

# Transition Policy



## Moreland Primary School

## **Aim of Policy**

We believe that a well-planned and supported transition is vital to ensure children feel happy, safe and able to learn. This policy provides a framework for transitions at Moreland.

## **Defining Transition**

A transition is when a child moves from spending their time in one setting, class or school to another. Usually these changes occur when children change year group. However, sometimes transitions happen at other times.

Examples of transitions we support:

- Home to Baby Room/ Nursery/ Toddler Room
- Home to Reception
- Baby Room to Toddler Room
- Toddler Room to Nursery
- Nursery to Reception Class
- Nursery to other Reception Class
- Reception to Year 1
- Year 1 to Year 2
- Year 2 to Year 3
- Year 6 to Secondary School
- Other UK school to our school
- Abroad to our schools (first UK school)
- Moreland to other school (UK or abroad)

## **Principles of transition**

*“...the best transitions for children take place where conditions are similar, communication is encouraged, and the process of change takes place gradually over time.”(Sanders et al: 2005)*

- Transition is a process not an event
- Transition includes changes in environment, circumstances and relationships.
- Transitions are an essential part of growing up. Successful transition leads to a more confident and resilient child.
- Transitions should be viewed, and reviewed, positively. They offer an opportunity to develop core life skills and attitudes.

- Children face transitions with a variety of experience, some positive, some negative.
- A child of three has usually gone through many transitions; they have already experienced change.
- The settling-in policy for Early Years provides clarity to staff based on the individual needs of children.
- Trust is fostered in, and between, all participants by successful transition

### **Transition within school**

These transitions take place when a child moves from one year group to the next. Consistency within school supports successful in-school transitions. These include:

- School values
- Whole School Rules- The Moreland Way
- Consistency of expectation
- Pastoral team working throughout the school
- ITIPS/RULER approach

All transitions involve some changes. Transition is carefully planned by analysing commonality and difference between the two settings involved in transition. Communication between all staff and parents is essential for all pupils, especially the most vulnerable. All teachers and support staff have designated time within the handover process to meet together to discuss individuals within the cohort. The Assistant Head SENCO and Assistant Head 0-5 provide additional support for children with SEND and involves other professionals when required e.g. School Health Adviser, SEN teacher.

Some transitions involve more significant change. Outlined in Appendix 1 are specific procedures for certain key transitions.

### **Monitoring of Transition**

Transition is monitored by the Senior Leadership Team:

- Head teacher, 0-3 Manager and Phase Leaders (responsible for assessment) track pupil progress through transitions. Transition is an agenda item for pupil progress meetings every term. Both the previous teacher and new teacher attend a handover meeting in the summer term and if possible the first pupil progress meeting in September. Information is shared about individual children including FSM, More Able and Talented and SEN information.

- The AHT SENCO and 0-5 AHT monitor transition of vulnerable pupils through observation, discussions with parents and discussions with staff.
- The Senior Leadership Team monitors staff prior to and through transition identifying any professional development needs.
- The Headteacher evaluates transitions and reviews practice identifying whole school implications and strategic planning to refine and improve practice
- Any safeguarding records are requested from/sent to the child's new school in line with our Child Protection and Safeguarding Policy.

### Appendix 1 - Detailed Procedures for specific transitions:

#### Home to Baby Room

Time	Class	Activity	Monitoring and Assessment	Planning for learning using:
Before child starts		Offer letters sent. Parents complete admission forms identifying any specific needs. When specific needs are identified contact is made with family and any other involved agencies by the EYFS Leader/Inclusion Manager to plan provision.	Assessments from other agencies as available	Plans for specific needs
		Home visits arranged to complete the All About Me form & find out as much as possible about the child, building a relationship. Open afternoon for new children and parents arranged. Opportunity to view the setting.	0-3 Manager to monitor and oversee arrangements	All knowledge of the child provided by families.
<b>Baby Room – Ongoing</b>		Regular parent workshops focusing on supporting your child at home		

### Baby Room to Toddler Room

Time	Class	Activity	Monitoring and Assessment	Planning for learning using:
Half term before child starts in Toddler room	Baby Room	Handover meeting (Parent , current key worker and new key worker) to discuss child's specific needs.	0-3 Manager to monitor and oversee arrangements	All knowledge of the child provided parents and key workers.
Half term before child starts in Toddler room		Child to visit Toddler room with current key worker and then the new key worker.	0-3 Manager to monitor and oversee arrangements	

