



# Transition Policy

## WHAT IS MEANT BY THE TERM TRANSITION?

In this policy, 'transition' describes the movement that takes place from one familiar setting to the next. Pupils at South Hiendley Primary School make several transitions:

- Into the nursery setting
- Into their first class at Primary School
- From the Early Years Foundation Stage to Key Stage 1
- From Key Stage 1 to Key Stage 2
- From Lower Key Stage 2 to Upper Key Stage 2
- From Year 6 to Key Stage 3 (High School)
- From class to class within Key Stages

Each of these transitions is a unique phase which has its own challenges and expectations and these are outlined in this policy. This policy also covers the transfer to other Primary Schools. Children who are in care or who have left care, or children who have additional needs, are most likely to have experienced an unprecedented level of uncertainty and change in their early lives. This can cause them to become very anxious around times of change. For this reason, these pupils will have transition arranged on an individual basis.

## AIMS OF THE POLICY

- Our children will experience a smooth transition from one class, key stage or school to the next, so that pace and quality of learning is maintained to ensure that children continue to make good progress.
- Transition will be seen as a positive thing, an opportunity to grow in responsibility and, if necessary, to have a fresh start.
- Our children will feel happy and secure in their new environment with new staff and possibly new peers.
- Our children will have a clear understanding of the new expectations ahead of them, and look forward to each new experience with minimal anxiety.

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We will ensure that teachers have a good knowledge of the children and their needs prior to starting in their new class in September.

- Parents are communicated with, and information is shared, to ensure that they are part of an effective transition process.
- We will ensure that all staff see transition as a process rather than an event.
- LAC or post LAC / SEND pupils may find transition particularly challenging and will have additional transition procedures (as required) to support them.

#### PRINCIPLES THAT UNDERPIN THE POLICY

- Approaches to teaching and learning should be co-ordinated to ensure effective transition.
- Styles of teaching and learning should meet the needs of the children.
- Assessment data should be shared and used for planning in the autumn term.
- There should be a professional regard for the information from the previous class, setting or phase.
- Transition should motivate and challenge children.
- Transition should ensure that children feel secure and safe in their new environment
- Staff allocation gives particular attention to the particular needs of the children.
- School will work closely with parents of LAC/Post LAC/SEND pupils so they have the tools to be able to support their children through the transition process.

#### ROLES AND RESPONSIBILITIES

The overall responsibility for transition lies with the Head Teacher. It is delegated to Phase Leaders and individual class teachers. The Head Teacher will provide the necessary resources for the maintenance and development of this policy, including opportunities for staff to share information and data. This also includes time for the EYFS teacher to visit preschool settings. The SLT (Senior Leadership Team) will evaluate the transition processes and update or change procedures as necessary.

#### TRANSITION FROM PRE-SCHOOL TO THE EARLY YEARS FOUNDATION STAGE

- Where appropriate, pre-school settings share SEND and CP information with the relevant staff and the SENDCO attends transition meetings where necessary.
- The EYFS teachers use the information gathered during these visits, the information given on the transition record, as well as information given by parents, to plan and deliver a curriculum closely matched to individual needs.
- Parents of prospective EYFS Stage children are invited to a 'New Parents' meeting the term before their child is due to start.
- Prospective EYFS children attend a transition session the term before they are due to start.

The EYFS lead will attend local transition meetings to gather information for children who may be joining the school from another setting.

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## COMMON ASPECTS OF TRANSITION FROM CLASS TO CLASS

- Parents of LAC/post LAC/SEND pupils will be given advance notice of their child's new class and teacher.
- All children will be given the opportunity to spend time in their new classroom during a Transition Day.
- LAC/Post LAC/SEND pupils will have two or three mini transition sessions before transition day so they can meet their teacher and familiarise themselves with their new classroom.
- LAC/post LAC/SEND pupils will work on a transition booklet (social stories) which will contain photographs of teachers, support staff, the classroom and the cloakroom etc.
- In the summer term preceding the new academic year, teachers will meet and share information. During these meetings, information about pupils' progress, achievements, social and personal data is shared in order to inform future planning and expectations in the next class. Any appropriate Safeguarding/Personal issues are also communicated during these meetings.
- As well as formal procedures, teachers have informal discussions about pupils as a normal process of school life.

## TRANSITION TO OTHER KEY STAGES

There are aspects of school life which differ between the Key Stages. For example, the behaviour procedure slightly changes for Key Stage 2 children as expectations are increased. There is a greater emphasis on independence, more opportunities for taking part in after school clubs. Parents' transition meetings are held in the Summer Term to outline any changes and the information is also posted on Class Dojo.

## TRANSITION FROM KEY STAGE 2 TO KEY STAGE 3

- Parents of pupils and pupils moving are given opportunity to visit High Schools in order to make their choice for completion of the Secondary Transfer Form.
- Liaison tutors from the various High Schools visit the school and talk to individual pupils in the summer term before departure. During these visits, information about pupils' progress, achievements, social and personal data is shared in order to inform future planning and expectations in Year 7. Safeguarding/Child Protection issues are also communicated during these visits.
- Primary school pupils visit their secondary school for induction days. These various days (or day) allow the pupils to familiarise themselves with the buildings, meet their tutors and meet some other new pupils.
- Where appropriate, the SENDCO (Special Educational Needs and Disabilities Coordinator), will organise special transition programmes for individual pupils to assist their entry into High School.
- A meeting is held in the secondary schools for parents. The Head Teacher meets pupils and parents to welcome them to the school and introduces teachers, tutors and Head of Y7 as points of contact.
- Pupils in KS2 are given an opportunity to meet peers from cluster schools in all of the associated primary schools through sports events, choir performances and other subject leader days (for

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example that for Science and Arts). These vary from year to year. Head Teachers from local primary schools meet at Hemsworth to discuss, plan and organise events.

- KS2 SATs assessment results are sent electronically through to the individual secondary schools from the school. The SENDCO ensures that any SEND and CP information is also sent to the relevant secondary school.
- During Y5 and Y6 children attend a residential. This is designed to help support pupils, give them confidence and raise self-esteem, encourage independence, improve personal organisational skills, improve motivation, make new friends and enable them to more successfully meet the challenges that moving to secondary can bring.
- The Y6 pupils organise and take part in a Leavers' assembly.

#### CHILDREN JOINING FROM Y1- Y6

- Individual tours are offered to all incoming parents and children.
- Parents are given access to the school communication app, school meals and online booking system, as well as details to access the school website.
- Records from previous school made available to class teacher and SENDCO.
- Depending on circumstances, additional days may also be provided if the child requires more time.