

Primary Transition Policy

Version 1

This policy has been implemented after consultation with relevant recognised trade unions.

This policy applies to all NCLT primary institutions.



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1.0 Introduction

Our NCLT Primary Schools take the necessary steps to provide continuity between settings and key stages which will lead children to academic, social and emotional success. Both staff and parents will work together to ensure the best transition outcomes for each child, whatever their needs.

1.1 Aims

We aim to provide a positive transition experience for both children and parents. To do this, we aim to allow enough time for children to become aware of the new surroundings and give them time to form new attachments\relationships with a key person, staff, and children. We aim to provide continuity between areas, settings, classes, and key stages during the transition, to make it as successful as possible.

2.0 Early Years Foundation Stage (EYFS)

In our schools, we have different availability for EYFS depending on area.

- Pupils at Anston Greenlands Primary School start in Reception (F2) when they are statutory school age, i.e.: the year they reach their 5th birthday.
- Pupils at Redscope Primary School have the opportunity to attend Redscope Early Years (REY) the term after they are 2 years old. These pupils then move into Nursery (Clever Kittens) which is available for children who are pre-school i.e.: before statutory school age. They will then start in Reception (F2) when they are statutory school age, i.e.: the year they reach their 5th birthday.
- Pupils at Thorpe Hesley Primary School have the opportunity to attend Nursery from the term after they are 3 years old. They will then start in Reception (F2) when they are statutory school age, i.e.: the year they reach their 5th birthday.

To ensure the best possible transition for children and parents when coming from home to our Early Years classes, we will:

- Invite parents to have an initial look around the Early Years setting before deciding if they wish to place their child with us.
- Give parents and children a tour of the setting.
- Encourage a minimum of two visits. Parents will be encouraged to leave their child for a short while, to help the child get used to being in the setting without their parent(s) being present. Parents may arrange further visits if they, and the EYFS staff feel that this would be helpful.
- Arrange these visits to enable the child to familiarise with the setting's different routines e.g. Outdoor play, snack times and dinner times where relevant.
- Give parents opportunities and support to fill out the necessary documentation.
- Give parents opportunities to look over the settings policies and procedures.
- Allow time for parents to meet school staff, allowing opportunities for any questions or queries to be answered and valuable information to be shared between parents and key person.
- Make parents aware of routines e.g. Dinners, snack times. Find out if parents have any routines the child may have at home which the setting may wish to incorporate and record this information on the information sheet.

Home to 2+ year old setting		
Anston Greenlands	Redscope (REYs (Redscope Early Years))	Thorpe Hesley
Not applicable	All children invited to visit with their parents to visit out of hours. Children and parents stay and play for an hour which includes a meeting with the key worker and then time spent in setting. Additional sessions offered to children with additional needs if required.	Not applicable

	<p>Welcome packs given to all parents.</p> <p>Welcome meetings delivered in December/ March/ July to parents by the REY team.</p>	
Entry to Nursery (F1) 3+ year old setting		
Anston Greenlands	Redscope	Thorpe Hesley
Not applicable	<p>From home:</p> <p>All children invited to visit with their parents to visit out of hours.</p> <p>Welcome packs given to all parents.</p> <p>Welcome meetings delivered in March/ July to parents by the Kittens team.</p> <p>In July, new starters are invited in for the transition mornings/ afternoons and separate from parents in the hall.</p> <p>From REYs:</p> <p>Children have a bespoke transition programme over a period of 3 to 4 weeks building up to whole sessions in setting. Initially the CK staff deliver story/ play in REY so that children become familiar with them. Children then come across with key workers for play sessions which last for longer periods and gradually REY staff withdraw.</p>	<p>All children invited to visit with their parents which includes a meeting with the Nursery lead and then time spent in setting.</p> <p>Additional sessions offered to children with additional needs if required.</p> <p>Welcome packs given to all parents.</p> <p>Welcome meetings delivered in July to parents by the Nursery team.</p> <p>Children invited in with their parents for 45minute sessions on move-up days.</p>
Entry to Reception (F2)		
Anston Greenlands	Redscope	Thorpe Hesley
<p>Home to Reception (F2): FS2 staff visit each new starter at home during a home/garden visit.</p> <p>Series of stay and play visits in the Summer Term.</p> <p>"Moving up day," where every child in school moves to their new class and new FS2 children join us. During this session, parents visit school and meet the head teacher.</p> <p>New starter visit, where parents meet staff, visit the classroom, and learn about routines / uniform etc.</p>	<p>New to FS2 meetings and open events in July.</p> <p>Welcome packs given.</p> <p>All children invited to transition days. One day is morning/ afternoon and one day is the full day.</p> <p>Home to Reception (F2): FS2 lead visit each prior setting/ home to meet the children.</p> <p>From school Nursery to Reception (F2):</p> <p>Information passed in transition meetings.</p> <p>Extra bespoke transition for pupils with additional needs,</p>	<p>Home to Reception (F2): All children invited to visit with their parents which includes a meeting with their class teacher and then time spent in their new classroom.</p> <p>Additional sessions offered to children with additional needs if required.</p> <p>Welcome packs given to all parents.</p> <p>Welcome meetings delivered in July to parents by their child's class teacher.</p> <p>2 x move-up mornings in July.</p> <p>From school Nursery to Reception (F2):</p> <ul style="list-style-type: none"> • Session organised for current and new teachers to meet to discuss the children and their needs. • 2 x move up mornings • Tours of new classrooms

