



# Transition Policy

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# **Barley Lane Primary School**

## **Transition Policy**

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### **1. Introduction**

Transition describes the movement that takes place from one familiar setting, including the home, to another. This policy describes the process to support children in settling in to their new learning environment in preparation for future learning and development.

Pupils at Barley Lane Primary School may make several transitions as they move through the school including:

- Transition from home to EYFS (Nursery or Reception)
- Transition from Nursery to Reception
- Transition from Reception to Year 1 (Key Stage 1)
- Transition from Key Stage 1 to Lower Key Stage 2 (Year 2 to Year 3)
- Transition from one year group to the next
- Transition from Year 6 to secondary school

Each of these transitions is unique, with its own challenges and expectations.

### **2. Aims**

We want our children to experience smooth transitions so that the quality of learning is maintained and children continue to make the very best progress.

This policy also aims to:

- Make a happy transition from home to school and year group to year group.

- Support all children towards independence and develop confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children who might be considered vulnerable.
- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and transition to each new phase.

### **3. Transition from Home to Nursery**

#### ***Responsibility: Nursery teacher, EYFS Leader***

- Once a place in our nursery has been confirmed, arrangements for transition are communicated to parents in writing.
- Families are invited to a meeting at which they meet the nursery team and receive further information about the setting and the settling-in process.
- In the first week of the Autumn Term, prior to the child starting, families attend a registration meeting at the school. At this meeting, parents are invited to share information about their child.
- The information gathered during these meetings is used by teachers to plan activities that are relevant, interesting and reassuring to children.
- Parents will be informed of their child's start date at the meeting and there will be a staggered intake to support the needs of the children and ensure they are well settled.

#### ***Home-Nursery transition for children with SEND***

- SENCO attends local authority transition event in May to find out information about identified children who will be joining the school in September and make further links with pre-school and EP services
- Where possible, pre-school visits are arranged for sharing of information in order to plan for the child's transition to school
- Pre-school visit to include a short observation of child
- Pre-school visit aim to meet with child's parents, carers at the setting
- Gain information about likes, dislikes, medical/ health (SALT, Physiotherapy, Occupational therapy, SEND, Social care services involved, upcoming appointments.
- Gain information about agency involvement, interventions home and school routine, sleep and feeding.
- Invite parent, carer, child to school for an extra visit and opportunities to take photos for child to look at with parents over the summer holidays
- Discuss start dates or adaptations to the day to be able to cope with longer, full time session
- (only for those with most complex needs, where necessary)
- A booklet with new Teacher and LTA photographs and classroom environment, toilets, peg, play area, home-corner, reading-corner, entrance for child will be provided for parents to take home
- Invite Thackery Drive Children's centre to highlight 0-5 services and links with Barley Lane and summer activities to support a great start to school
- Inclusion team meet EYFS team to discuss the setting up of work stations, resources if needed to buy in, adaptations to environment if needed, interventions if EHCP. If EHCP

already in place then opportunity to understand what the outcomes are and set up pupil profile and IEP, provision specific for the child.

- Discuss any requests for referral with EYAS, PSLG, EP where needs are significant and not already known previously

#### **4. Transition from home to Reception**

##### ***Responsibility: Nursery teacher, EYFS Leader***

- Once a place in the reception has been confirmed, arrangements for transition are communicated to parents in writing.
- Families are invited to a meeting at which they meet members of the school team and receive further information about the setting and the settling-in process.
- In the first two days of the Autumn Term, prior to the child starting reception, families either attend a registration meeting at the school. At this meeting, parents are invited to share information about their child. The information gathered during these meetings is used by teachers to plan activities that are relevant, interesting and reassuring to children.
- Parents will receive information about their child's start date. Start dates are staggered over the first three weeks of time according to term of birth. Initially the children stay for lunch and by the fourth week of term they are in school full time.

#### **5. Transition from Nursery to Reception**

##### ***Responsibility: EYFS Leader***

- Nursery children are generally confident about the move to reception, given that they may have had interactions with the Reception teaching team and are familiar with the school building and routines.
- In the second half of the summer term the reception teachers lead some sessions in the nursery, and Nursery children spend some time in their new setting.
- The parents of existing nursery children moving into reception attend the June meeting for new parents. Transition meetings take place at the end of the Summer Term between Nursery and Reception staff at which the child's EYFS Profile, Special Book and important pastoral information is discussed.

