

# Moving On Up

Doonfoot Primary School Communication Base and Queen Margaret Academy  
Supported Learning Centre Transition Project



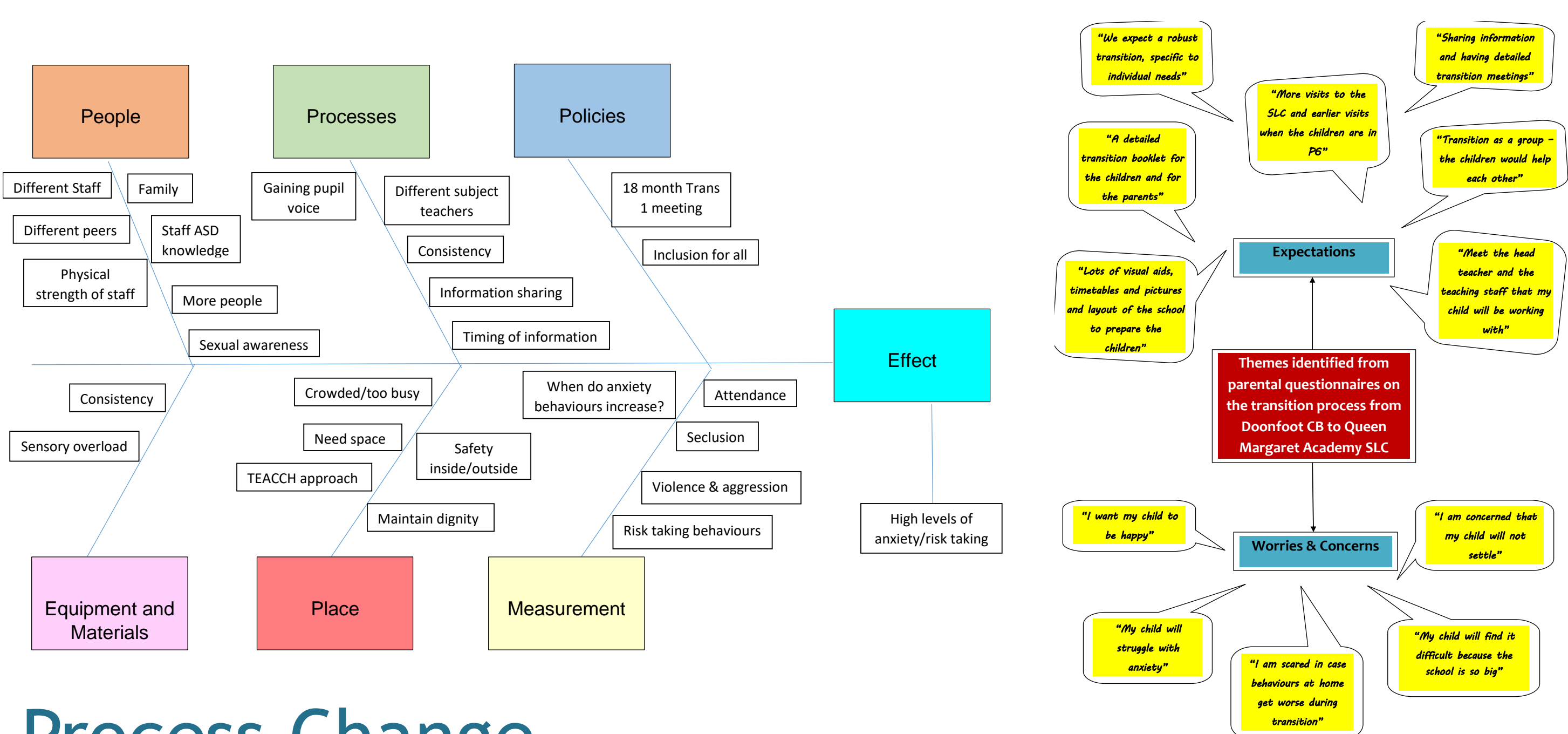
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**Rationale:** In recent years there have been a small number of young autistic people who attended Doonfoot Primary Communication Base but have struggled to adjust to their new secondary school environment at the Supported Learning Centre (SLC) at Queen Margaret Academy. For some pupils the placement has broken down completely and alternative out of authority placements have been necessary. A more robust transition process is needed to improve outcomes for this group of young people. The expected impact of a better transition process will see improvements in the young people's health and well-being, better attendance at school, increased engagement in learning, more support for families and carers, and a reduction in the number of young people being educated out with their locality.