<p>Welcome packs sent to all parents.</p> <p>Meet the teacher session in the new year.</p> <p>Although children can start full time if parents wish, there is a suggested transition pattern of afternoons x 1 week, mornings + lunch x 1 week, then full time.</p>	<p>as needed may include extra visits, visits when the classroom is empty, 'incidental' chats with new staff.</p> <p>All children to receive transition passport with info about the new teacher/ TA / class.</p> <p>Meet the teacher session.</p> <p>Collect from class event in September</p>	<ul style="list-style-type: none"> • Extra move-up sessions for children with additional needs • All records passed up to new teachers • Transition passports (with photographs and info about new classrooms, staff, toilets, lunches etc) for identified children with additional needs to take home over the Summer. • Welcome meeting for parents in July
Leaving our EYFS to any other setting		
Anston Greenlands	Redscope	Thorpe Hesley
<p>All records passed on to new setting.</p> <p>Nursery teacher/EYP available to speak to staff from new setting.</p> <p>Staff from new setting invited to visit children in setting if required.</p>	<p>All records passed on to new setting.</p> <p>Nursery teacher/EYP available to speak to staff from new setting.</p> <p>Staff from new setting invited to visit children in setting if required.</p> <p>CIN/ EH hand over transition meeting s as required.</p>	<p>All records passed on to new setting.</p> <p>Nursery teacher/EYP available to speak to staff from new setting.</p> <p>Staff from new setting invited to visit children in setting if required.</p>

3.0 Foundation 2 to Key Stage 1

It is acknowledged that good transition procedures do not just occur in the summer term. *Throughout the year, Reception (FS2) children share play experiences with KS1, and they become familiar with the KS1 environment and staff.* FS and KS 1 staff have shared meetings to discuss and formulate policies and practice, opportunities to observe teaching and opportunities for cross phase moderation of work/observations.

To ensure that children experience an effective transition between Reception / Foundation Stage 2 and Key Stage 1 we will: -

Foundation 2 to Key Stage 1		
Anston Greenlands	Redscope	Thorpe Hesley
<ul style="list-style-type: none"> • Moving up morning for all classes. • Extra moving-up. sessions for children with additional needs • Session organised for current and new teachers to meet to discuss the children and their needs. • All records passed up to new teachers. • Welcome meeting for parents in September. • Provide opportunities for Y1 teachers to observe phonics sessions during the last half term. 	<ul style="list-style-type: none"> • Transition passports for all children with teacher/ TA/ Classroom on. • Meetings between relevant staff to discuss children's needs etc. • Meet the teacher after school event for parents • Hold a series of 'transition' days when children will work in their new class and with their new teacher. Teaching Assistants accompany the children to their new class for most of these sessions. During these sessions, work is produced for display in September. 	<ul style="list-style-type: none"> • Session organised for current and new teachers to meet to discuss the children and their needs. • 2 x move up mornings • Tours of new classrooms • Extra move-up sessions for children with additional needs • All records passed up to new teachers • Transition passports (with photographs and info about new classrooms, staff, toilets, lunches etc) for identified children with additional needs to take home over the Summer. • Welcome meeting for parents in September

