

# Transition Policy

Summer 2023

Education is a continuous journey and important transition milestones are not hurdles which interrupt education, but springboards that advance learning and help children advance eagerly and confidently to the next stage of their development.

## **Context**

In this policy, 'transition' describes the movement that takes place from:

- External pre-Nursery settings to Nursery
- Home settings to Nursery
- Home settings to Reception
- External/Rhodes Avenue nursery classes to Reception
- Reception to Key Stage 1
- Key Stage 1 to Key Stage 2
- Key Stage 2 to Key Stage 3.
- In-year admission transitions from other educational settings to Rhodes Avenue.
- Rhodes Avenue Primary School to other educational settings.
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Transition is the process where policy and practice supports children progressing through the school and their settling into a new class environment. Thought, planning, care and attention is given to every child at each stage of their transition through Rhodes Avenue nurseries and primary school.

## **Aims**

The aim of transition is to maintain the progression of teaching and learning for all pupils. At Rhodes Avenue we aim to:

- Liaise effectively with all schools and educational institutions, who transfer children to and from Rhodes Avenue;
- Ensure the smooth transition of pupils at the start of each year group;
- Ensure that the discussion and collection of information will focus on the assessment of whole child development, rather than just specific academic achievement;
- Allow variable timescales for transition that will meet the individual needs of the child;
- To include all other specific or relevant information (e.g. social care issues, special educational needs, looked-after children etc.) compliant with the General Data Protection Regulation, on a 'need-to-know' basis;
- Collect information prior to pupils starting in a new setting that is in partnership with pupils, parents/carers, outside agencies, existing staff and receiving staff.

## **Transition Procedures**

The following procedures will be taken to ensure that both the child and parents/carers are confident, content and at ease with pupil entry to our Nursery/Reception, in-year entries and at every transition stage throughout the school.

## **Transition from Home to the Nursery**

### **Nursery Preparation/Procedures:**

- Prospective Pupil/Parent Tours (these take place fortnightly throughout the year);
- Places offered at the beginning of the Spring term;
- All admission documents are sent out early in early Spring for places offered;
- New Nursery Parents/Carer's Information Evening at the end of the summer term;
- Nursery Information Booklet disseminated to parents/carers and is available on school website throughout the year;
- Small group nursery 'play dates' for children not attending a pre-school education setting prior to starting in out nurseries;

- Small group nursery 'play dates' prior to admission for all children and parents;
- Nursery manager/EYFS SENDCO to visit pre-school settings where children will be coming from to Rhodes Avenue
- Home visits for all children prior to settling-in period in September;
- Admission form collects parental concerns regarding general aspects, e.g. communication skills, physical skills etc which the EYFS SENDCO will liaise with parents prior to admission.
- EYFS SENDCO will liaise with parents of identified children with additional needs soon after places have been offered to begin transition work.
- Parents view the learning environment prior to admission.
- Transition books given to all children which can be read frequently with parents prior to admission for familiarity.
- Videos of the environment shared with all families which can be viewed frequently prior to admission for familiarity.

#### Nursery Settling-in Procedures:

- There is a home visit prior to settling in;
- There is a staggered entry
- All nursery children settle in with short sessions and then progress to longer sessions when children are ready.
- Breakfast club and After School Club commence when the children are settled in their longer sessions. Individual risk assessments will be carried out where required for children with additional needs.
- Parents/carers will stay with their child on the first day and any other subsequent days if necessary for settling-in but doing so will be guided by the nursery team.
- A personalized approach will be offered for any child who needs longer to settle than the general programme offered to all children.
- Termly Curriculum Letters to parents outlining the learning foci for the term

