



# Short Heath Federation Transition Policy

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<b>Headteacher Signature</b>	
<b>Chair of Governors Signature</b>	
<b>Date for Review</b>	<b>Sept 2018</b>



## Transition Policy

Lane Head Nursery, Rosedale Infant and Short Heath Junior Schools Draft Transition Policy

### Introduction

The Governing Bodies Short Heath Federation (SHF) are fully committed to the welfare of each child. Care and attention is given to each stage of a child's transition into each school, through his or her years here and beyond into secondary school. In this policy 'transition' describes the movement that takes place from one familiar setting (including the home) to another.

### Aims of the Policy

Entering a new situation (particularly a new classroom and new teacher) can be a stressful time, and some points of transition e.g., key stages, can be especially so, due to the change of school, more formal classroom approach, larger and unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress become withdrawn and unresponsive; they may also demonstrate inappropriate behaviour. Both extremes can inhibit learning.

It is therefore the aim of this policy to:

- promote the smooth transition of children throughout their years at SHF and beyond
- prevent and alleviate stress
- promote the continuity the teaching and learning

### Key principles on which we operate

- the collection of information prior to the children starting in a new setting will be in co-operation and partnership with parents and carers, existing staff, receiving staff, and if age appropriate, with the child
- discussions on collection of information will focus on the whole child and not just on 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 – social care issues, SEND
- safeguarding information (all compliant with Data Protection Act 1998/GDPR) will be shared on a need to know basis <http://www.legislation.gov.uk/ukpga/1998/29/section/14>

### Transition from Pre-School/ Home to the Nursery

- ✚ Parents are invited to a 'New to Nursery' meeting which is used as an opportunity to introduce parents to staff



- ✚ Parents and children receive a home visit prior to starting Nursery
- ✚ Parents receive an information pack
- ✚ Children receive a preschool visit (observation / information sharing)
- ✚ Children attend a 'stay and play' session at school to become familiar in their new environment with the support of their parent or carer
- ✚ A 'Passport to Nursery' is given to all children before they start at school
- ✚ Staggered induction of children
- ✚ In the summer term, the SENCO/HoS visits other pre-school settings where children with SEN are identified.
- ✚ Teachers new to the Early Years team spend planned time in the Early Years over the summer term, where possible
- ✚ 'Coffee and Chat' sessions are run on the initial drop off day for new nursery starters. This is to support all parents and to reassure anxious parents

### **EYFS - Key Stage 1**

- ✚ Parents are invited to a 'New to Reception' meeting which is used as an opportunity to introduce parents to staff
- ✚ Parents and children new to the school receive a home visit
- ✚ Parents receive an information pack
- ✚ Children new to the school receive a visit (observation / information sharing) to their previous setting
- ✚ Children attend half a day in their new class with their new teacher and teaching assistant to familiarise themselves with their new learning environment
- ✚ Children attend half days for the first week
- ✚ All Reception staff stay until children are settled in the dining room, at lunchtime, for the first few weeks
- ✚ In the autumn term, the provision closely reflects summer term practice in Nursery
- ✚ A member of Nursery staff is placed in Reception for the first half term
- ✚ A 'Passport to Reception' is given to all children before they start at the school
- ✚ Children make a 'What happens in Reception?' book for the next Reception class
- ✚ Teachers new to the Early Years team spend planned time in the Early Years over the summer term, where possible
- ✚ Parents are invited to record both theirs and their child's feelings on the transition form that is sent home.



- ✚ During the summer term staff will explore changes with changes with children to support transition exploring any issues that that arise for cohorts
- ✚ Learning support evidence for SEN is held electronically and made available to next teacher
- ✚ Nursery children spend time jointly with Reception children during independent time to familiarise them with the Reception learning environment
- ✚ Handover meetings are held in summer term
- ✚ Joint moderation completed between Nursery and Reception staff

### **Key Stage to key Stage**

Smooth transition from the nursery to infant and from infant to junior school will be encouraged by:

- ✚ Transfer of Records
- ✚ Portfolio folder, to include:
  - ✚ end of year reports
  - ✚ Teacher Assessment EYFS/KS1 (TA)
  - ✚ SEN –details
  - ✚ safeguarding – addressed to the DSP
  - ✚ validated EYFS/Key Stage 1 data

### **Key Stage 1 to Key Stage 1**

In the Spring / Summer term - Programme of events for transition process:

- ✚ MAY - Year 2 and Key Stage 1 use the junior school field for sports day
- ✚ Junior HoS to attend EHC/LAC/PEP/Early Help/ CP meetings re Year 2 children who are transferring to junior school
- ✚ JUNE - Year 3 teacher to spend time in the year 2 class; one afternoon with the children one afternoon teaching in the Y2 class
- ✚ Y3 staff spend a staff meeting time with the Year 2 teachers to get first-hand information on all the children and look at work
- ✚ Y3 staff moderate KS1 assessments with Y2 staff
- ✚ Year 2 to participate in break time and lunch time play prior to Transition Day
- ✚ Y3 write a letter to Y2 children and buddy up on first playtime visit