##### ***Nursery-Reception transition for children with SEND***

- Nursery pupils followed a similar pattern to the above where the LTA makes a booklet with photos of new teacher, LTA, classroom environment to go over with parents in the summer holidays
- SENCO to invite parents, carers for next step meeting if already known to the school Nursery and if not - following above transition steps already mentioned
- As children begin to stay for lunch (staggered start in Reception) - this area of need is planned carefully as SEND pupils usually need a higher level of eating support and transition, therefore adaptations are made for quieter rooms or times for lunch hall, feeding support where needed for complex needs
- Visual timetable or visual cues with children's own photos of what to do in the dinner space for getting plates, dinner, where to sit (Social Stories where needed)

- Those requiring eating support step by step guide with photos of using cutlery, putting food in mouth, chewing and swallowing
- Plan around those that need support for unstructured times
- Refer to feeding clinic where significant issues or support, assessment required for eating concerns
- Discuss any requests for referral to with EYAS, EP where needs are significant and not already known previously

## **6. Transition from Reception to Year 1**

### ***Responsibility: EYFS and Year 1 Year Group Leaders***

- Transition from the 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.
- In the second half of the Summer Term, Reception children spend lunchtime in the KS1 playground.
- During the Summer Term, Year 1 teachers spend time in the reception classrooms and outside space with the children they will be receiving. Towards the end of the summer term children visit the Year 1 classrooms
- Reception teachers prepare a handover summary, which identifies gaps in children's learning and makes recommendations for interventions that are planned to start in September. Time is given for the EYFS teacher and Year 1 staff to meet to share the EYFS Profile, Pupil Progress Summary and pastoral information.
- During the first two terms in Year 1, children experience a gradual transition from the play-based approach to teaching and learning they have experienced within the EYFS, to a structure with more whole-class, teacher-led sessions.
- At the start of the year key aspects of the learning environment and pedagogy are familiar to the children such as areas of continuous provision both inside the classroom and outdoors. Teachers gradually increase the amount of whole class teaching and independent work, with more whole class lessons delivered alongside opportunities for play-based learning. The expectations with regard to how this complex process is managed are set out in Appendix 1.

### ***Reception - Y1 transition for children with SEND***

- Those with most complex needs start to spend time getting to know the route to year 1 by walking to that area of the school in the last two weeks of the summer term with LTA
- Spend 5 minutes in the Year 1 classroom to get used to the area, environment, play area, daily at the end of the summer term
- Photos of new teacher and LTA and classroom environment, entrance, play area to take home in a booklet to go over with parents in summer term
- Year 1 start adaptations to timetable if needed where some children (complex, high levels of SEND) will go back to Reception to spend part of their timetabled day and stagger transition until ready to stay in the new year, class
- Year 1 first part of Autumn term play-based, carousel in Reception before structured learning begins, identify which children need further support or extra transition time for settling
- Set up of work stations if and where needed so ready for September

## **7. Transition from Key Stage 1 to Key Stage 2 (Year 2 to Year 3)**

This transition not only involves moving to a new classroom, but moving into a new part of the building altogether. We recognise that this is often a source of anxiety for many of our children and their parents.

## **8. Transition from one year group to the next**

Responsibility: Receiving teachers, overseen by the Year Group Leaders

- All children visit their new classes towards the end of the summer term, spending some time in their new classroom with next year's teaching staff. Children engage in a range of activities, discuss the curriculum and have the opportunity to ask questions.
- Transition handover meetings are timetabled towards the end of the Summer Term. At these meetings, individual children are discussed to ensure the receiving teacher has a good understanding of the learning and pastoral needs of each of the children. The class folder is handed over at this meeting, which contains relevant information about the class including Safeguarding information, Pupil Progress Summary, progress and attainment data, SEND concerns, EAL stages of language acquisition and pastoral and health information.
- Assessment information on children's attainment, progress and targets is also shared through the Scholarpack Database. The receiving teacher also has access to each child's end of year school report from spring term.
- Children's publishing books containing their best pieces of writing are taken to their new year group. These pieces of work show what the child is capable of, the progress they have made and reminds them of the quality they were producing in their last year.
- The progress of all children vulnerable to underachievement is discussed at Pupil Progress meetings held at the end of the Summer Term. Strategies to accelerate the progress of any pupils identified as underachieving are agreed by the class teacher and AHT for Inclusion/SENco. These are recorded in the class summary which is shared with the receiving teacher at the handover meeting.
- Parents have the opportunity to meet the receiving teacher at the school's Open Evening, which is held during the final month of term.
- Parents are invited to a year group curriculum meeting during the first parts of the Autumn Term, where the teachers provide information about the routines and expectations of the child's new class and the learning which is planned for the academic year. The slides from this meeting are shared with parents afterwards on our website. Whilst some activities in the first week of the Autumn term are specifically planned to help children settle in to their new environment and get to know the adults who are now working with them, it is our policy to move to a regular timetable as soon as is practicable in order to maximise the children's learning opportunities.

### ***Transition for children with SEND***

- In July every year, we have a "Moving Up" session where children spend time with their new class teacher in their new classroom.

