confident in using specialised IT or equipment which the child uses. At school they may have support with this. • Ensure the online learning resources are developmentally appropriate. • Consider whether these resources are accessible for all pupils or do adaptations need to be made or alternatives found/made.
<p>2. How do we ensure children and young people have the support they need both socially and academically?</p>	<ul style="list-style-type: none"> • Develop a procedure/mechanism to establish if all pupils are engaged with the learning offered to them. • Establish if the ELC/School/local authority needs to support parents more to be able to support their child's learning more effectively? • Be creative in supporting pupils to keep in touch with their peers (both in the context of learning and socially to try to maintain social bonds). • Ensure that there is a process for identifying learners who require additional support e.g. wellbeing/mental health support, specialist equipment or resources.
<p>3. How do we remotely support our children and young people's wellbeing?</p>	<ul style="list-style-type: none"> • What is the process to check up on pupil's wellbeing remotely – evaluate its effectiveness. • Review how are the communication routes promoted for all members of the school community. • Review the communication routes to ensure that concerns and information on wellbeing from non-education partners can be shared and recorded. (Social work, Allied Health Professionals).



Below is an example of an activity which can be done individually, as a group or as a whole school to evaluate current practice and identify areas for improvement.

Access the file '[Reflective Activity Tables - Supporting ASN Transitions through COVID 19](#)' which has all the transition focus areas within tables for staff to record their reflections and areas for improvement.

Transition Focus –			
Reflection	In my class	In our school community	In our local authority
What I /we do well			
What needs to improve			
How to improve			