

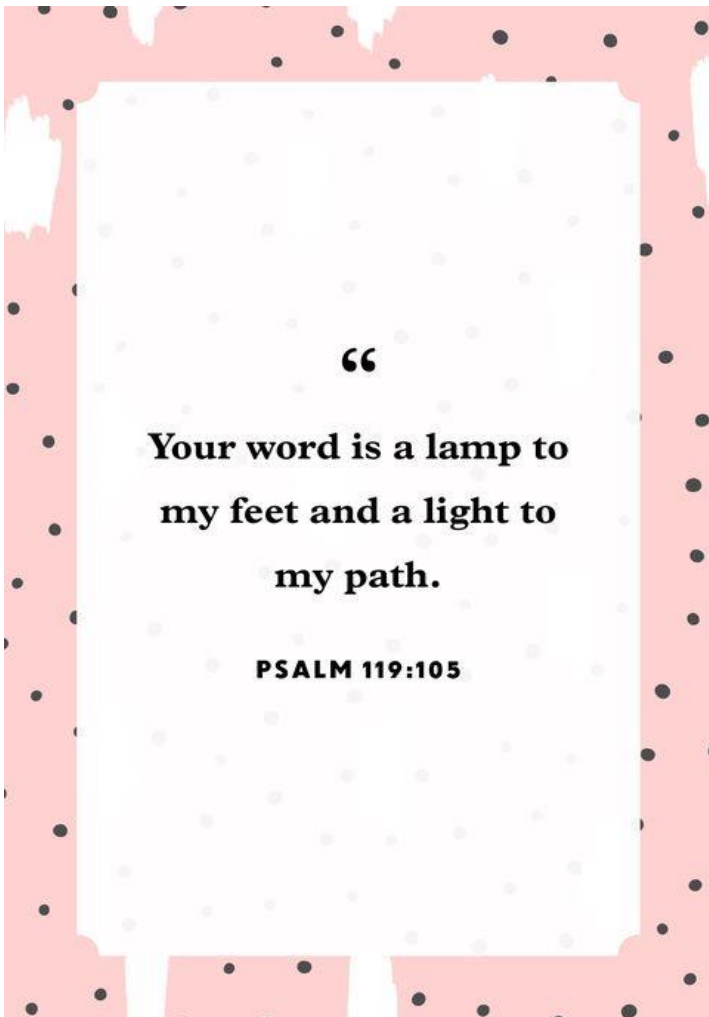
Altrincham CE Primary School



Transition Policy

'All things must change, to something new, to something strange.'

Henry Wadsworth Longfellow



“

**Your word is a lamp to
my feet and a light to
my path.**

PSALM 119:105



“

**I can do all things
through him who
strengthens me.**

PHILIPPIANS 4:13

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Statement of intent

At Altrincham CE Primary School, we understand the importance of the transition process for both pupils and their parents and, as a result, we are committed to providing a smooth transition for all pupils whether it is between settings, year groups or key stages.

We have created this policy to ensure that all pupils engage in a smooth transition by:

- Providing opportunities, support and information for parents, pupils and practitioners during this crucial time.
- Providing a positive experience which will not hinder pupils' wellbeing, learning or development, and ensures they are enthusiastic to learn in their new setting.
- Actively involving pupils and parents in the transition process.
- Sharing information between settings, in terms of pupils' development and learning records which will enhance the effectiveness of the transition process.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Data Protection Act 2018
- The Education Act 2002
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25 years'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2014) 'School Admissions Code'
- STA (2019) 'Assessment framework: Reception Baseline Assessment'

1.2. This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Records Management Policy
- Primary Transition Activities Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

2.1. The Governing Body is responsible for:

- Ensuring compliance with the 'School Admissions Code' 2014.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Ensuring the school has designated members of staff who are responsible for the coordination of transitions.
- Liaising with the Head Teacher with regard to the transition procedure, ensuring that it is robust and offers the essential support that pupils need to cope with the change.
- Promoting the importance of parental engagement during the transition process.
- Receiving reports from the Head Teacher with regard to the success of the transition procedure.

