



# Transition Policy

# **Transition Policy**

**Date of Policy:** December 2022

**Date of next Review:** December 2024

## **Introduction**

Redscope Primary School takes 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.

## **Aims**

At Redscope Primary School, we aim to provide a positive transition experience for both children and parents. In order 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.

## **Procedures in non-COVID times**

### **Home to Redscope Early Years**

To ensure the best possible transition for children and parents when coming from home to the Redscope Early Years 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. If possible, the tour will be given by the child's interim key person. This will also allow for opportunities to meet other staff in the setting.*
- *Encourage a minimum of one visits. The initial visit lasts approximately one hour and consists of a very informal play session with the child, their parents, and an interim key person. On any subsequent 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 their child's interim key person, feel that this would be helpful.*
- *Arrange visits for different times in the day, for the child to familiarise with the settings different routines e.g. Outdoor play, snack times and dinner times.*
- *Give parents opportunities and support to fill out the necessary documentation.*
- *Give parents opportunities to look over the settings policies and procedures.*
- *Allow time (usually during the initial visit) for the interim key person and parents to have a meeting, explaining the key person system and how we share information about children's interests and routines in order to support and extend their learning and development. During the meeting opportunities will be available for any questions or queries to be answered and important information can 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 they would like the setting to follow and record this information on our 'new starter information sheet'.

### **Early Years**

To ensure the best possible transition for children and parents when a child starts in Early Years we will:

- Assign a key person in the area; this key person will visit the child to build a relationship with the child.
- *Arrange for the key person to meet with parents to discuss the transition process. They will also introduce the allocated key person to the child's parents. The key person will answer any questions parents may have.*
- *Ensure good communication between the staff and parents, as exchanging any relevant information is paramount.*
- *Arrange regular visits for the child, starting one month prior to transition. This can differ depending on each child's needs as some children may need longer.*
- *Ensure the child experiences visits at different times in the day to familiarise with the new routines. e.g. snack and dinner times.*
- *Make certain that the existing key person reports to parents giving feedback on visits.*
- Make clear to key person and parents the importance of talking to children, explaining what is happening.
- Ensure children's interests are taken into consideration during transition.

### **Home or pre-school setting (not Redscope Early Years to Redscope Primary School Foundation 1 and 2**

To ensure the best possible transition for children and parents when a child is coming from home or a pre-school setting that is not Redscope Early Years to Redscope Primary School Foundation Unit we will:

- *Visit the child at their pre-school setting, or at home, if requested.*
- Make contact with previous setting (where applicable) to exchange information such as children's observations, PLOD's, Learning Journey assessments and any specific information the practitioner will need to know about the child.
- *Hold an information session/ stay and play session for families who will be provided with a new starters 'pack' that includes information about the school, guidance on supporting their child's learning and forms to be completed and returned to school. (NB This pack will be sent by post to the home address of parents who do not attend).*
- *Invite parents and children to visit their new class and teacher towards the end of the summer term preceding their start date.*
- *Invite all new children and parents to attend a 'play-shop' session(s).*

- Provide each child with a welcome booklet that includes photographs of the new setting, staff and activities for children to take home and familiarise with.
- Ask parents to help their child complete an 'all about me' sheet to help inform staff in the Foundation Stage about the child's likes, dislikes, who their friends are and any worries they may have. This is to be returned to staff in the Foundation Stage before the end of the summer term or as soon as the child starts school.
- Where transition is to Foundation 1, we will advise parents in writing (following prior consultation) of the times and days when their child will be attending school, both during the initial four week induction period and thereafter.

### **Redscope Early Years to Redscope Primary School Foundation 1 or 2**

In addition to the above, where a child has been attending Redscope Early Years, we will also;

- *Ensure the child's key person in Early Years meets with parents to discuss the transition, keep them informed of any additional information and is available to answer any questions.*
- Arrange meetings with parents to share child's progress, and acquire their permission to send forward any information onto Foundation.
- *Encourage children and their key person in day-care to join the Foundation Unit in special activities and celebrations and assemblies in school.*
- *Where possible, key persons in Early Years will take children to visit their new class and teacher. Visits will also be made by Foundation teachers to see children in Early Years.*
- Keep a photograph album within the setting that includes photographs of the school and classroom, staff and activities, for children to look at with their key person and parents.

### **Redscope Early Years to any other setting**

To ensure the best possible transition for children and parents when a child is leaving Redscope to attend a setting that is not Redscope Primary School we will:

- Make contact with other setting and arrange, where possible, a continuous transition to support the child's social and emotional needs. *This will include the child's key person visiting the new setting and sharing information with their new key person / teacher.* The child's Learning Journey Assessment Booklet will also be forwarded on to the new setting.
- Communicate with parents and work closely with them ensuring the best possible outcome for transition.

### **Foundation 1 to Foundation 2**

Because all of our Foundation Children attend sessions in Clever Kittens, the transition between Foundation 1 and 2 is relatively seamless. However, the following measures are in place to support this:

*Meet the teacher mornings (when other children are on transition)*

- Opportunities to get to know new F1 children through play-shop sessions
- Similarity between routines and expectations in Foundation 1 and 2
- Parents meeting to share approach to reading and writing.
- Work is produced in the summer term which will be displayed in September.

