

WHITNASH PRIMARY SCHOOL

'Learning, Growing and Succeeding Together'

TRANSITION POLICY



July 2016

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Introduction

In this policy, 'transition' describes the movement that takes place from one year to the next, and in particular from one phase of education to the next within the school. This is different from 'transfer' which describes the movement from one school to the next, which is also a fundamental component of this policy.

Rational

At Whitnash Primary we feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of intent for all transition from one year group to the next and of the 'transfer' to secondary school at the end of Key Stage 2.

Aims

We want our children to experience a smooth educational and emotional transition from one phase, year group and school to the next. This will ensure that children make the best all round progress.

Principles that underpin the policy

The principles that underpin our transition policy are:

- Approaches to teaching and learning should be harmonised at the point of transition
- Planning should be based upon assessment information from the previous class/group/setting
- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase/Key Stage
- There should be a professional regard for the information from the previous setting/phase
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.
- Children should enjoy the transition process.

- The transition should motivate and challenge children.
 - Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children.
 - Effective transition takes time, and is a process rather than an event.
 - Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
 - Children, parents/carers and staff need to be involved on an equal basis.
 - Transition is about the setting fitting the child, not the child fitting the setting.
 - Transitions are not overlooked or left to chance, but thought about and planned in advance.

Preparations

Transitions are not overlooked or left to chance; good transition takes careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place and adhere to a timetable of transitional support for all children.

The following sections of this policy are intended to detail and document the procedures for transition support between each phase and year group at Whitnash Primary.

Transition from Nursery to Reception

- The school communicates with all prior Nursery settings to ensure the smooth transition of information.
- The school provides home visits in the Summer Term to ensure that all necessary information is in place for the start of the Autumn Term.
- The first week in September involves a structured part-time timetable and a graduated introduction of new children to their new class.

Transition from Reception to Year 1

- Year One teacher to spend some designated time in Reception each term,

observing children in their familiar environment and observing practice.

- Time is planned for transition meetings between Reception and Year One for teacher to discuss the assessments and profile information for each child. Reception teachers highlight those children who are still working at Foundation Stage level or may need a modified curriculum.
- Through the above discussions all assessment information is to be handed on at the end of Reception to the Year 1 teachers.
- Reception children visit Year One a minimum of 3 times during the Summer Term for a story time with the Year 1 teachers.
- Arrangements are made for passing on information to parents about the transition to Year One in the form of a Transition Information Booklet.
- Reception parents are invited to meet the Year One teacher/support staff (where practicable) on Open Evening and explore the Year One environment.
 - Year 1 teachers are given designated time to observe teaching practice in Reception and have 'float and chat' sessions in the Reception environment, where they can meet the children and talk to them. This will provide staff with the opportunity to observe the children in the Reception setting, get to know them, make themselves familiar to the children and learn about the children's interests.
 - A Transition Day will be held to enable the Reception to spend a whole day in the Year 1 environment with their new teacher.
 - Reception and Year One teacher meet in the latter part of the Summer Term to discuss the possible curriculum and environment for the first half term in Year One.
 - Throughout the year, Reception and Year One teachers occasionally teach each other's classes to develop a greater understanding of children's learning and gain knowledge about the curriculum.
 - Brief end of the day 'open door' sessions are offered to parents in the first few weeks of Year One to address any issues regarding their child settling into Year One.

- All teachers have transition meetings to pass over key information, including the SEND register, Assessment Information and medical needs to the new teacher in the Summer Term.

The Environment and Provision

- Year One classroom has areas of continuous provision to support and extend children's independence skills.
- All staff at Whitnash have received guidance on how to set-up and establish a high quality learning environment.
- Year One staff have visited reception to see how areas of provision provide support and challenge for children's current learning so that they can ensure future progress in the way they plan and organise their provision.
- The areas of provision in Year One are planned for appropriate learning objectives with more challenge and teacher focussed tasks.
- Children in Year One have access to an outdoor learning environment to support teaching and learning.
- Areas of provision are planned for Year One, similar to those in Reception, but with appropriate challenge and adult directed activities.
- The Year One teacher will use cross phase planning that incorporates both Profile Scale Points and National Curriculum levels.
- Teachers meet after the first few weeks in Year One to discuss individual children after the settling in period.

Transition from Year 1, 2, 3, 4 and 5

- All year groups have regular opportunities in the Summer Term to spend time with their new teacher.
- All children have a Transition Day to spend time with their new teacher in their new classroom environment.
- Children will have opportunity on Transition Day to explore the rules and

expectations of their new year group.

- Children produce work for display on their Transition Day to add to their new school environment.
- PSHE focussed work is planned on Transition Day to support children with this process.
- Children spend the first 3 weeks of the Summer Term focussed on the expectations of handwriting and presentation, routines and behaviour.
- All teachers have transition meetings to pass over key information, including the SEND register, Assessment Information and medical needs to the new teacher in the Summer Term.

Transfer to Secondary School

- All Year 6 children will complete a Strengths and Weaknesses Questionnaire in the Summer Term to ascertain the children's levels of anxiety. The findings will be utilised to identify children requiring support and future support during the Secondary School 'transfer'.
- The school SENCo will meet Year 6 staff early in the Summer Term to identify all children within the year group, who will require additional support during 'transfer' to secondary school. This information will be passed to the secondary school so that additional transition support can be planned for the Summer Term.
- Where appropriate the school will offer small group and 1:1 sessions about children's feelings, anxieties and thoughts about secondary school, together with structured information sharing with the child about the routines and the secondary school setting and staff.
- Additional visits to the child's allocated provision will be arranged where it is deemed necessary and important for the child's confidence and well-being.
- The secondary school staff will arranged 'transfer' visits to the school
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Inclusion

The children and parents are actively involved in the process and their perceptions about transition are explored and valued.

Children complete a 'Communication Passport' on Transition Day to help communicate their needs to their new class teachers.

Children with a diagnosis of Autistic Spectrum disorder complete a 'Pen Portrait' information sheet on Transition Day to help pass key information about their likes, dislikes and needs to their new class teacher. All teachers and parents complete an 'Adult Pen Portrait' with supporting information about the child too.

Clear guidance about transition needs is provided about individual SEND pupils where necessary for children by the SENCo.

Appropriate assistance will be provided in a variety of ways including additional visits to classes, increased contact with new teachers ahead of September and Transition Booklets where appropriate.

All teachers have transition meetings to pass over key information, including the SEND register, Assessment Information and medical needs to the new teacher in the Summer Term.

Partnership with parents

At Whitnash Primary School we encourage parents to be involved by:

- Inviting parents into school 3 times a year to discuss the progress of their child.
- Inviting parents into school in the Summer Term to discuss the annual report.
- Inviting parents to curriculum evenings.
- Half-termly information newsletters to inform parents of curriculum coverage.
- Encouraging parents to come in and help in the classroom.
- Parents are informed in the Summer Term about the class that their child will be in.

- Parents are given clear information about what to expect in the next year group, through Year Group Transition Booklets.
- Parents are given the opportunity to meet the new staff before September.
- Parents are invited to experience the new classroom environment, classroom layout before September.
- Parents are invited to help out in each year group e.g. as a parent reader.
- The school operates an 'open door' policy to allow the parents the regular opportunity to meet and discuss issues with the class teacher.
- The Headteacher offer regular opportunities for parents to raise concerns.
- On-going parental questionnaires throughout the year are used to capture views and feedback.

Appendices

Could include:

- Communication Passports for SEND children
- Pen Portraits for ASD children
 - SENCo Communication grid