2.2. The Head Teacher is responsible for:

- Appointing appropriate members of staff to coordinate pupil transition who will take lead responsibility for the transition procedure and activities.
- Liaising with the Governing Body and reporting back the successes and challenges of the transition process.
- Liaising with the Governing Body on pupils entering and leaving the school and the measures in place to accommodate for these new pupils.
- The overall implementation of the Transition Policy.
- Reviewing this policy in conjunction with other relevant policies
- Liaising with early years settings and secondary schools to coordinate transitions between schools.
- Being the face of the school's transition procedure, ensuring a welcoming atmosphere is adopted throughout the school.
- Meeting with parents to welcome them and their children to school and answering any queries they may have.

2.3. The SENCO will be responsible for:

- Liaising with relevant members of staff, e.g. the Head Teacher of a pupil's previous setting, to ensure pupils with SEND receive the essential support they require.
- Liaising with pupils' parents to ensure measures are put in place to make the transition for their child easier. This will include an 'on entry' meeting to share information
- Meeting with pupils to ensure they are happy and feel supported during the transition period.
- Reporting successes and challenges back to the Head Teacher where necessary to help inform future transition programmes.
- Having due regard to the Special Educational Needs (SEND) Policy when implementing support for pupils with SEND during transition periods.

2.4 The EAL Lead will be responsible for:

- Liaising with relevant members of staff, e.g. the pupil's previous class teacher, to ensure pupils with EAL receive the essential support they require.
- Liaising with pupils' parents to ensure measures are put in place to make the transition for their child easier. This will include an 'on entry' meeting to share information.
- Meeting with pupils to ensure they are happy and feel supported during the transition period.
- Reporting successes and challenges back to the Head Teacher where necessary to help inform future transition programmes.

- Having due regard to the School's EAL procedures when implementing support for pupils with EAL during transition periods.

2.5 The phase leaders and class teachers are responsible for:

- Ensuring that pupils receive the required support when going through transitions of education.
- Liaising with staff and senior leaders of nurseries and secondary schools to ensure there is a smooth transition to and from the school.
- Having due regard to the school's Child Protection and Safeguarding Policy and the Health and Safety Policy when organising transition days and activities.

2.4. All staff are responsible for:

- Adopting a warm and welcoming atmosphere for new pupils.
- Offering support for all pupils but having particular regard for pupils who are struggling to adjust to a transition.
- Conducting taster sessions with their new class during the summer term prior to the transition.
- Participating in transition activities.
- Identifying suitable pupils to be part of a 'buddy system' for pupils entering the school during an academic year.

3. Definition

- 3.1. For the purpose of this policy, “**transition**” is the movement that takes place between one setting, year group or key stage, and describes the practice that is adapted to support pupils in settling into their new learning environment in preparation for future learning and development.

4. Transition into the (EYFS) Early Years Foundation Stage (Nursery and Reception)

4.1 Once a place in Nursery or Reception has been confirmed, arrangements for transition are communicated to parents in writing. Families are invited to a meeting at which they meet the EYFS Team and receive further information about the setting and settling-in process.

4.2 New intake children visit school for two play sessions during the term before they start to become familiar with their new school and the staff that will be working with and supporting them. These play and stay sessions are also offered to children who are familiar with our school setting. We see this as an excellent opportunity for all our pupils and parents to get to know each other during this important transitional

milestone. It is also an opportunity for parents to ask questions and discuss any concerns they may have.

4.3 Home visits are offered to children who are new to the school. At this meeting, parents are invited to share information about their child. Parents of children who are familiar with the school, share this information by returning their registration pack. The information gathered during these meetings is used by practitioners to plan activities that are relevant, interesting and reassuring to the children.

4.4 All our new September intake children (Nursery and Reception) start full time (or equivalent) straight away. However, we know that children are unique individuals who may require a longer transition period when it comes to settling them in. Practitioners will work with families in a bespoke way to ensure children get off to the best possible start. This may require us to shorten the school day for some children in the first few weeks.

4.5 Foundation Stage staff are always available before and after school to chat to parents informally – they are proactive in talking to parents about issues that may arise with individual children. Throughout the year, parents are encouraged to share any information, concerns, or pupil successes with staff.

4.6 Formal (E.g. Parent Conference) and informal meetings (E.g. Play and Stay Sessions) occur with all parents of EYFS pupils during their first term within school.

