



Ripley Infant School Transition Policy



RIPLEY INFANT SCHOOL

Transition Policy

"Growing and Learning Together"

Introduction

At Ripley Infant School we are fully committed to the welfare of each child. Care and attention is given to each stage of a child's transition into the school, through his or her 3 years at our school and beyond as they transfer into Key Stage 2.

Aims of the policy

Entering a new situation (particularly a new setting, classroom and new teacher) can be a stressful time; starting school for the first time can be especially so with a larger and unfamiliar environment. Rapid change can lead to insecurity and stress which can lead to children becoming withdrawn or demonstrate inappropriate behaviour. This in turn can inhibit learning.

It is therefore the aim of this policy to:

- Promote the smooth transition of children throughout their time with us and beyond
- Prevent and alleviate stress
- Promote the continuity of teaching and learning

The Benefits of a smooth transition

With our staff, parents and other agencies all working together to ensure a smooth transition there are a host of benefits for all involved.

The Child:

- *Feels special and valued
- *Feels safe and secure in their new setting
- *Feels able to ask for what they want or need
- *Is clear about expectations of behaviour and learning

The Parent:

- *Feels able to ask questions and is confident about getting answers
- *Feels valued, supported and appreciated for their role
- *Feels that their opinion really does matter

The Staff:

*Know that each child's needs will continue to be met

*Develop a shared approach with local schools and other agencies

*Have the opportunity to work with and learn from a range of other professionals, mainly from other settings

*Know that the children will settle quickly into the new environment, and will be happy there

Key Principles:

- The collection of information prior to the child starting school will be in co-operation and partnership with parents and carers, existing staff and receiving staff
- Discussions on collection of information will focus on the whole child and not just on child development or academic achievement
- Relevant medical information, any additional needs or other information i.e. SEND or social care issues will be shared in the interests of the child
- Safeguarding information (compliant with the Data Protection Act) will be shared on a 'need to know' basis
- The timescale for transition is variable in order to meet the needs of the child.

Induction to the Foundation Stage Unit

All parents of children who are due to start in the Foundation Stage Unit in the coming school year are invited to an induction meeting. This meeting allows parents to:

- Meet the Head Teacher and the Foundation Stage Team
- Be fully informed of the school aims
- Be fully informed of the daily routine within the unit
- Develop an awareness of the Early Years Foundation Stage Curriculum
- Become more familiar with the setting
- Be aware of how we monitor the children's development and be introduced to the 'Learning Journey' and Tapestry Online Learning Journal which will form a base for evidence of their child's achievement within the Foundation Stage
- Understand how they can support their child at home
- Become aware of how they can become involved in the school

Parents will be encouraged to support children at home with toileting during the summer to ensure children are as independent as possible on starting school. Parents will be asked to inform a

member of the Foundation Stage team if their child has any problems with toileting and parents must provide any items or resources which their child may need.

During the meeting parents will be asked to contribute to the beginning of their child's 'Learning Journey' by providing some information about their child. This includes; any allergies which need to be addressed when having snack, likes/dislikes, favourite toys, friends, family and any other special information about the child which they would like to share with staff.

All new starters will be invited to join the EYFS team at four 'Play and Stay' sessions during the Summer Term which will be held after school. These are provided to support both children and parents in becoming familiar and confident within the new setting. They also provide a valuable opportunity to begin to build positive relationships between home and school.

Children will be invited to join us in the Foundation Stage Unit for an independent transition visit in the final Summer Term. The arrival times will be staggered throughout the day so that each child is given individual care and attention to help them to settle on their first visit independent to their new setting. If staff feel that a child needs any further visits these will be arranged. All visit(s) prior to starting will allow the children to:

- Become familiar with the new setting
- Meet the Foundation Stage staff and become familiar with their bay teacher
- Meet other children who may be joining from other settings
- Be introduced to the Golden Rules within school
- Become aware of expectations of behaviour within the unit

The Foundation Stage staff will visit individual settings to meet new starters before they visit the unit, this will ensure that all children can identify a familiar face on their first initial visit to school. On this visit staff will take up Year 2 'Playground Pals' to meet the new starters. Each new starter will have a 'Pal' to support them and to be a familiar face at playtimes and lunchtimes, ensuring it is a happy time.

Foundation Stage staff will arrange times to meet with staff from the various settings before entry to school, to discuss starting points for new starters and to ensure all information is passed over appropriately.

Admission to school

Children will attend initially on a part-time basis for the two weeks of the Autumn Term to assist with the smooth transition from Nursery, where the majority of children will have been attending on a part-time basis. This will be from 8:45am until 1:30pm, experiencing the lunchtime routines.