- ✚ JULY - Transition Day (scheduled with all other infants/juniors and secondary schools in the local area on 1st Wednesday in July) to facilitate transfer across phases
- ✚ Year 2 to have lunch in the dining room on Transition Day
- ✚ Junior HoS to do a Year 2 assembly in the summer term prior to transition
- ✚ Videos made by Year 3 children to allay year 2 fears - shown in assembly
- ✚ Evening meeting prior to Transition day for year 2 parents to meet Year 3 staff, SENCO and Senior Leadership team
- ✚ Year 2 Worry box which Year 3 children and staff can answer
- ✚ A picture booklet showing school areas and staff who will be working with them to use over the summer holidays
- ✚ Bridging piece of independent work between Year 2/Year 3 put in the front of Y3 junior books in English, Maths and RE

Additional, for some children with particular needs:

- ✚ Personalised Picture booklet with specific key worker Transition day in their Year 2 class
- ✚ Additional meetings by SENCO with parents of Year 2 children on the SEND register
- ✚ Small group visits for 6 weeks starting at the beginning of June for children led by Y2/Y3 TAs

### **Class to Class**

Throughout the child's time at SHF, a smooth transition from class to class will be encouraged by:

- ✚ children being encouraged to share their good work with the teacher of the next class
- ✚ children to do a piece of writing for their next class teacher
- ✚ teachers meet in the summer term to pass information to the next class teacher
- ✚ Transition Day for teachers to work with their new class
- ✚ SEN children to have a detailed pupil passport detailing how they like to work, likes/ dislikes and strategies that have helped them learn
- ✚ cross class work sharing so children become familiar with other staff
- ✚ meet the teacher for parents
- ✚ summer term open evening for child and parent to meet the new teacher so they can put a face to a name before the summer holidays



### **Transfer of records**

Records will include:

- ✚ individual provision maps
- ✚ support plans
- ✚ SEN information
- ✚ Assessments - writing assessment folder
- ✚ Child's pink folder- past reports
- ✚ SPTO tracker data in Maths/English- phonics, reading age, spelling writing
- ✚ intervention books/sheets and outcomes
- ✚ the following books should be sent up: English book, Maths book, Art & DT sketch book, Reading Record book, PSHE, RE and French books

Children joining the school – throughout the year

- ✚ individual or group tours offered to all incoming parents/carers and children
- ✚ time for the transferring children to spend in their new class and school (morning /day session as required by parents)
- ✚ parents to get a welcome pack – prospectus/newsletter/forms for clubs/uniforms/
- ✚ Parentpay, Squid and Marvellous Me codes given on first day
- ✚ new children to be assessed by class teacher and SENCO quickly
- ✚ a 'buddy' in the new class – identified by the class teacher to help integrate the new child
- ✚ request to old school for essential information to be shared (see appendix)
- ✚ records from the previous school made available to the class teacher and SENCO
- ✚ request to old school to send old maths and English books

### **Primary (Key Stage 2) to Secondary (Key Stage 3)**

Year 5 pupils:

- ✚ opportunities to visit the local secondary schools through curriculum activity visits- plays science days- sports events, music and possible G&T events
- ✚ encouraging Year 5 parents to attend open evenings and days – children's absences will be authorised

Year 6 pupils



All are offered the above and in addition as part of the process the following, where relevant, will support secondary transition:

- ✚ Walsall Council Admission Team meetings in September of Y6 to go through transition process and applications with parents/carers
- ✚ a formal meeting takes place between the Year 6 teacher and the Year 7 tutor of the receiving secondary school prior to Transition Day to create a profile of assessment data and transition needs for each child
- ✚ Transition Day/s in the summer term
- ✚ New school staff invited to spend time in Y6 with any children who require additional support or who may be vulnerable
- ✚ additional visits to their secondary school to meet support staff and pastoral workers – identified children who may be 'vulnerable' (CLA, SEN, EH, SEMH, ASD etc) accompanied by junior school staff
- ✚ HoS to invite pupil's secondary school to relevant meetings in relation to a child in the summer term before transition (CIN/CP meetings, TAC meetings etc)
- ✚ transfer of records to the receiving secondary school - reports/assessments
- ✚ records are hand delivered and signed for on receipt
- ✚ safeguarding records to be transferred in person to the DSP of the receiving secondary school
- ✚ Year 6 teachers and Head of Year 7 meet to exchange teacher assessments and pastoral information in the summer term prior to the Transition Day
- ✚ Head of Year 7 (in addition some schools bring junior school past pupils who are currently in Year 7) to meet with children transferring to their school
- ✚ G&T children are invited to Master Classes - maths
- ✚ Year 6 children to be invited to attend Year 6/7 summer courses at their transferring secondary school (if the secondary school holds any)
- ✚ SENCO to also liaise and hand over to the receiving secondary school pupil's SEND documents.
- ✚ Common transfer files completed and sent to secondary schools through SIMS

### **Equal Opportunities**

We recognise that for some children e.g. SEND children, CLA, EAL and other vulnerable children, transition may be a stressful period of time that can affect their progress. Hence, we will ensure we identify those children requiring special attention/support, whatever their race/colour/gender/beliefs or disability, at an early stage and the receiving teacher made aware of this. Short Heath Federation upholds its anticipatory duty towards all incoming pupils.



This Transition Policy is to be reviewed annually by all federation schools in the autumn term after transition has taken place in order to review our good practice.