4.7 Some activities, e.g. PE, take place in the main hall to allow children to experience different parts of the school. In addition:

- Nursery and Reception children attend some of the shorter assemblies and acts of worship in the main hall and the frequency and duration of these increase slowly over the course of the school year.
- Nursery and Reception children have dedicated staff who look after them in the lunch hall to reduce anxiety over lunch time.
- Staff use stories to help explain new situations so children can relate to the change that will occur.

Transition from Nursery to Reception

4.8 Nursery children are usually confident about the move to Reception given that they work with the Reception cohort on a daily basis as part of the School's EYFS unit and share the same staff team.

4.9 During the first term:

- 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 will not be aware

that they are being assessed. Children with SEND or EAL will be included in the assessment.

5. Transition into Year 1

Transition from Reception to Year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of the National Curriculum.

5.1. During the Summer term, prior to entry into Year 1:

- Reception pupils will attend assemblies and acts of worship with the whole school, additional to special assemblies throughout the year.
- Reception pupils will have sessions in the Year 1 classroom with their future Year 1 teacher and TA.
- Year 1 teachers will spend time in the reception classrooms and outside space with the children they will be receiving.

5.2. Prior to the pupils entering Year 1:

- Learning journeys, phonics assessments, examples of writing, the results of the EYFS profile and pastoral information is passed on from the Reception teacher to the Year 1 teacher.
- Time is given for the EYFS and Year 1 staff to meet and talk about the individual pupils in detail. This includes progress in reading, writing and mathematics, any gaps in learning, Special Educational Needs, recommendations for interventions that are planned to start in September and any other relevant information relevant to the well-being and development of the child.
- This information is used to plan the children's next steps in learning by adjusting/fine tuning the curriculum and setting future targets. Links are made between Early Learning Goals (ELGs) and National Curriculum learning objectives.

5.3. During the first term (however we will be led by the individual needs of the cohort/individuals, meaning this can be extended):

At the start of the year, key aspects of the learning environment and pedagogy are familiar to the children. The Year 1 curriculum builds upon and extends the experiences children have had during the Early Years Foundation Stage. Teaching and learning is delivered in a creative and hands-on way to support children's transition. The Year 1 classroom aims to reflect a similarity to the EYFS classroom as it provides areas of learning available to the children such as construction and role play areas.

- The Year 1 timetable, in terms of provision, planning and pupil-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Pupils will continue to be assessed on the EYFS profile, if appropriate.
- Consideration is given to the links between the seven areas of learning in the foundation stage and the national curriculum subjects.
- The more formal teaching of Year 1 is introduced gradually.

6. Transition into other years

6.1. Pupils will attend weekly whole-school sharing assemblies and acts of worship throughout the year, and will engage with other teachers and pupils.

6.2. During the Summer term prior to entry into the following year group:

All children visit their new classes towards the end of the Summer Term, spending a morning in their new classroom with next year's teaching staff. Children engage in a range of activities, discuss the curriculum and have opportunities to ask questions.

Transition meetings are timetabled towards the end of the Summer Term. At these meetings individual children are discussed to ensure that the receiving teacher has a good understanding of the learning and pastoral needs of each of the children. The handover meeting will involve discussing the overall progress of the pupils, any issues the current teacher faced and whether there are any special considerations the new teacher needs to be aware of, e.g. adjustments for pupils with SEND or EAL.

- Assessment information on children's attainment, progress and targets is also shared on Insight Tracking System. The receiving teacher also has access to each child's end of year school report.
- Teachers transfer records e.g. Accelerated Progress Plans, Early Identification Plans.
- This data and information enables the child's new teacher to set targets and learning goals for the following year.
- Previous class teachers will advise new teachers of favourable groupings for pupils as well as any grouping which should be kept separate.
- Throughout the year there are shared assemblies and acts of worship, PE coaching and project based opportunities where children of different age phases mix together to enable them to get to know each other and other staff.