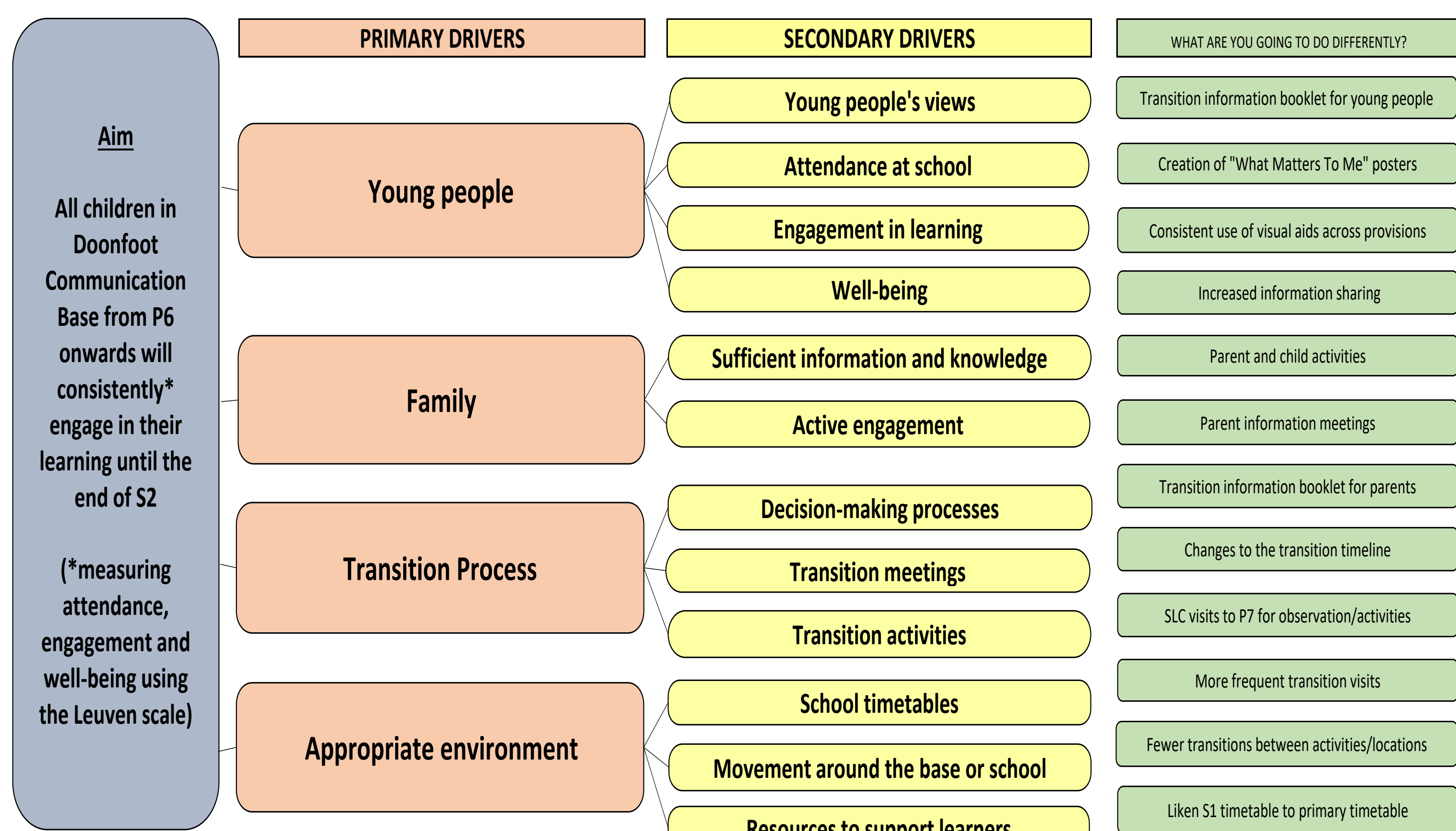
**Aim:** All children in Doonfoot Communication Base from p6 onwards will consistently engage\* in their learning until the end of S2.  
(\*measuring attendance, engagement and well-being using the Leuven scale).

