




<b>Date of Review</b>	<b>May 2024</b>
<b>Next Review Due</b>	<b>May 2026</b>
Staff Responsibility	Headteacher
Notes / Source	
Signed by Chair of Governors	

## Transition Policy

### Statement of intent

At Hunnyhill Primary School, we understand the importance of the transition process for both pupils and their parents and, as a result, we are committed to providing a smooth transition for all pupils whether it is between settings, year groups or key stages.

We have created this policy to ensure that all pupils engage in a smooth transition by:

- Providing opportunities, support and information for parents, pupils and practitioners during this crucial time.
- Providing a positive experience which will not hinder pupils' wellbeing, learning or development, and ensures they are enthusiastic to learn in their new setting.
- Actively involving pupils and parents in the transition process.
- Sharing information between settings, in terms of pupils' development and learning records which will enhance the effectiveness of the transition process.

## Roles and responsibilities

The governing board will be responsible for:

- Ensuring compliance with the 'School Admissions Code'.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Ensuring the school has a designated member of staff who is responsible for the coordination of transitions.
- Promoting the importance of parental engagement during the transition process.

The headteacher will be responsible for:

- Liaising with the governing board and reporting back the successes and challenges of the transition process.
- Liaising with the governing board on pupils entering and leaving the school and the measures in place to accommodate for these new pupils.
- The overall implementation of this policy.
- Reviewing this policy in conjunction with other relevant policies.
- Liaising with early years settings and secondary schools to coordinate transitions between schools.
- Ensuring a welcoming atmosphere is adopted throughout the school.
- Meeting with parents to welcome them and their children to school and answering any queries they may have.

The SENCO will be responsible for:

- Liaising with relevant members of staff, e.g. the headteacher of a pupil's previous setting, to ensure pupils with SEND receive the essential support they require.
- Liaising with pupils' parents to ensure measures are put in place to make the transition for their child easier.
- Meeting with pupils to ensure they are happy and feel supported during the transition period.
- Reporting successes and challenges back to the headteacher where necessary to help inform future transition programmes.
- Having due regard to the Special Educational Needs and Disabilities (SEND) Policy when implementing support for pupils with SEND during transition periods.

School staff will be responsible for:

- Adopting a warm and welcoming atmosphere for new pupils.
- Offering support for all pupils but having particular regard for pupils who are struggling to adjust to a transition.
- Participating in transition activities.
- Identifying suitable pupils to be part of a 'buddy system' for pupils entering the school during an academic year.

### Definition

For the purpose of this policy, **“transition”** is the movement that takes place between one setting, year group or key stage, and describes the practice that is adapted to support pupils in settling into their new learning environment in preparation for future learning and development.

### Transition into Reception

PreSchool children will work with the Reception class at various times throughout the year for different events.

During the Summer term before entry to Reception:

- Joint activities will be organised for PreSchool and Reception children.
- PreSchool children will spend a series of sessions in the Reception classroom with the Reception teacher and the TA.
- PreSchool children will be allowed time to explore the main school building supervised by a member of staff.
- Staff will use stories to help explain new situations so children can relate to the change that will occur.

Prior to entering Reception:

- PreSchool and other nurseries will advise the Reception teachers on children's learning and friendships.
- Parents will attend an information session with the headteacher to discuss what their child can expect in the first term of their new school – this is an opportunity for parents to feel reassured and have any questions answered.
- Parents will have the opportunity to attend a session with the child's Reception class teacher to discuss class content, provisions in place to make transition easier for their children and have any questions answered.

During the first term:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the

assessment and, in most cases, children will not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment.

- A parent sessions and or information will be offered to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

Throughout the year, parents will be encouraged to share any information, concerns, or pupil successes with staff.

### Transition into Year 1

During the Summer term, prior to entry into Year 1:

- Reception pupils will join the older pupils on the playground during break and lunch time, supported by a member of staff.
- Reception pupils will attend assemblies with the whole school, in addition to special assemblies throughout the year.
- Reception classes will adopt a modified timetable similar to the Year 1 timetable.
- Reception pupils will have sessions in the Year 1 classroom with their future Year 1 teacher and the TA.
- Pupils will participate in a new term move up days with their new teacher.

Prior to the pupils entering Year 1:

- Reception teachers will complete transition sessions on each child and provide the reports to their Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.

During the first term:

- The Year 1 timetable, in terms of provision, planning and pupil-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Pupils will continue to be assessed on the EYFS profile, if appropriate.
- Consideration will be given to the links between the seven areas of learning in the foundation stage and the national curriculum subjects.
- The more formal teaching of Year 1 will be introduced gradually.

### Transition into other years

Pupils will attend whole-school sharing assemblies throughout the year, and will engage with other teachers and pupils.

During the Summer term prior to entry into the following year group:

- Pupils will participate in a new term move up days with their new teacher – the session will involve a practice lessons and time for questions and answers.
- Teachers will meet to ‘handover’ their class. The handover meeting will involve discussing the overall progress of the pupils, any issues the current teacher faced and whether there are any special considerations the new teacher needs to be aware of, e.g. adjustments for pupils with SEND.
- Previous class teachers will advise new teachers of favourable groupings for pupils as well as any grouping which should be kept separate.
- Teachers will meet to discuss pupils’ progress from previous years, and set learning targets for individual pupils across all of the subjects.
- Learning journals, phonics assessments, examples of writing and parent consultation records, are all passed on from the teacher to the new teacher.

A parents’ evening will be held during the first term to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns

### Transition from Year 6 to Year 7

Our school is a feeder to most secondary schools in Newport and Cowes.

Teachers from the secondary school will visit the school to deliver sessions in the summer term.

Year 7 teachers from the secondary school will meet with the Year 6 teacher and the headteacher to discuss the incoming pupils, including reasonable adjustments required for pupils with SEND, favourable pupil groupings and any challenging pupils.

In the meeting with the Year 7 teachers, transition needs for each pupil will be assessed, such as whether a ‘buddy’ system will be necessary, and the secondary school will receive a profile of this data.

There will be one or two designated visit days for Year 6 pupils to their secondary school during the Summer term – more can be arranged for pupils with mobility or visual impairments to help them become familiar with the new school layout.

All records from the school will be passed on to the secondary school as required in line with the school’s Records Management Policy and Data Protection Policy.

Any pupils who may require additional support, such as those with SEND, will receive this both before the transition in order to prepare, and after the transition to ensure they are coping well.

### Transition into the school

Individual tours will be arranged for all incoming parents and pupils.

Parents will receive a 'enrolment pack, including information about the school.

New pupils joining the school will be assessed by their class teacher and other necessary members of staff, such as the SENCO, to ensure that any additional needs are accommodated for.

A 'buddy' system will be established for new pupils; this will involve pairing a new pupil with a current pupil. The current pupil will have an excellent behaviour record, and will be consulted with prior to a new pupil joining the school so that they are aware of what is expected of them.

Records will be obtained from the previous school and are made available to the pupil's class teacher.

Data transfers will be made in line with the school's Data Protection Policy.