	<ul style="list-style-type: none"> • Ensure continuity of friendship groups/whole class groups whenever possible • <i>Arrange for FS2 children to attend Special Assembly from Term 2 onwards (or when appropriate)</i> • Hold formal meetings where there is cross phase moderation of work/observations. • Pass on assessment data and other information about the child to their new teacher. • Use the Foundation Stage Profile to indicate strengths and weaknesses in children's attainment, identifying particular groups and use this information to adjust planning and provision and to identify individual goals and targets for each term and the end of the year • September -Arrange parent meetings to share approach to teaching literacy and numeracy 	
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4.0 Key Stage 1 to Key Stage 2

We provide many opportunities throughout the school year when KS1 and KS2 pupils work and play together. This ensures that the KS1 children become very familiar with the KS2 staff, routines, and environment. (Whole school assemblies, family playtimes, shared use of both halls etc.) Specific procedures follow the same pattern as FS2 to KS1 but with data from the end of KS1 used to inform planning and the setting of targets.

5.0 Key Stage 2 to Key Stage 3

We have very close links with the schools to which the majority of our pupils transfer at Key Stage 3. Both Wingfield and Dinnington academies are part of the NCLT and so we frequently work together to create common policies and practices.

Activity includes visits throughout the year by our pupils to take part in lessons with Key Stage 3 staff, special activities, and sporting events at our feeder secondaries. Staff from Key Stage 3 in some of those schools also come into school to support many curriculum areas, including ICT, PE, Literacy and Numeracy.

Vulnerable children follow a planned transition programme during their final year at our school supported by the Vulnerable Child Coordinator, Bridging Project.

Elements of the Year 6 PSHE curriculum are planned to support transition issues. These include:-

- Mixing classes/groups to encourage collaboration /ease of meeting people/working with others.
- Class sessions include PSHE themes: - Worries; What if ...? etc.

All necessary documentation is passed onto the next school either electronically or paper based, the staff also visit where necessary during the summer term to discuss issues with SENCOs (Special Educational Needs Co Ordinator), Learning Mentors, school nurse etc. to ensure that the receiving school has a full understanding of the needs of the individual child. School staff work hard to ensure that medical and data forms are completed and returned to the receiving school. Information held on CPOMS is transferred by Designated Safeguarding Leaders and the Deputy Designated Safeguarding Leader.

Children who are considered to be vulnerable (behaviour, medical, child protection, looked after children etc.) have additional visits and support as required.

6.0 Inclusion

To provide the best possible support during transition, our Inclusion Team staff work together to ensure that appropriate information is passed on to the receiving teacher and to ensure continuity between phases. KS3 staff are invited to Y6 SEN review meetings.

SENCOs from KS3 visit school regularly to meet Y6 children and their parents and activities are arranged for more informal sharing of information.

All agencies involved with our children provide support, advice and training for the receiving teacher and support staff.

6.1 Neurodiversity

We believe that all children with autistic spectrum disorders are entitled to full and equal access to all aspects of school life. They have the right to learn to the best of their abilities and should not be disadvantaged by their individual perspectives and experiences of the world.

We believe in the core values of:

Integrity, Equality, Respect, Inclusion and Care

And that:

- All children belong to the school community through an inclusive approach to the education provided;
- All children can learn and achieve success;
- Learning is for everyone.

Transition for children with an Autism Spectrum Disorder.

List of actions that may be taken for each child with ASD as appropriate.

- ❖ plan and produce/update A4 pen portrait
- ❖ opportunities for child to interact with future teacher, more frequent than most children.
- ❖ opportunities for child to spend time in future classroom, more frequent than most children.
- ❖ Prepare a booklet/ transition passport page, with the child, to take home over the summer
- ❖ *exchange sessions for story or interesting lessons (to that individual child).*
- ❖ handover meeting to new teacher of pen portrait, risk assessment, school method of communicating with parents.
- ❖ training new teacher/other staff may require and book where possible.

These procedures are followed for any pupil whom we believe would benefit from this approach.