- If children have additional needs and we feel that they would benefit from additional transition, (for example, children who experience extreme anxiety, children who do not respond well to change, children who rely on routines, children with ASD) we make additional arrangements to support these children through the transition.
- This can include spending additional time in their new classroom, visiting their new classroom with their current member of support staff, beginning transition arrangements earlier in the Summer Term or photographs of their new classroom to take home and talk about with Parents and Carers during the Summer holidays. The support provided is tailored to the needs of individual children and will be discussed with parents and carers.
- The transition from Key Stage One to Key Stage Two can be a daunting experience for children so in addition to the transition arrangements between classes outlined in the previous section, we provide additional transition opportunities for children during their final half term in Year 2.
- Children in Year 2 have opportunities to spend time on the Key Stage Two playground at playtimes to familiarise themselves with the range of outdoor play equipment that is available. They also spend additional time in the Year 3 classroom so they become more familiar with this part of the school. During the final two weeks of the Summer Term, children in Year 2 are collected from the Key Stage 2 playground before school in preparation for September. Parents will be informed by text when this will happen.

#### **9. Children Joining at different points in the year from Year 1 to Year 6**

- Individual tours offered to all incoming parents and children
- Induction sessions are available to allow a child to become familiar with their new class and surroundings
- Parents receive a Prospectus with information about the school
- New children assessed quickly by class teacher and / or SENCO
- A 'buddy' is identified to help the new child to integrate
- Records from previous school are made available to the class teacher and SENCO
- Confirmation is sought that all necessary records have been received by the school, this includes confidential files and safeguarding concerns.

#### **10. Transition from Primary to Secondary School**

- A Secondary Transfer Meeting is held in October for parents of children in Year 6 at which the process of secondary transfer is explained. The Headteacher also writes to all Year 6 parents in September to explain the process of applying to a secondary school. This letter includes an offer to discuss the process in further detail and a link to the Redbridge Council's Secondary School Admissions webpage.
- Once places have been offered and accepted, the school liaises with each receiving secondary and engages in their transition programme. This varies between schools but may include the child meeting the Head of Year 7, meetings between the child's class teacher and Head of Year 7 and time spent on transition projects in the child's new school.
- Within school, where possible, children will take part in team building tasks and complete activities to support transition skills.
- The school shares pupil information with the receiving school, including end of KS2 attainment levels and important pastoral information. Pupil records are transferred to the receiving

secondary school which will include the child's annual school reports, information about special educational needs and significant pastoral information.

- Records of safeguarding concerns are also passed on to the receiving school.
- The achievement of the cohort of children leaving primary school is celebrated through a Year 6 leavers' performance to the school community, a special leavers' assembly, end of year trip, a leavers' party and the traditional signing of school shirts on the last day.

### ***Secondary transition for children with SEND***

A full transition programme is undertaken in the summer term, led by the SENco in conjunction with SEATSS. Liaison with new secondary schools also takes place.

## **11. Equality, Diversity and Inclusion**

- Children and parents are actively involved in all transition processes that take place while at Barley Lane Primary School and their perceptions about transition are explored and valued.
- Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils. At Barley Lane, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.
- We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'.
- We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

## **12. SEND Support Staff Handover**

- LTA handover time given, assessment of interventions, resources, intervention records, pupil profile and IEP, behaviour strategies, rewards, targets used, home-school communication book, what has worked well, what needs to be developed.
- Pupil also given opportunity within handover period to get used to the new LTA, therefore an
- LTA may need to shadow support for a short period
- CPD opportunities for LTAs to shadow the previous LA where high needs or intervention training, support is needed at end of summer term, identify CPD needs
- September - sometimes need for joint LTA support so that the pupil can manage the transition better (if necessary) before the new LTA continues with the support for the child
- SENCO gain all end of year evaluations from interventions

## **14, Expectations**

Documents to be passed to new class teacher:

1. Curriculum documentation
2. SEN lists
3. Significant factors
4. Medical and care plans
5. Child Protection information
6. Publishing and Art sketch books
7. Green folders for SEND



### **13. Timeline**

A draft overview of the transition plans for a typical year are outlined below and subject to change.

Wk	Year Planner
1	
2	Reception intake interviews
3+4	
5	Reception Classes in full-time 29/9 Y6 Secondary Transfer meeting
6	
7	Reception Baseline
8	Reception Baseline Parents evening (20/10)
Half Term	
9	
10	
11	Open am/pm Prospective Parents
12	
13	Y2 Parent SATs meeting
14	Pupil progress meetings
15	Pupil progress meetings
16	
Christmas Break	
1	
2	
3	
4	
5	
6	Y1 Phonics Parent Mtg
Half Term	
7	EYFS data entry Y6 Mock SATs
8	Y1 – 6 CP4 data entry
9	Reports out for Years 1 – 6
10	SLT consider any split classes for the upcoming academic year
11	Parents Evening (23/3) Pupil progress meetings
12	
Easter Break	
1	Inset Day
2	
3	
4	KS2 SATs
5	
6	
Half Term	
7	Year 6 SEND Transition Begins
8	Staffing decisions made for Year Group and teaching staff
9	Lunchtime transitions Rec to KS1 and Y2 to KS2 Reception Intake Meetings Nursery intake meetings
10	Deadline for informing parents of new class teachers (where possible)
11	
12	Parents Evening Meet the new teacher (all classes – 30 minute session at the end of day)
13	

