



Happiness

Independence

Solid Foundation

Harefield Children's Centre, Nursery & Infants School

Transition Policy

June 2014



Harefield Children's Centre, Nursery & Infants School

Transition Policy

At Harefield Infant's School we recognise that times of transition, into and through school, mark important developmental and educational milestones in the lives of young children. We understand that these fundamentally important times can be stressful, as much for parents and carers, and we aim to make the process of progression into and through our school as open and seamless as possible. We do this by working closely with parents in helping their children to gain the independence and confidence they need to adapt safely, happily and successfully to the world of education.

Transition Commitment

- To provide an open, welcoming environment that encourages children and parents to take an active part in the preparation for and process of learning.
- To provide regular, succinct information to parents to help them understand the environment, systems and processes that operate within the setting, prior to and alongside their child's transition through school.
- To ensure transparency in the information gathering and sharing process, whether inter or intra school or other settings and agencies.

Transition into Nursery

- Prior to entry, parents and carers are invited to spend some-time in the Nursery, experiencing exactly the sort of day the children can expect to have from September.
- We work closely with Harefield Children's Centre. The Children's Centre staff provide a number of Transition Days for the children who will be starting Nursery. The Nursery teacher visits the Children's Centre in the term prior to joining Nursery to take part in some activities offered during the summer term. Siblings and regular attenders at the Children's Centre and their families are invited to participate in Christmas celebrations with the school.
- Where the Children's Centre staff have concerns that a child may find transition difficult, they work with the Nursery staff to produce a "Transition Book" for the child to read with a parent or carer over the holiday prior to entry into the Nursery. We work very closely with the Children's Centre to ensure a happy and successful transition ensuring the individual needs of the children are met.

- Nursery staff undertake home visits to meet with children and parents in familiar surroundings, enabling them to meet 2 members of the nursery team. This provides the opportunity for parents to look through the admission forms and to speak confidentially to staff. These meetings may also be held in school where parents prefer not to have a home visit.
- The Nursery operates a graduated entry programme during September and October. This ensures that the children and staff have a good opportunity to get to know one another and the expectations of the setting.

Transition into Reception

- Art work from the Nursery is displayed in the main school corridors and the hall.
- Throughout the academic year the children in Nursery are invited to join the remainder of the Infant School for major assemblies and they and their families take part in "Dressing the Tree" at Christmas.
- One of the criteria upon which children entering Reception are grouped is according to their Nursery friendship groups. Advice is sought from the Nursery practitioners so that friendship groups can be retained as far as possible.
- The system of reward throughout the Foundation Stage (Nursery and Reception) is consistent.
- Children in Reception initially spend half a day and lunch time in school for their first week (or longer according to how the child is settling in). Generally by the end of their first week the children are ready to stay all day.
- During the last week of the Summer Term, Nursery children spend a morning or an afternoon in their new Reception class.
- During the Summer Term, parents and carers are invited to attend an evening to meet their child/ren's new Reception teachers and see the Reception classrooms and outdoor areas and find out about uniform, PE kit and lunches. It is also an opportunity for parents and carers to ask questions.
- The Reception teachers and Learning Support Assistants visit Nursery on several occasions during the Summer Term prior to entry into Reception, in order for the children to get to know them and so that they can meet the children in their new classes.
- During the first term in Reception parents are invited to a Curriculum Evening to enable them to see and experience learning through play.
- The EYFS profile is begun in Nursery and continued in Reception.

- The 'Learning Journey' journal begun in Nursery is continued into Reception. All observations, photographs and assessment information is passed up to Reception to ensure continuity of assessment and learning.
- Where the Nursery staff have concerns that a child may find transition difficult, they work with the Reception staff to produce a 'Transition Book' for the child to read with a parent or carer over the holiday prior to entry into Reception.

Transition into Key Stage One - Year One

- Reception children meet their Year 1 teacher for story sessions and an afternoon in the last few weeks of the Summer Term.
- Children who are considered to be 'More Able Gifted and Talented' and who are on the Shadow MAG&T Register will be identified to the new class teacher.
- During the first term in Year 1, the children are assessed according to the EYFS profile and entry assessments are undertaken. This enables Pupil Progress Meetings to be undertaken between the class teacher and Head to track each child's progress throughout the next Academic Year (and beyond).
- By the end of the first term all children will be taught and assessed according to the National Curriculum.
- The 'Learning Journey' begun in Nursery and continued in Reception is continued into Key Stage One. All observations, photographs and assessment information is passed up to Year 1 (and Year 2) to ensure continuity of assessment and learning.
- Where the Reception staff have concerns that a child may find transition difficult, they work with the Year 1 staff to produce a "Transition Book" for the child to read with a parent or carer over the holiday prior to entry into Year 1.

Transition into Key Stage Two / Junior School

- In the Summer Term prior to entry into the Junior School, the Year Two teachers meet with the Year Three teachers to share information about their classes' attainment, any social, emotional, religious and individual special needs. Children on the More Able, Gifted and Talented Register will be identified to their new teacher at this meeting.
- Towards the end of the Summer Term, the Year two teachers accompany their classes to the Junior School for an afternoon.

- Parents, carers and pupils are invited to an introductory meeting in the Junior School prior to the end of the Summer Term. It is at this meeting that they will be informed of their new Year Three teacher.

Mid-term Transition

When a pupil arrives mid-term, they are met by the Learning Mentor who oversees their transition into school and class. A new admission pack is used to support this process and a 'buddy' friend is chosen to help look after them. Should a child leave Harefield Infant School mid-term, then the office oversees the handover of documents to the new school.

The Role of the Learning Mentor.

The Learning Mentor manages the co-ordinated transition programme, liaising with key members of staff within the Children's Centre, Nursery, Infant and Junior School to ensure an effective transition, speedy transfer of information for target pupils and continuation of support if necessary.

During the Summer Term, the Learning Mentors in the Infant and Junior School work closely together to provide a smooth transition. Transition is supported in Year 2 by whole year visits and additional small group visits for those children needing further support. Parents and carers are invited to be part of this process.

The Learning Mentor also oversees the transition of any new pupil who joins Harefield Infant and Nursery School mid-term.

The Role of the Inclusion Team

During the Summer Term, the Infant Inclusion Team work alongside the SENCO/Inclusion Team in the Junior School. This allows the teams to assist students and their families with effective transition into the next phase of their education.