



St Hilda's CE Primary School

TRANSITION POLICY

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Statement of Intent

Transitioning into an early years setting, and subsequently through different stages of education (KS1, KS2, Secondary School) can be an anxious time for young children. At SS Simon and Jude CE Primary School, we aim to make children's transitions into and within the early years as effective as possible, in order to reduce their anxieties and make transitioning as pleasant and exciting as possible.

Our goal is to ensure children's 'school readiness' and to provide them with the knowledge and skills needed to prepare them for progress through school and life.

We recognise that:

- Every child is unique.
- Positive relationships nurture children to be strong and independent.
- Enabling environments encourage good learning and development.
- Children develop and learn in different ways and at different rates.

We apply the above principles throughout children's journeys through and beyond the school, including during periods of transition, to ensure all children are prepared for the next stage in their education.

1. Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- General Data Protection Regulation
- Data Protection Act 2018

1.2. This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Keeping children safe in education'

- DfE (2018) 'Working Together to Safeguard Children'
- DfE and Department of Health and Social Care (2015) 'Special educational needs and disability: code of practice 0 to 25 years'
- STA (2020) 'Early years foundation stage profile'

1.3. This policy should be read in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy

2. Definition

2.1. For the purpose of this policy, "transition" is the movement that takes place between a setting, year group or key stage, and describes the practice that is adapted to support children to settle into their new learning environment in preparation for future learning and development.

3. Roles and responsibilities

3.1. The Local Advisory Board and Principal have overall responsibility for the implementation of this policy.

3.2. The Assistant Head / TLRs are responsible for:

- Ensuring continuity of support through the transition process and maintaining contact with other professionals involved, as well as parents and pupils.
- The organisation and management of transition activities, both on and off-site.
- Ensuring that children are appropriately registered twice a day when they are undertaking transition activities.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.
- Ensuring children's needs are discussed as part of the data exchange meeting.

3.3. All staff involved in transition activities are responsible for:

- Ensuring that confidential information is not shared unnecessarily and that personal data concerning children is only disclosed on a need to know basis.
- Following this policy and ensuring that children act in accordance with the policy at all times.
- Ensuring that first aid equipment and any necessary medication is always accessible, including when transition activities take place offsite.

- Planning transition activities that ease children's anxieties and make them feel prepared for their next stage of learning.

4. Planning transition activities

- 4.1. Practitioners will ensure that children are given opportunities to talk about their concerns and ask questions about transition activities.
- 4.2. Practitioners will communicate with parents effectively about the transition activities that have been planned.
- 4.3. During the transition process, at least one meeting will be held between the professionals involved on either side of the transition to establish a shared, cohesive approach, and to ensure there are no conflicting expectations of children.
- 4.4. Transition meetings consist of an induction to school hosted by the school's learning mentor; move up morning for existing pupils; home/nursery visits for new to school children; transition days at the start of the new academic year for Early Years children; transition days off site; parents meetings within the first half term.
- 4.5. Practitioners will make transition plans that allow children to visit their new setting, and for the next member of staff to visit the children in their current setting.
- 4.6. Transition activities will have children's wellbeing as a central priority.
- 4.7. Transition activities will be planned as a gradual process, rather than a singular event.
- 4.8. Transition activities will create opportunities for children to develop selfcare skills.
- 4.9. Transition activities will be approached with creativity, acknowledge children's anxieties and focus on core skills, while allowing for children to take part in enjoyable activities.

5. Transition into Nursery

- 5.1. Parents express interest in a Nursery place through advertisements of places; sibling links; communication within the community.
- 5.2. All parents who express an interest in Nursery are added to the school's waiting list.
- 5.3. School controls nursery admissions. The admission policy criteria for school places is followed in the first instance.