## Method

- We analysed the various aspects of the transition process using a fishbone diagram
- "Quick wins" were identified using an effort and impact chart
- Data was gathered on attendance, well-being and engagement of pupils in S1 and P7 to learn from each cohort
- Questionnaires were used to gather the views of parents and stakeholders
- We developed a driver diagram and used PDSA cycles as part of the process change



## Process Change



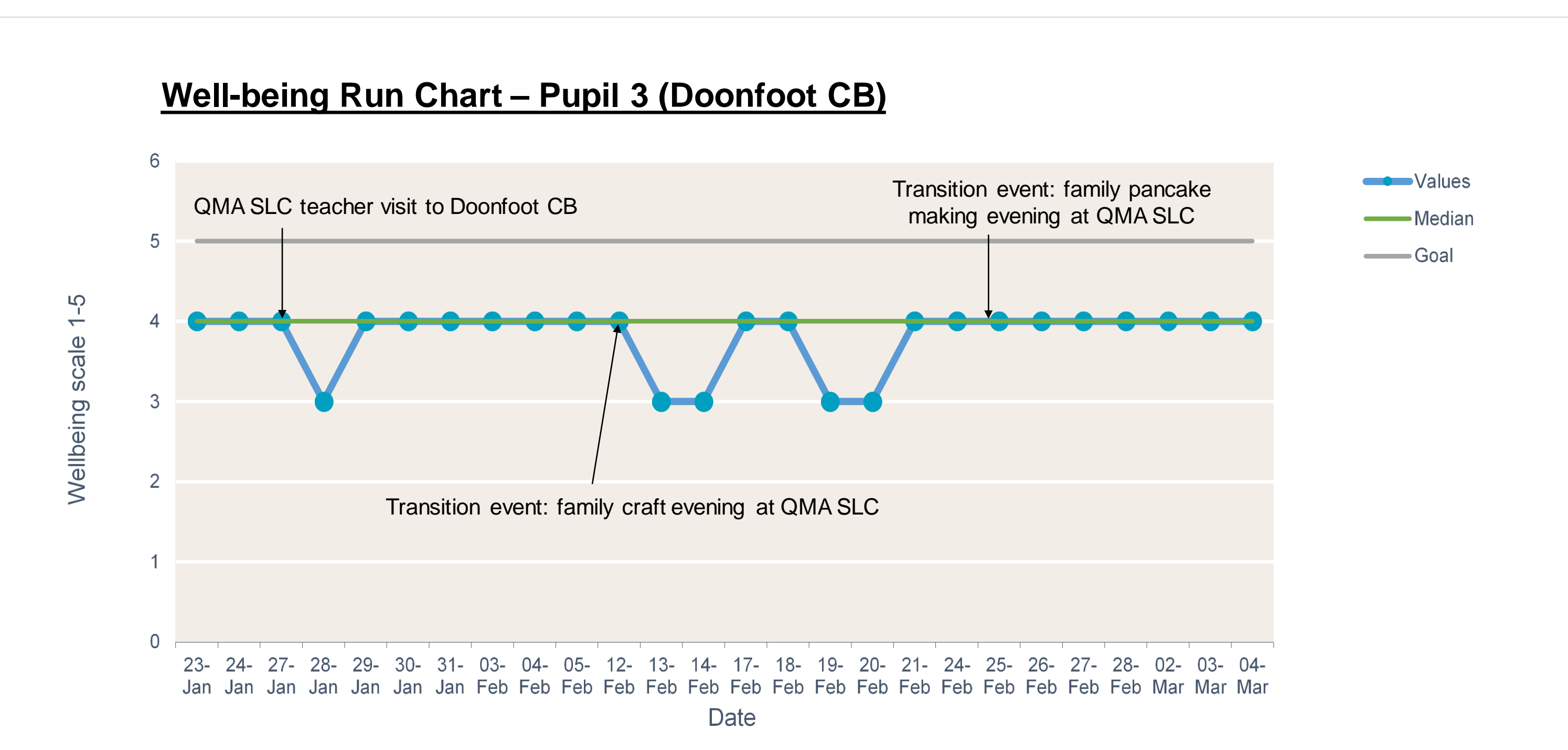
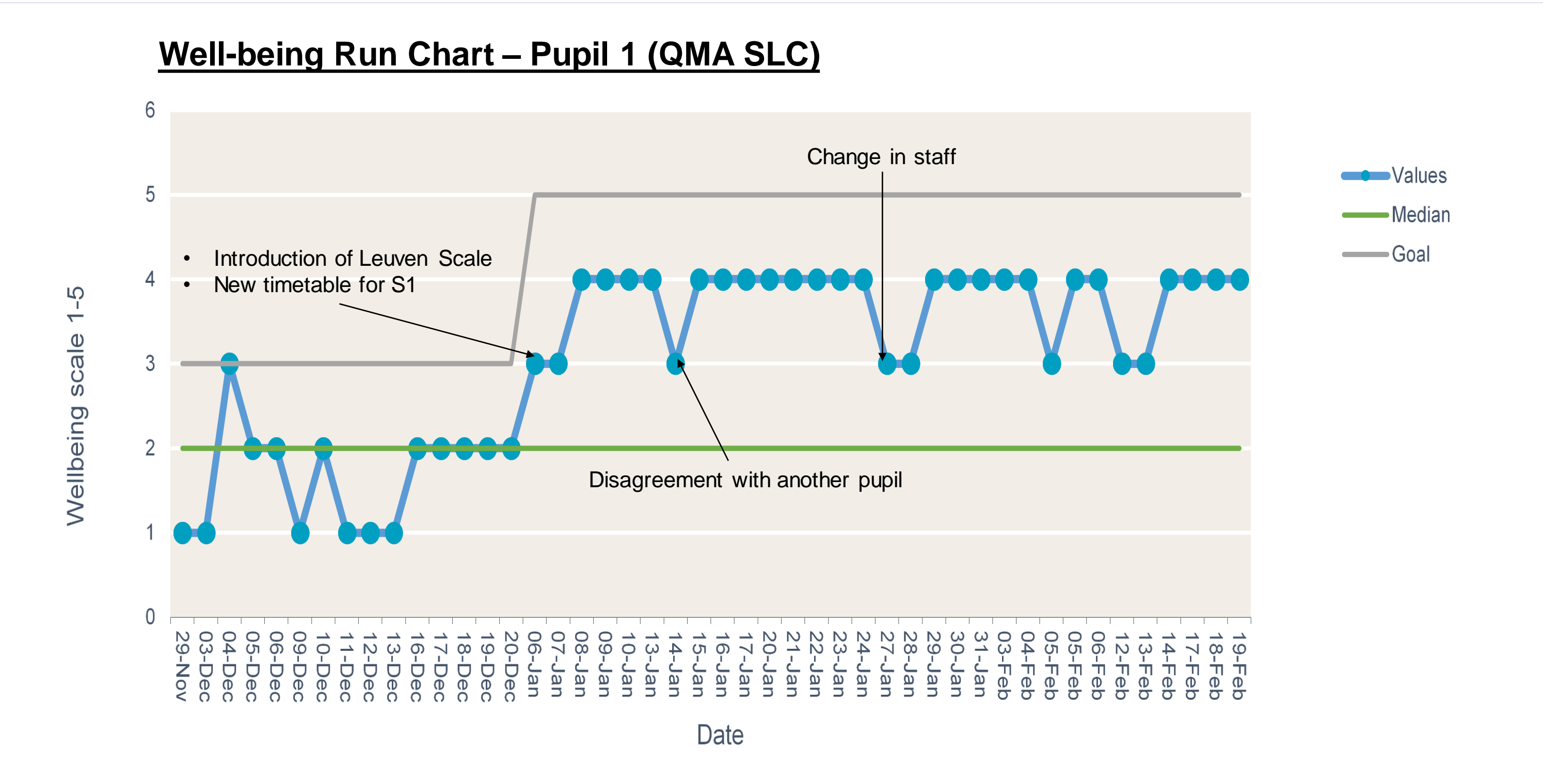
## Achievements

- Some of the young people created "What Matters To Me" posters to highlight their views, wants and needs to others
- The creation of a more robust transition timeline with enhancements in family/carer involvements, increased and earlier transition visits, better information sharing and amendments to timetables
- We are in the process of creating general information booklets on transition for the parents/carers and specific transition information booklets on Queen Margaret Academy SLC for the young people involved

## Key Learning Points

- Building will with key stakeholders from the beginning of the project is crucial to drive forward improvements
- Using the 5 point Leuven scale to measure well-being and engagement provided more robust data
- For a long term project a narrower focus at each phase is beneficial

## Results



## Conclusions

- It is apparent that a "one size fits all" transition process does not work with young autistic people and that the transition process should be individual to each person
- Patterns are beginning to emerge from analysis of the run chart data gathered to date. Further conclusions will become clear as richer data is gathered throughout the new transition process

## Next steps...

- Maintain data collection which will be used to further develop the Transition Project
- Continue to develop the transition process to make it individual to each young autistic person
- Share learning with ASN leadership for spread and scale with other specialist provisions in SAC