

Laburnum Primary School

Transition Policy



Updated by: Head Teacher

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Statement of intent

At Laburnum 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.

1. Legal framework

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

- Data Protection Act 2018
- Education Act 2002
- Equality Act 2010
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25 years'

- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2021) 'School Admissions Code'
- STA (2020) 'Assessment framework: Reception Baseline Assessment'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Data Retention Schedule
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Fire Safety Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring compliance with the 'School Admissions Code'.
- Designating an appropriate member of staff to be the SENDCo and having responsibility for coordinating provision for pupils with SEND.
- Promoting the importance of parental engagement during the transition process.

The Head Teacher will be responsible for:

- Appointing a pupil transition coordinator who will take lead responsibility for the transition procedure and activities.
- Liaising with the governing board on pupils entering and leaving the school and the measures in place to accommodate for these new pupils.
- The overall implementation of this policy.
- Reviewing this policy in conjunction with other relevant policies.
- Facilitating liaison with early years' settings and secondary schools to coordinate transitions between schools.
- 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.

The SENCO will be responsible for:

- Liaising with relevant members of staff, e.g. the Head Teacher or SENDCo 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.
- 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 and Disabilities (SEND) Policy when implementing support for pupils with SEND during transition periods.

The pupil transition coordinator will be responsible for:

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

All other staff will be 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.
- 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

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 Nursery

During the term before entry to Nursery:

- Parents will be contacted to confirm that they wish to take up the place being offered.
- Parents will be provided with 'new-starter' and session choices forms to complete.
- New pupils and their parents will be invited to at least one 'stay and play' drop in session.

In the term that pupils begin Nursery:

- New pupils and their parents will be invited to an individual meeting to meet the staff, share information, raise questions and discuss any concerns.

5. Transition into Reception

Nursery children will work with the Reception class at various times throughout the week, will share an outdoor area and integrate between classes every day during 'free-flow' sessions.

During the Summer term before entry to Reception:

- New pupils and their parents will be invited to at least one 'stay and play' drop in session.
- Nursery children will spend a series of sessions in the Reception classroom with the Reception teacher and support staff.
- Staff will use stories to help explain new situations so children can relate to the change that will occur.

Prior to entering Reception:

- The nursery teacher will advise the Reception teacher on favourable groupings for children.

- Parents will attend an information session with the Head Teacher, SENDCo, EYFS Lead and Reception Class Teacher to discuss what their child can expect in the first term of their new class/school – this is an opportunity for parents to feel reassured and for the Reception class teacher to discuss class content, provisions in place to make transition easier for their children and for parents to have any questions answered.

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.
- Familiar routines and ‘free-flow’ will be provided initially in order to settle and reassure the children.
- An informal parents’ evening will be held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

Throughout the year, parents will be encouraged to share any information, concerns, or pupil successes with staff in person, or through Class Dojo.

6. Transition into Year 1

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

- Reception pupils will join the older pupils on the playground during break and lunch time, supported by a member of staff.
- Reception pupils will attend all relevant assemblies with the whole school, in addition to gradually building up assemblies throughout the year (beginning with the Friday Celebration Assembly).
- Reception classes will adopt a slightly more formal timetable, similar to what they will initially experience in Year 1.
- Reception pupils will have sessions in the Year 1 classroom with their future Year 1 teacher and support staff.
- Reception pupils will attend more whole-school activities.

Prior to the pupils entering Year 1:

- The Reception teacher will complete progress assessments on each child and provide the reports to their Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and any concerns regarding pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.

During the first term:

- 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 ‘free-flow’ activities, as far as possible.
- Pupils will continue to be assessed on the EYFS profile, if appropriate.
- Consideration will be 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 will be introduced gradually.

7. Transition into other years

Pupils will attend mixed class and whole-school assemblies throughout the year, and will engage with other teachers and pupils.

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

- Pupils will participate in two transition days with their new teacher.
- Teachers will meet to 'handover' their class. 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.
- Previous class teachers will advise new teachers of any challenges or issues in grouping pupils.
- Teachers will meet to discuss pupils' progress from previous years, and set learning targets for individual pupils.
- Assessments, parent consultation records and pupil exercise books for all subjects are passed on to the next class.

A parents' evening will be held during the first term to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns

8. Transition from Year 6 to Year 7

Our school is a feeder school to Sandy Secondary School, where the majority of our pupils attend from Year 7. Throughout their time at Laburnum Primary School, pupils will have the opportunity to visit Sandy Secondary School for various introduction and transition events / taster days.

If parents elect to send their child to an alternative Secondary School, Laburnum Primary School will fully support this and as far as possible, will engage positively in all transition activities planned by the new school.

Teachers from the secondary school (usually the SENDCo) will meet with the Year 6 teacher and/or the SENDCo and the Deputy Head Teacher to discuss the incoming pupils, including reasonable adjustments required for pupils with SEND, issues with pupil groupings and any challenging pupils.

There will be two designated visit days for Year 6 pupils to the secondary school during the Summer term, with additional visits arranged for pupils with SEND. Sandy Secondary School also hosts a parents' information meeting on one of these days.

All records from the school will be passed on to the secondary school as required in line with the school's Data Retention Schedule and Data Protection Policy.

Sandy Secondary School provides parents and carers with comprehensive information during the summer term before they transition to Year 7 and encourages parents and carers to contact them directly if they have any concerns or questions.

9. Transition into the school during the school year

Individual tours will be arranged for all incoming parents and pupils, and where possible, the pupil is offered time to stay with their prospective class.

The school website contains full information about the school and the curriculum. In order to be more environmentally friendly, we do not provide a paper copy of information, however paper copies are always available on request.

New pupils joining the school will be assessed by their class teacher and other necessary members of staff, such as the SENDCo, to ensure that any additional needs are accommodated for.

A 'buddy' system will be established for new pupils; this will involve an informal pairing of a new pupil with a current pupil, who will be a supportive and positive role model for Laburnum values.

Records will be obtained from the previous school and are made available to the pupil's class teacher.

Data transfers will be made in line with the school's Data Protection Policy.

10. Transition activities

The pupil transition coordinator 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 pupil transition coordinator 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 and 'taster' sessions with new teachers.

The pupil transition coordinator will have due regard to the school's Child Protection and Safeguarding Policy and the Health and Safety Policy when organising transition days and activities.

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

A planned programme of visits will be conducted during the Sumer 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.

When planning lessons and activities, consideration is given to the links between the areas of learning and the structure of the national curriculum taught in the above year group or key stage.

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

In the event of an emergency, accident or injury when partaking in transition activities, staff members will manage and record the incident following the school's process as detailed in the Health and Safety Policy. During transition activities there will be a sufficient number of appropriately trained staff present to cope in an emergency.

Where necessary, risk assessments will be undertaken for transition activities, e.g. where the activities take place off-site.

There will be an adequate number of first aid trained staff members supervising the transition activities.

When off-site or at another school, staff members will be made aware of fire exits and evacuation procedures, including the correct procedure to follow whilst off-site, in accordance with the school's Fire Safety Policy.

All transition activities will be conducted in accordance with the school's Child Protection and Safeguarding Policy.

Pupils partaking in transition activities will be registered using the appropriate code for educational visits.

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

Travel to and from transition activities, where it is organised by Laburnum Primary School, will be conducted in accordance with the school's Educational Visits and School Trips Policy.

11. Monitoring and review

This policy will be reviewed every 3 years, 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.