- 5.4. Funding requirements are checked for 3YO Nursery and places are granted according to funding checks and in line with the schools' admission policy.
- 5.5. Parents are invited to attend an induction meeting with the learning mentor where all necessary paperwork is completed.
- 5.6. Parents are invited into Nursery at the start of the new academic year with their child for a one hour play session.
- 5.7. Transition times are gradually increased over a period of one week where children stay for one hour play sessions independently of parents. Children stay their allocated 15 hours from the start of the second/third week within the Autumn term.
- 5.8. If children are transitioning from local pre-schools, the Nursery teachers arrange a pre visit/phone call to their setting where possible. If children have no previous pre-school experience, home visits may be carried out at the start of the new academic year by two practitioners (see Home Visit Guidelines).
- 5.9 Nursery practitioners complete assessments on each child based on early years outcomes. Assessments are recorded on the school's assessment system and are shared as part of the data exchange meeting.
- 5.10 Learning Review whole school tracking information is completed for each child in school.
- 5.11 Nursery children attend whole school events throughout the academic year to ensure children are aware of the wider environment.
- 5.12 Nursery parents are encouraged to share any information, concerns or successes with staff. Parents are invited into school every morning to support their child in writing their names (if applicable) and self registering.

6. Transition into Reception

- 6.1. School hosts an open evening in the Autumn term prior to the new academic year for prospective parents.
- 6.2. Information linked to primary school places and the application process is shared with Nursery parents. Learning mentor to provide support where needed.
- 6.3 Before entry to Reception:
 - Joint activities are organised for Nursery and Reception children.
 - Nursery children spend a session in the Reception classroom in line with the whole school moving up morning.

- Nursery children are allowed time to explore the main school building supervised by a member of staff as part of whole school events e.g. sports day; golden celebration.
- Nursery and Reception children share an outdoor area and integration is encouraged.

6.4 Entering Reception:

- The nursery practitioners will complete assessments on each child based on the early years outcomes and record these on the school's assessment system at the end of the academic year.
- The nursery practitioners will advise the Reception teacher on favourable groupings for children when determining the children's new classes. New classes are created based on the children's basic characteristics.
- New to school parents are invited to an induction meeting with the learning mentor to complete all necessary paperwork.
- If children are transitioning from local pre-schools, the Reception teachers arrange a pre visit/ phone call to their setting wherever possible. If children have no previous preschool experience, home visits are carried out at the start of the new academic year by two practitioners wherever possible (see Home Visit Guidelines).
- Parents are invited into school with their new to school children for a one hour play session.
- This is gradually increased over the period of the first week, so they attend full time by the end of the first week.
- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment.
- Only the teacher/TA from current class will work with children when they join Reception, and gradually they will begin to work with other adults as the term progresses.
- Reception staff monitor the children whilst eating lunch in order to provide a positive dining experience. Any concerns with eating is identified and shared with parents via the school's learning mentor.

- Parent workshops are held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

6.4 Throughout the year, parents are encouraged to share any information, concerns or successes with staff.

7. Transition into KS1

7.1. In the final term of the year in which a child reaches the age of five, and no later than 26 June in that term, an EYFS profile must be completed for each child.

7.2. The EYFS profile must provide an outline of the child's progress, assessed against the early learning goals, and their readiness for Year 1. The DFE marksheet is completed with Expected or Emerging against every ELG.

7.3. Learning Review whole school tracking information is completed for each child in school.

7.4. During the Spring term, prior to entry into Year 1:

- Reception children begin to attend worship and whole school events in the school hall, in addition to special assemblies throughout the year.
- Reception classes adopt a modified timetable similar to the Year 1 experience by gradually increasing group sizes during teaching inputs as well as expecting children to sit for longer periods of time.
- Reception children have sessions with the main school, such as sports day and move up morning.

7.5. Entering Year 1:

- Reception teachers complete assessments on each child and record on the schools assessment system at the end of the academic year. This is shared with year 1 teachers during the data exchange meeting.
- Children will continue to follow the curriculum model from reception e.g. RWI Phonics Programme, Power Maths, EYIC/IPC curriculum etc.

Staff will continue to plan opportunities that match the needs of the children.

- Children continue to be assessed on the EYFS profile, if appropriate.
- Consideration is given to the links between the seven areas of learning in the EYFS and the national curriculum subjects as detailed within the school's curriculum progression documents.

- The more formal teaching of Year 1 is introduced.