### **Transition from Nursery to Reception**

#### Nursery to Reception Preparation:

- In the Summer Term, Nursery children will have a visit to their new Reception class with their prospective teachers;
- New teachers will read stories to the children in both nursery classes.
- Near the end of the Summer Term, pupils meet their new teachers and stories are recounted and games are played (children who are not in the current nurseries are also invited to these sessions);
- Transition staff meetings with Nursery team and the 3 Reception Teachers to share important information;
- Home visits by prospective teachers to any new non-Rhodes Nursery children;
- EYFS staff to contact and visit any 'external settings' to meet children and gain transition notes from previous 'Key persons'.
- The Reception Booklet is given to all parents/carers;
- There is a New Reception Parents' Information Evening for parents/carers;
- Reading, Phonics/Spelling, PSED and Maths sessions for parents/carers are held in the autumn term.
- Admission form collects parental concerns regarding general aspects, e.g. communication skills, physical skills etc which the EYFS SENDCO will liaise with parents prior to admission.
- EYFS SENDCO will liaise with parents of identified children with additional needs soon after places have been offered to begin transition work.
- Parents view the learning environment prior to admission.
- Transition books given to all children which can be read frequently with parents prior to admission for familiarity.
- Videos of the environment shared with all families which can be viewed frequently prior to admission for familiarity.
- Termly Curriculum Letters to parents outlining the learning foci for the term.

### Reception Settling-in Procedures:

- At the beginning of the academic year, 15 children are admitted to the Reception classes in separate morning and afternoon session for two days, (mixed groups of children who have attended our nursery settings and those from external settings.)
- 30 children come together for two morning sessions; second day includes lunch, and then full-hours for all if they are ready.
- If any children are not settling after this time the teachers and parents will discuss and agree a longer settling in period but doing so will be guided by the nursery tea.. This allows pupils to gradually become accustomed to full-time education.
- A personalized approach will be offered for any child who needs longer to settle than the general programme offered to all children.
- Breakfast club and After School Club commence when the children are settled in their longer sessions. Individual risk assessments will be carried out where required for children with additional needs.

### **Transition from EYFS to Key Stage 1**

#### Reception to Year 1 Preparation

- At the transition staff meetings (two meetings), the Assessment folder, and a completed Transition Sheet Proforma are handed over to the Year 1 teachers and pupil's individual needs are shared and discussed;
- Summer 1 moderation meetings take place with Reception and Year 1 teachers to share children's progress and next steps in specific learning areas.
- Year 1 teachers visit the Reception in the Summer term to introduce themselves to the children and to share a story;
- In Summer 2, Reception children have outdoor playtimes at the same times as KS1 children;
- Reception children attend additional assemblies with KS1 in the Summer term.
- Reception pupils visit their prospective teachers in Year 1 in the penultimate week of the Summer Term and explain to the children the routines that will take place next academic year.
- Joint moderation exercises on linked Early Learning Goals

#### Settling-in Procedures

- Parent Class meeting at the beginning of the school year;
- Outdoor learning environment available for all children.
- Planning starts with EYFS and then transitions to National Curriculum
- Termly Curriculum Letters to parents outlining the learning foci for the term

#### **The Transition from Key Stage 1 to Key Stage 2**

- Termly Curriculum Letters to parents outlining the learning foci for the term
- Transition meetings in Summer 2 with current and new class teachers

### **Transition from Year 6 to Year 7**

Secondary transfer groups take place in the Summer term for those pupils identified as needing support for transition to secondary school. Secondary school Transition Meetings are held with linked secondary schools during the Summer Term which for specific children may also include multi-agency staff. There are also specific transition procedures for children with EHCPs or pupils who have been identified by their class teacher as needing additional support. There are opportunities for the INCO to meet with secondary SENDCOs to facilitate the transfer of SEN/D information. Secondary school SENDCOs are invited to all Annual Reviews of children in Year 6

who have an EHCP. All data that is a statutory requirement to share with secondary schools is sent to secondary schools using the Common Transfer File (CTF).

### **Equal Opportunities**

Equal access to the transition policy is given to all children regardless of ability, gender, cultural, religious or ethnic origin. Rhodes Avenue complies with its duties under the Equality Act (2010) and all staff will have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act. The school celebrates diversity and encourages inclusion.

### **Procedures for policy monitoring and dissemination.**

The policy will be reviewed according to the schedule of policies. Our review mechanisms will ensure that we assess the effectiveness of our transition procedures through parental, pupil and staff consultations (e.g. parent, staff and pupil questionnaires). Digital and hard copies are available to parents/carers on request.

### **Persons responsible:**

Headteacher  
Deputy Headteacher  
All staff