- 6.3. A 'Meet the Teacher Event' will be held within the first two weeks of the Autumn Term to provide parents with information about the curriculum, routines and expectations of the child's new class teacher and the learning which is planned for the academic year. A timetable and year group newsletter are shared with parents at, or shortly after this meeting. This allows parents and carers to reflect on the transition process, as well as address any questions or concerns.
- 6.4. In addition, a Parents Conference will be held in the first term to celebrate children's successes, discuss next steps and give parents the opportunity to address any questions or concerns.
- 6.5. Whilst some activities in the first week(s) of the Autumn Term are specifically planned to help children settle in to their new environment and get to know adults and peers, it is our belief that children move to a regular timetable as soon as is practicable, in order to offer consistency and maximise learning opportunities.
- 6.6. Homework will be set as per the school's agreed Homework Policy and we are mindful of avoiding pupils' feeling overwhelmed by homework.

7. Transition from Year 6 to Year 7

- 7.1. Once places have been offered and accepted, Year 7 tutors from most secondary settings visit Year 6 to meet the children and the Year 6 teachers.
- 7.2. In the meeting with the Year 7 teachers, transition needs for each pupil will be discussed, such as whether a 'buddy' system will be necessary,
- 7.3. The school shares pupil information with the receiving secondary school including end of KS2 attainment levels, information about Special Educational Needs and pastoral information.
 - 7.4. Year 6 pupils attend their prospective secondary school for one Transition Day during the Summer Term.
 - 7.5. Year 6 pupils will engage in transition units for maths, in accordance with what they will be learning during their first term in Year 7.
 - 7.6. Any pupils who may require additional support, such as those with SEND, will receive this both before the transition in order to prepare.
 - 7.7. In the second half of the Summer Term, all Year 6 pupils complete a unit of work called, 'Changing Me', which addresses many issues associated with transition such as dealing with peer pressure, personal safety, sex and relationships education. Children prepare and lead a leavers' service in church, containing their reflections of their time at primary school.
 - 7.8. The achievements of the cohort of children leaving primary school is celebrated through a Year 6 performance to the school community, a special

leavers' service, a leavers' party (organised by parents) and the traditional signing of shirts.

7.9. Past pupils are always welcomed back to visit their old primary school.

8. Transition into the school

- 8.1. Individual tours are arranged for all incoming parents and pupils, and the pupil is offered time to stay with their prospective class.
- 8.2. Parents will receive a 'Welcome Pack', including information about the school and the curriculum.
- 8.3. New pupils joining the school are assessed by their class teacher and other necessary members of staff, such as the SENCO, to ensure that any additional needs are accommodated for.
- 8.4. A 'buddy' system is established for the pupil; this will involve pairing the new pupil with a current pupil and will help them to integrate.
- 8.5. Where possible, records are obtained from the previous school and are made available to the pupil's class teacher and SENCO. Confirmation is sought that all necessary records have been received by the school, this includes confidential records and information relating to safeguarding concerns
- 8.6. New children are assessed quickly by the class teacher (and SENCO if necessary)..
- 8.7. Data transfers are made in line with the school's Data Protection Policy.

9. Transition activities

The phase leaders and class teachers will be responsible for ensuring that pupils receive the required support when transitioning:

- From Reception to Year 1.
- In between school years.
- From primary to secondary school.
- To the school during the academic year.

The phase leaders and class teachers will liaise with staff and senior leaders of nurseries and secondary schools to ensure there is a smooth transition to and from the school.

Transition activities are designed to encourage communication between pupils, supporting connections made between peers.

Activities will vary and include visits to pupils' new school or class, practice sessions with new teachers and games.

Games will be interactive, age appropriate and encourage pupils to introduce themselves to their class teacher and peers.

Visits to new schools will expose pupils to the daily life within their new schools; they will experience various taster classes, assemblies, and break times.

A planned visit will be conducted during the Summer term in order to allow pupils to become more familiar and confident with the activities and expectations associated with the above year group or key stage.

Pupils transitioning to secondary school will attend activities at the secondary setting during school hours, in most instances. Sometimes, secondary schools choose to do this through a residential visit.

The school will maintain a relationship with local secondary schools to provide pupils with the opportunity to visit and attend activities at these settings.

Parents are informed about the details of all transition activities, when they will take place and how they will benefit their child.

10. Monitoring and review

This policy will be reviewed on an annual basis, taking into account the effectiveness of the identified support for transition, and will make any changes necessary.

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