8. Transition through school

- 8.1 Whole school tracking information within Learning Review folders is completed for each child in school.
- 8.2 All staff complete a data exchange meeting whereby information linked to children and learning is shared. This includes single page profiles where necessary.
- 8.3 Every child participates in a 'move up morning' where they meet their new class teacher for a period of 2.5 hours.
- 8.4 The class charter is completed with the children alongside the children's dreams and aspirations. This is displayed in their new classroom ready for the start of the academic year.
- 8.5 Parents are invited to a 'Meet the Teacher evening' where they are able to meet their child's new class teacher.
- 8.6 All classes have a class clinic slot on Monday after school should parents wish to raise any concerns or they can contact the school's learning mentor.
- 8.7 New pupils receive an induction meeting with the school's learning mentor whereby all the necessary paperwork is completed as well as a tour of school and their new classroom.
- 8.8 New pupils receive a new school jumper and book bag so they are prepared.
- 8.9 Records from previous school is sent via CTF and saved on the school's online management system.

9. Transition to Secondary School

- 9.1 School receives confirmation of the children's allocated Secondary schools.
- 9.2 Learning mentor contacts parents whose forms are late or where children haven't been allocated a school.
- 9.3 Year 6 staff meet with transition leads from each secondary school to share the relevant information.
- 9.4 School SENCO meets transition leads where appropriate.
- 9.6 Every child attends at least 1 or 2 transition day as organised by the receiving school – this is usually during the first week of July.
- 9.7 School SENCO liaises with parents and Secondary schools to arrange additional visits for vulnerable children.

10. Children with additional needs

- 10.1 Practitioners recognise that transition can be a particularly anxious time for those with additional needs in terms of speech, language and communication development and/or physical, health and general development.
- 10.2 The SENCO will hold termly meetings with the practitioners as well as parents of children with SEND to discuss transition and to facilitate liaison with other professionals.
- 10.3 Reasonable adjustments for transition plans, as well as medical requirements, will be discussed at induction meetings.
- 10.4 EHCP plans will be transferred on to the next phase alongside the child's records.
- 10.5 Training for staff linked to children with additional needs takes place prior to the child starting school i.e. training for identified medical need.

11. Parental involvement

- 11.1 Parents of children who are at the age of transitioning within their education are given the opportunity to attend an individual meeting with the school's learning mentor to discuss their progress, any concerns and transition arrangements.
- 11.2 Parents of vulnerable children and children with additional needs will be continuously involved in tailoring transition activities to their child's needs.
- 11.3 Parents will be informed of transition activities via letter and will have the opportunity to withdraw their child from taking part if it is deemed necessary.

12. Transferring information

- 12.1 Practitioners will forward children's records on to the relevant member of staff responsible for their next learning stage in good time prior to the children beginning the next stage of their education.
- 12.2 Practitioners will deliver children's records through a face to face data exchange meeting.
- 12.3 If practitioners are unable to deliver records in person, they should telephone the receiving practitioner before sending the records and include a contact name and number.
- 12.4 Practitioners may request feedback about children's records in order to help them develop their record-keeping practices.

12.5 If a practitioner does not receive children's records, they should request them.

12.6 Information will always be delivered securely, in accordance with the school's Data Protection Policy.

13. Health and safety

13.1 All staff members involved in transition activities have a duty of care and a responsibility to ensure the safety and welfare of the children involved.

13.2 The Principal has a duty of care to all participants of transition activities that take place off-site, including staff, and will therefore ensure that the necessary safety measures are taken where an educational visit forms part of a transition plan.

13.3 If transition activities pose any new risk, a thorough risk assessment will be completed.

13.4 The Principal is responsible for ensuring that all staff members and volunteers involved in any form of regulated activity with children have undertaken a valid DBS check.

13.5 Staff members involved in transition activities will ensure that children are supervised at all times by at least one suitably qualified individual who has undergone the appropriate security and safeguarding checks.

14. Monitoring and review

14.1 The Principal will review this policy on an annual basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.

14.2 The next scheduled review date is November 2024.

14.3 All members of staff are required to familiarise themselves with this policy as part of their induction programme.