### Home to Toddler Room

Time	Class	Activity	Monitoring and Assessment	Planning for learning using:
Half Term before Term after child is 2	-	Offer letters sent. Parents complete admission forms identifying previous settings and any specific needs. Key person identified for all children. When specific needs are identified contact is made with family and any other involved agencies by the EYFS Leader/Inclusion Manager to plan provision. Previous settings contacted.	Assessments from previous settings and other agencies as available	Plans for specific needs
	-	Home visits arranged to complete the All About	0-3 Manager to monitor and	All knowledge of the child

		Me form & find out as much as possible about the child, building a relationship. Open afternoon for new children and parents arranged. Opportunity to view the setting and meet key person.	oversee arrangements	provided by families.
<b>Toddler Room</b> ongoing	Toddler Room	Intervention for targeted children based on observations and assessments against Birth to 5 Matters: Speech and Language sessions run by Early Years Practitioner; targeted support for Prime Areas and openness to provide any further support possible.	S&L - Regular assessments and target setting by NHS S&L Service – Entry and Exit assessments by professionals with 2 Year Old Lead Practitioner	Any future support planned from here.
	Toddler Room	Parents encouraged to stay and play with child at start of day	Track this.	
	Toddler Room	Regular parent workshops focusing on supporting your child at home including: Every Child a Talker (ECAT), Letters and Sounds (Phonics),		
Term after child turns 2.	Toddler Room	Settling period – focus on PSED, emotional well-being, sharing, taking turns and self-care. Planning using information from All About Me gathered on Home Visit and observations of child.	Observations Learning Journals	EYFS planning

Half Term after child turns 2. initial judgements recorded and moderated by end of October	Toddler Room	On entry observations and initial assessments. Moderated by EYCo.	Cohort and individual needs analysis	EYFS planning
Second Half Term after child turns 2.	Toddler Room	Settling Review Parents asked to complete a questionnaire to review transition process. Children are assessed again at the end of their first term	Review home visit record	

### Toddler Room to Nursery

Time	Class	Activity	Monitoring and Assessment	Planning for learning using:
<b>Two Year Old Room to Nursery</b>		Inclusion Manager continues to be involved (with parents and children as a key leader within school.		EYFS planning
Term child turns 3.	Toddler Room	Handover meeting facilitated by Inclusion Manager/EYCo, between Two Year Old staff and Nursery staff and parents to discuss needs of children.		EYFS planning
	Toddler Room	Inclusion Manager and key worker meets identified parents of children vulnerable during transition. Discussions are had about how school and home can best work		EYFS planning

		together to ease the transition period.		
	Toddler Room /Nursery	Nursery staff spend time in Two Year Old Room playing with children in familiar setting.	Observation	
	Toddler Room/ Nursery	Transition sessions in Nursery class supported by Two Year Old Key Person.	Observation	EYFS planning
Term after child turns 3.	Nursery	Children start in Nursery class the term after they are 3. Children will settle into nursery at their own pace and this will be closely monitored and planned for involving children's parents and following the settling policy. Parents may be asked to support children to settle depending on the needs of each child.	Observation	EYFS Planning – Needs and Interests.
	Nursery/ Toddler Room	Children are given the opportunity to visit the Two Year Old Room in consultation with staff from both rooms to ensure children feel secure.		
	Nursery	Speech and Language sessions continue to be run by EYFS TA including pre-teaching linked to EYFS planning	Regular assessments and target setting by NHS S&L Service	Planned with SaLT



## Home to Nursery

Time	Class	Activity	Monitoring and Assessment	Planning for learning using:
Summer Half Term 1	-	Offer letters sent. Parents complete admission forms identifying previous settings and any specific needs. Key person identified for all children. When specific needs are identified contact is made with family and any other involved agencies by the EYFS Leader/Inclusion Manager to plan provision. Previous settings contacted.	Assessments from previous settings and other agencies as available	Plans for specific needs
Summer Half Term 2	-	Home visits arranged to complete the All About Me form & find out as much as possible about the child, building a relationship. Open afternoon for new nursery children and parents arranged. Opportunity to view the setting and meet key person.	EYFS leader to monitor and oversee arrangements	All knowledge of the child provided by families.
<b>Nursery – ongoing</b>	Nursery	Intervention for targeted children based on observations and assessments against Birth to 5 Matters: Speech and Language sessions run by EYFS LSA; targeted support for fine motor skills and mark making & an openness to provide	S&L - Regular assessments and target setting by NHS S&L Service – Entry and Exit assessments by professionals with Class Teacher	Any future support planned from here.