After this time the Foundation Stage staff will speak to all parents regarding how a child has settled into life in school and in consultation with parents may ask children to attend full-time or continue on a part time basis depending on what is in the best interest of the child. Part-time attendance will be offered up until January for September starters and can be used as necessary

to support individuals in settling into school life and routines. If they should wish parents have the right to defer their child starting school until January.

January starters will be invited to attend regular morning or afternoon sessions from the second Autumn Term to support a smooth and quick transition in the New Year. On starting School in January all new starters will be part-time for the first week only and will be offered full time in week two. However if necessary part-time will be offered to individuals if staff feel a child would benefit from this.

As a school we are aware of the disadvantage of January starters and therefore our aim will be to focus on a smooth and early transition from Pre-School settings so that all children are able to attend on a full-time basis as soon as possible.

During whole school morning playtimes a member of the Foundation Stage team will be on duty on the playground to provide a familiar face for the children. At lunch times there will be two specific Mid-Day Supervisors which will be assigned to the unit. One will be based on the playground and one will be based in the dining room to support children with their lunch and to ensure they feel happy and secure at lunchtimes.

Assessment on Entry to School

During the first few weeks of the Autumn Term (Spring Term for January Starters) the Foundation Stage staff will carry out Baseline assessments on all seven areas of learning using the Early Excellence accredited Baseline programme. This will be used in addition to information and assessments passed on from Pre-School settings. The initial assessment will shape the start of the child's individual 'Learning Journey', showing a true picture of where the child is at on entry to school.

Staff will use the Baseline assessment to identify which banding a child is working within using the Development Matters Statements and the next steps in learning can then be planned for.

Early in the Autumn Term parents will be offered an initial opportunity to 'Meet the Teacher' to find out how their child has settled into their new setting, ask any further questions and discuss any other concerns and later in the autumn term there will be a formal Parents evening in which staff will share results from the Baseline assessment.

Year on Year transition

Throughout a child's time at Ripley Infant School, a smooth transition from class to class will be encouraged by:

- Children encouraged to share good work with other teachers to allow them to become familiar with members of the staff team
- Children will produce a piece of writing for their next teacher
- Move Up Day (Transition Day) gives children the opportunity to meet their new teacher, in their new classroom, and work with them for the day

- Teachers meet in the summer term to pass on information about each pupil including SEND.
- Meet the teacher sessions for parents

Transition to feeder Junior School(s)

Smooth transition from Ripley Infant School will be encouraged by:

- Parents carers will receive an information pack about the Junior School and have the opportunity to attend an Open Day and/or Parents Meeting to look around and meet the staff
- Transfer of records – End of year reports, Teacher Assessments, SEND information, safeguarding documents, Validated Key Stage 1 data before the end of the Summer Term
- Year 3 staff meet with Year 2 staff to discuss pupils, combinations of pupils, families, attainment and progress before class lists are finalised
- Children to attend junior school on two days during the week of Common Transition Day to familiarise themselves with their new surroundings
- Additional small group visits to take place for vulnerable pupils and SEND pupils who may find transition challenging
- Nurture sessions to be provided during Summer Term 2 for those children who may find transition challenging
- Pupils who will attend Ripley Junior School receive their Year 3 book(s) during Summer Term 2 and use them to record their work.
- Key Stage 1 have access to the Junior field for Sports Day to familiarise themselves with the different surroundings
- Junior School SENCo/Senior Designated Professional to attend any EHC/statement/TAF/LAC/Child Protection meetings re children who will be transferring

Post Transition

To ensure that the children have settled well into Key Stage 2, an Autumn Term visit by Infant staff (Head, teachers, Learning Mentor) will be arranged. Any areas of concern will be discussed and children will be able to share their successes.

Mid-Year Admissions

We aim to support pupils arriving in school throughout the year by:

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

- Time for the transferring child to spend in their new class and school prior to starting with us (morning/day session as required)
- Parents receive a welcome pack with a copy of the prospectus, newsletter, forms etc
- New children to be assessed by the class teacher and SENCo quickly
- A 'buddy' in the new class is identified by the class teacher to help integrate the new child and support with routines, finding their way around etc
- Records from the previous school made available to the relevant staff

Evaluation

The Headteachers of all the schools concerned will ensure each aspect of the transition process is evaluated to ensure its effectiveness through discussion with parents, staff and children.

Transition will be discussed with governors throughout the year. This will ensure that governors can assess the impact of the transition process and contribute to the continued development and improvement of the process.

This policy will be reviewed annually.

Approved: April 2017

Review date: April 2018