

Wolsingham Primary School



Transition Policy

Reviewed and accepted:

Chair of Governing Body:

Headteacher: *S. Kitching*

Date: 18.10.18

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1.0 Introduction

The Governing Body of Wolsingham Primary School is fully committed to the welfare of each child. Care and attention is given to each stage of the child's transition at Wolsingham Primary School, through their time within the school and beyond into secondary school.

2.0 Aims of this Policy

Entering a new situation (a new classroom with a new teacher) can be a stressful time and some points of transition e.g. moving key stages, can be especially challenging for some pupils due to the change of building, a more formal classroom approach and larger and unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive; alternatively, they may demonstrate inappropriate behaviour. Both extremes can inhibit learning. We aim for transition periods that:

- Promote the smooth transition of children throughout their time at Wolsingham Primary School and beyond
- Prevent and alleviate stress and anxiety
- Promote continuity of teaching and learning

3.0 Key principles on which we operate

- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents / carers, existing staff, receiving staff and, if age appropriate, with the child themselves
- Discussion and collection of information will focus on the whole child and not just child development or academic achievement i.e. routines, interests, family unit
- Relevant medical information alongside any additional needs
- Timescales for transition are variable to meet the individual needs of the child
- Other relevant information e.g. social and emotional concerns, special educational needs and disabilities
- Safeguarding information (all compliant with Data Protection Act) will be shared on a 'need to know' basis

4.0 Transition into Early Years

At Wolsingham Primary School, we work closely with parents of children coming into our Nursery to ensure that we have detailed information about the children prior to them attending full sessions. Parents and children are invited to come into the Nursery for two 'Stay and Play' sessions prior to their official starting date. During this time, staff encourage parents to share information about their child as well as discuss individual transition needs. If the staff, in conjunction with parents, identify a need for a longer transition period then this is arranged on an individual basis.

At Wolsingham Primary School, our EYFS team work closely together providing a range of opportunities throughout an academic year for Nursery and Reception children and staff to come together and through these events, nursery children become increasingly familiar with the main school building. We work closely with other local pre-school settings to ensure that we have detailed information about the children prior to them starting school. In the summer term, prior to the children starting school, the Reception teacher visits and observes

the children in their pre-school setting and meets with members of staff to gather information. We invite the children to join us for two 'Stay and Play' sessions in the summer term and encourage additional sessions for children joining us from other pre-school settings in our own Nursery setting prior to the summer.

As the children prepare to enter KS1, the Reception teacher meets with the Year 1 teacher to discuss the children on an individual basis within an information hand over meeting in which they discuss progress data, pastoral needs and interests, in order to ensure a smooth transition into Year 1. During the autumn term, a play based element is built into afternoon sessions to support children moving from a play based to more formal curriculum.

5.0 Class to Class

Throughout the child's time at Wolsingham Primary School, smooth transition from class to class will be encouraged by:

- Teachers meet in summer term to discuss individual children in new classes.
- One formal visit to new class and new teacher in July (additional 'get to know you' activities are organised between class teachers if a current class teacher has identified that a particular cohort / number of children have concerns).
- During the last half of the summer term, Year 2 children access the Key Stage 2 playground during break times.
- Class behaviour and expectations set by class teacher immediately in September.
- 'Meet the Teacher' evenings, held in September to introduce expectations of new class and curriculum and for parents / carers to meet new teacher informally.
- The production of a Transition Booklet for those children who find transition difficult. These consist of photographs of their new class teacher and a number of images of their new environment. These are produced in readiness for the summer holidays so that these children have access to them over the long summer break.

6.0 Transfer of records:

To help with transition between classes, the teachers ensure that key documents are passed on. These documents include:

- Behaviour records e.g. risk assessments and Behaviour Support Plans
- Current attainment groupings and assessment documents
- SEND information

More documents may be passed on depending on what is needed for each class. All documents are electronic and accessible on the school's server. These include previous consultation forms or records of meetings with parents if this information should be needed. All staff know how to access these documents.

7.0 Children joining the school

- Individual or group tours are offered to all incoming parents / carers and children.

- Arrangements for the child to spend time with current class is offered, if circumstances are appropriate, to help them get acquainted with their new surroundings.
- Parents / carers receive a 'Parents / Carers' Pack' with information about the school.
- Where appropriate new children are assessed quickly by class teacher.
- A 'buddy' identified by class teacher to help the new child to integrate
- Records from previous school made available to class teacher and SENCO if relevant.

8.0 Primary (Key Stage 2) to Secondary (Key Stage 3):

8.1 Year 5 pupils are offered the following to begin the process of secondary transition:

1. Year 5 pupils take part in any transition / taster day activities provided by local secondary schools.
2. Parents / carers and children are encouraged to attend Open Evenings.
3. Children are encouraged to attend sporting, music and other enrichment sessions at secondary schools.
4. Identified children (SEND, CiC) receive additional support before and after transition, discussed with parents during review meetings prior to the transition period.

8.2 Year 6 pupils are offered the following as part of the process of secondary transition:

1. Information sent out to parents/carers regarding secondary school application procedure, as well as local secondary school prospectus.
2. Arrangements are made with local secondary schools to come into school to speak to Year 6 pupils prior to Open Evenings.
3. Pupils attend transition days, usually held in July, organised by the secondary school they will be attending in September.
4. Some schools offer additional visits for identified pupils on class teacher or SENCO referral.
5. Most secondary schools offer a formal meeting between the Year 6 teacher and the Year 7 Head of Year or transition worker of receiving secondary school to discuss pupils.
6. Year 6 teacher completes a transition passport of assessment and transition needs for each child to pass onto secondary school.
7. Identified children (SEND, CiC) receive additional support before and after transition, discussed with parents during review meetings throughout the transition period.
8. Transfer of pupil records to secondary school.
9. The Y7 Head of Year or transition workers from all secondary schools visit Y6 children to meet the children and discuss their thoughts and concerns ahead of transfer.
10. SENCO meets with Secondary colleagues where appropriate to pass on important SEND information which may have an impact on planning and resourcing.

9.0 Equal Opportunities

We recognise that for some children, transition may be a stressful period of time that can impact on their progress. We will therefore ensure we identify those children requiring specific individual support at an early stage and that the receiving teacher is made aware of this. Wolsingham Primary School upholds its anticipatory duty towards all incoming pupils.