		any further support possible.		
	Nursery	Parents encouraged to stay and play with child at start of day	Track this.	
	Nursery	Regular parent workshops focusing on supporting your child at home including: Every Child a Talker (ECAT), Letters and Sounds (Phonics), FAST (Families and Schools Together) introduced.	FAST programme assessed on entry and exit	
Autumn term	Nursery	Settling period – focus on PSED – emotional well-being, building relationships, sharing, taking turns and self-care. Focus on Prime Areas. Parents/ carers support settling in period at child’s pace in consultation with Key Person following settling policy.	Observations Learning Journals	EYFS planning Planning from All About Me information
Autumn term 1. initial judgements recorded and moderated within first 3 weeks.	Nursery	On entry observations and initial assessments. Moderated by Nursery Team and EYCo.	Cohort and individual needs analysis	EYFS planning
Autumn Term Half Term 2	Nursery	Settling Review after 6 weeks.	Review home visit record	

## Nursery to Reception Class

Time	Class	Activity	Monitoring and Assessment	Planning for learning using:
<b>Nursery to Reception</b>	n/a	Inclusion Manager continues to be involved (from nursery) with parents and children as a key leader within school.		EYFS planning
Summer Half Term 1	Nursery	Informal meeting, facilitated by Inclusion Manager, between Nursery and Reception teachers (if known) to discuss children with specific needs. Nursery planning modified in accordance to discussion, e.g. Key person supports making transition books for specific children.		EYFS planning
	Nursery	Inclusion Manager meets identified parents of children vulnerable during transition. Discussions are had about how		EYFS planning

		school and home can best work together to ease the transition period.		
Summer Half Term 2	Nursery	Specific planning to introduce transition to children and familiarise them with the concept, e.g. Circle time with Emotional Development focus.		EYFS planning
	Reception	Reception teachers visit nursery children teaching sessions in familiar setting.	Observation	
	Reception	Transition sessions in Reception classes with new teacher supported by Nursery TA. Parents meet teacher at end of sessions.	Observation	EYFS planning Discrete phonics plan
	Reception	Open afternoon for Reception (new children and existing nursery children) children and parents arranged. Opportunity to view the setting and meet key person.	EYFS leader to monitor and oversee arrangements	

Summer term - last week	Reception	Handover meetings between Nursery/Reception teachers and Nursery team.	Observation files; Learning Journals	EYFS planning
<b>Reception</b> – ongoing	Reception	Speech and Language sessions continue to be run by EYCo/ TA including pre-teaching linked to EYFS planning	Regular assessments and target setting by NHS S&L Service	Planned with SaLT
	Reception	Homework focusing on supporting your child at home when needed		EYFS Curriculum
	Reception	Regular parent workshops focusing on supporting your child at home including aspects from the curriculum		
Autumn half term 1	Reception	Phased entry of children. New children and SEN children start first. Parents encouraged to stay and support children if necessary in line with settling policy and based on individual children's needs. Base line assessments completed.	Observations; Key Learning assessments ; Baseline Assessment (completed within 3 weeks)	EYFS planning Discrete phonics plan

Autumn term – half term 2	Reception	Inclusion Manager meets with Reception teachers to discuss children that are experiencing difficulties. Provision and support planned.		Intervention/Personalisation planning
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NB: a majority of pupils from our Nurseries are admitted into the reception classes. In the event a child from another setting is admitted into reception, we follow the procedure for Nursery admissions eg, go and visit at home and complete the entry profile there.

### Reception to Year 1

Key changes:

- Change of curriculum – EYFS to National Curriculum once children have achieved Good Level of Development on EYFSP.
- Increased formal teaching depending on the readiness of pupils
- Timetabled playtimes in infant playground
- Reduction in child-initiated learning
- More structured timetable

Time	Class	Activity	Monitoring and Assessment	Planning for learning using:
<b>Reception – Year 1</b>	n/a	Inclusion Manager continues to be involved (from reception) with parents and children as a key leader.		EYFS planning Discrete phonics plan
Summer Half Term 1	Reception	Informal meeting, facilitated by Inclusion Manager, between Reception and Year 1 teachers (if known) to discuss children with specific needs. Reception planning		EYFS planning Discrete phonics plan

		modified in accordance to discussion, e.g. TA support.		
	Reception	Inclusion Manager meets identified parents of children vulnerable during transition. Discussions are had about how school and home can best work together to ease the transition period.		EYFS planning Discrete phonics plan
Summer Half Term 2	Reception	Specific planning to introduce transition to children and familiarise them with the concept, e.g. Circle time with Emotional Development focus.	EYFSP completed and submitted to LA	EYFS planning Discrete phonics plan
	Reception	<i>Opportunity to explore basic skills focus activities depending on the readiness of individual children.</i>	Key Learning Assessments	
	Reception	Year 1 teachers visit Reception children teaching sessions in familiar setting.		
	Reception	Whole afternoon transition session (or sessions if required) in Year 1 with new teacher supported by Reception TA. Parents meet teacher at end of session. Additional transition sessions for children with additional needs e.g. ASD to support familiarisation		EYFS planning Discrete phonics plan