Parents are consulted to ensure we meet the needs of individual children as they begin full time education. Induction periods can be altered to suit children who need longer to settle to full days.

**Foundation 2 to Key Stage 1**

It is acknowledged that good transition procedures do not just occur in the summer term. *Throughout the year, FS 2 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 Foundation Stage 2 and Key Stage 1 we will:-

- Hold a series of 'moving up' 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.
- Ensure continuity of friendship groups/whole class groups whenever possible
- Where year groups are mixed for the good of the education of the children, children will be asked who they would like to be with, teachers will be consulted about the best possible mix of children so that classes are appropriately mixed.
- *Provide opportunities for Y1 teachers to observe phonics sessions during the last half term*
- *Provide opportunities for FS/Y1 teachers to swap classes for story time.*
- *Arrange for FS2 children to attend Special Assembly from Term 2 onwards (or when appropriate)*
- Hold informal meetings between teachers to discuss the needs of individual children.
- Ensure that Y1 teachers familiarise themselves with the areas of learning and the Foundation Stage Profile and be aware of expected progress from FS2
- Ensure that FS teachers familiarise themselves with National Curriculum programmes of study /strategies used in Y1
- 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.

- Make use of all information/assessment to plan for the needs of the new class. Elements of FS planning are used by Y1 teachers in the first term.
- 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
- Ensure that the Year 1 learning environment includes both indoor and outdoor experiences; incorporates vehicles for learning that follow on from those offered in FS; provides opportunities for active, independent learning and learning through play; provides choices and independent access to equipment and materials.
- Promote best practice and ensure the following are available when appropriate (see also continuous provision checklist and year 1 evaluation tool for guidance)
  - ❖ Sand
  - ❖ Free writing area
  - ❖ Paint/easels
  - ❖ Construction
  - ❖ Role play
  - ❖ Small world
  - ❖ Workshop
  - ❖ Tactile-clay/play dough
  - ❖ Access to ICT
- Continue to make use of the Foundation Stage Profile assessment criteria for those children who are not ready to be assessed using National Curriculum criteria. (Towards the end of the Autumn term this group of children will begin to be assessed using Key Stage 1 National Curriculum assessments.
- Arrange meetings for parents to visit their child's new class and talk to their new teacher.
- Arrange parent meetings to share approach to teaching literacy and numeracy
- Provide information on topics and ways that parents can support their children
- Make use of home school diaries

### **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.

### **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 - Wingfield and Winterhill. We are part of the Wingfield

and Winterhill Learning Community Partnership and work together to create common policies and practices.

*Our learning community includes visits throughout the year by Redscope pupils to take part in lessons with Key Stage 3 staff, special activities and sporting events. Staff from Key Stage 3 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.

*Pupils from Key Stage 3/Key Stage 4 complete community placements, work experience and Sports Leaders awards in our school. They also give performances, drama and singing during the course of the year, to which our children attend.*

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.

Specific transition procedures are supported by our Family Liaison Coordinators who have excellent relationships with the schools.

- Staff from Winterhill and Wingfield come into school over the year to meet the Year 6 pupils.
- Children, teachers and Family Liaison Coordinators compile lists of friendship groups. Parental views are also taken into account. These are collated and passed on to Key Stage 3 by the class teachers.
- Family Liaison Coordinator organises a series of visits to the appropriate Comprehensive.
- *Where necessary, the children are given an escorted guided tour and are actively encouraged to ask questions.*
- *Children attend transition days/ weeks in their new school in July to become acquainted with the procedures etc.*
- The Family Liaison Coordinator also arranges for some parents to have additional guided tours to alleviate their concerns
- Whereas all necessary documentation is passed onto the next school either electronically or paper based, the staff also visits during the summer term to discuss issues with SENCOs, Learning Mentors, school nurse etc. to ensure that the receiving school has a full understanding of the needs of the individual child. The Family Liaison Coordinator ensures that medical and data forms are completed and returned to the receiving school.
- Multi Agency (MAST) meetings are held within the Learning Community on a half termly basis.
- *During the Summer Term, parent /child interviews with staff from Wingfield/Winterhill are held at Redscope.*
- The Family Liaison Coordinator contacts the comprehensives regularly for the first half of the new term to maintain links with the children. Staff from Key stage 3 will contact the school to discuss any worries or concerns they may have. Parents are also supported by the Family Liaison Coordinator during this transition period.

- *Joint Teaching and Learning Projects ensure that children are familiar with staff, routines and procedures.*
- 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.*

### **Inclusion**

In order to provide the best possible support during transition, the Early Years SENCO and the KS1 /2 SENCO 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 a coffee morning is also 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.

### **Autism**

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 should be taken for each child with ASD.

- ❖ Child to go to new class with ipad and create pic collage of new classroom, seating, teacher etc with TA. Child to take this home over the summer.
- ❖ Handover meeting where staff discuss pupil including likes/ strategies that work etc.
- ❖ 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.
- ❖ Transition page – about the new class/ teacher sent to all children for use over the summer.



- ❖ 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.

**Links to other policies and procedures**

- EYFS
- Settling in policy
- Safeguarding Children
- Key Person Policy
- Recording information - Confidentiality
- Equal Opportunities
- Inclusion Policy and Special Educational Needs
- Confidentiality
- Parents as Partners