	Reception	Familiarisation sessions in infant playground if necessary as pupils should be already familiar.		EYFS planning Discrete phonics plan
Summer term - last week	Reception	Handover meetings between Reception/Year 1 teachers and TA's. Information on individual needs shared incl. SEN, MAT, EAL, FSM.	Assessment data	EYFS planning Discrete phonics plan
Year 1 – ongoing	Year 1	Shared use of EY play areas when appropriate	Monitored by CT	Planned with CT
	Year 1	Regular homework focusing on supporting your child at home including information about Letters and Sounds (phonics)		EYFS and Y1 Curriculum
Autumn Half term 1	Year 1	Play based activities using Reception model, with some focus activities to explore basic skills meeting the needs of individual children. Main curriculum strand 'Ourselves' – Emotional Development (Self-confidence and self-esteem)		EYFS planning Discrete phonics plan IPC Theme: Ourselves
		Children assessed during Autumn term and targets set for end of Key Stage and end of Year 1	NC assessments, EYFS assessments for those working below Level 1	



Autumn Term Half Term 2	Year 1	EYFS profile scores used to select children for Early Literacy Support.	ELS Assessment	
Autumn Term Half Term 2	Year 1	Literacy Support Teacher works in Year 1 supporting targeted SEN children during whole class learning.	Key Learning Assessments	
Spring 1	Year 1	Inclusion Manager meets with Year 1 teacher to discuss children who are experiencing difficulties moving towards formal learning. Provision and support planned.		

**Admissions Year 2 onwards (see also New Arrivals and Induction Policy):**

- Before admissions, Deputy Head or Phase Leader to arrange a meeting if possible to meet with parents/ carer to discuss why a change of schools is necessary. In the event a parent is not happy with their child's current school they will be advised to speak to their child's HT and resolve any outstanding issues. If the move is necessary for other reasons, eg, moving house then the EHT or Head of School will find out as much information as possible about the child.
- If a child is admitted, the class teacher will complete the entry profile with the parent/ carer and Assistant Head SENCO if the child has any additional needs identified.
- The school office will request the child's record from their previous school, which, once it arrives will go to the Headteacher, Assistant Head SENCO, Class Teacher and all relevant staff.
- Pastoral, settling arrangements will be organised by the Class Teacher and pupils to ensure the new child feels comfortable and happy.
- Assessments on basic skills will be carried out as soon as possible and once records are received from the previous school, data is added to SONAR. If a child is identified as More Able or Talented through assessment or through

information from parents or previous settings this is shared with the class teacher and the child is placed on the MAT register.

- The Pastoral Manager will develop a relationship with the family and the whole staff team will work together to monitor the needs- educationally, socially, emotionally of the new child over time.
- Any safeguarding records are requested from/sent to the child's new school in line with our Child Protection and Safeguarding Policy.

### **Year 6 to Year 7 and beyond:**

- Y6 go on a Residential trip to bond as a team & to prepare them physically, emotionally & socially for change.
- Parents/ carers receive a letter from the Headteacher in September outlining the secondary transfer procedure depending on which borough they live.
- Brochures are distributed mid- September which provide details of every secondary school along with open evening/ day dates and admissions procedures.
- All SLT are available to answer any questions and provide support to families.
- Children with a EHCP will be contacted by the Assistant Head-SENCO in spring term before the child enters Year 6 to set the process under-way.
- Parents/ carers are able to use school IT resources to do the on-line application, with support from school staff.
- In the event that a child does not get one of their choices or not the choice they had hoped for, the SLT support with the appeals process as appropriate.
- In summer term, all invitations to have open days for Year 5 and Year 6 are taken up so that pupils become familiar with their new settings.
- Staff attend secondary transition conferences with secondary school and share information on children's abilities, needs and talents. 1:1 transition meetings are held where appropriate e.g. for SEN children, MAT children.
- Secondary school specialist teachers are encouraged to do one-off projects with Y5 & 6 pupils eg. art, sports etc

- In summer term, Y6 pupils are given a lot of opportunity to discuss their feelings, thoughts and views with each other through circle time, philosophy & debate.
- End of year events are carefully planned to ensure pupils pull together good, happy memories of their primary school.
- Year 7 and beyond pupils are actively encouraged to visit as often as they would like. Many do their work experience here.
- Any safeguarding records are sent to the child's new school in line with our Child Protection and Safeguarding Policy.