

LanCasterian Primary School

Transition Policy



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Statement of intent

At Lancasterian Primary School, we understand the importance of the transition process for both pupils and their parents/carers 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.

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

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

- Providing opportunities, support and information for parents/carers, 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/carers 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.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Data Protection Act 2018
- Education Act 2002
- Equality Act 2010
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25 years'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2021) 'School Admissions Code'
- STA (2020) 'Assessment framework: Reception Baseline Assessment'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND)
- Educational Visits Policy
- Children with Additional Medical Needs Attendance Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring compliance with the 'School Admissions Code'.
- Designating an appropriate member(s) of staff to be the Assistant Heads for Inclusion/SEND and having responsibility for coordinating provision for pupils with SEND.
- Liaising with the headteacher and receiving reports regarding the transition procedure, ensuring that it is robust and offers the essential support that pupils need to cope with the change.
- 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 with additional needs 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.

- Ensuring a welcoming atmosphere is adopted throughout the school.

The Assistant Heads for Inclusion/SEND/CO will be responsible for:

- Liaising with relevant members of staff, e.g. the headteacher of a pupil's previous setting, to ensure pupils with additional needs receive the essential support they require.
- Liaising with pupils' parents/carers to ensure measures are put in place to make the transition for their child easier.
- Liaising with secondary schools to coordinate transitions between schools.
- 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.

The Assistant Head for Early Years will be responsible for:

- Liaising with early years settings to coordinate transitions between schools for pupils with additional needs.

All other staff will be responsible for:

- Adopting a warm and welcoming atmosphere for new pupils.
- Offering support for all pupils involved in transitions but having particular regard for pupils who are struggling to adjust to a transition.

3. Definition

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

4. Transition into Reception (Led by Assistant Head for Early Years)

- Nursery children will work with the Reception class at various times throughout the year for different events.
- Nursery and Reception children will share an outdoor area during break times, and integration between classes is encouraged.

During the summer term before entry to Reception:

- Joint activities will be organised for nursery and Reception children.
- Nursery children will spend a series of sessions in the Reception classroom with the Reception teacher and the NN/TA.
- Nursery 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.
- Where possible discussions occur between school staff, and those from known previous providers, such as pre-schools and nurseries, this may take the form of telephone conversations or actual visits to the premises to meet the children and look at examples of learning or support plans.

- If children are coming from other settings, reception staff make a home visit at the end of summer term or start of the autumn term prior to starting in order to introduce themselves to the children and their families. Parents/carers and carers are invited to share information about their child on this visit, which is recorded on a home visit form.
- Parents/carers receive a 'Parents/Carers' Pack' with information about the school and its procedures.
- Parents/carers and children are encouraged to visit during the term before they start, to become familiar with their new school and its setting.
- A meeting for parents/carers of children who may find the transition challenging will be arranged during the summer term with the Assistant Head for Inclusion/SENDCO with the new class teacher where possible.
- A transition plan will be created for each individual child, and reviewed in the new term each week.
- The nursery teacher will advise the reception teacher on favourable groupings for children.

During the first term:

- Parents/carers will have the opportunity to attend an information morning 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.
- When children start school they will be at different stages of development, and this includes the time it may take to settle into school routines away from siblings, parents/carers and other family members. Transitioning away from being in a smaller family environment, or a smaller pre-school setting or nursery, to a busy classroom environment and the other demands of school life can seem more challenging for some children. For this reason children with additional needs' transitions may be different to those without. If we feel your child may benefit from a longer settling in period staff will communicate this as early as possible.
- Following this, the transition plan will be reviewed weekly.
- For children transitioning into school with additional needs, a Risk Assessment Management Plan (RAMP) will be completed if required.
- Throughout the year, parents/carers will be encouraged to share any information, concerns, or pupil successes with staff.
- The Class Teacher and Teaching Assistant are always generally before/after school to chat to parents/carers informally – they are proactive in talking to parents/carers about issues that may arise with individual children.
- Formal Parent/Carer Evening meetings occur with all parents/carers of Reception children during their first term within the school.

5. 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 pupils will have sessions in the Year 1 classroom with their future Year 1 teacher and the TA.
- Reception pupils will attend more whole-school activities, e.g. sports day.
- Reception teachers will complete progress assessments 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. This more formally transitions to a more formal Year 1 timetable across the autumn term, according to needs.
- Pupils will begin to be assessed on the Pre-Key Stage Learning Steps, if appropriate.

6. Transition into other years

Pupils will attend weekly 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 welcome session with their new teacher – the session will involve a practice lesson 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 additional needs.
- Children will be provided with transition booklets, to take home and review over the summer holidays, in preparation for their new classes.
- One-page profiles will also help to inform the new teaching staff.
- 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 tasks, phonics assessments and examples of writing are all passed on from the teacher to the new teacher.

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

7. Transition from Year 6 to Year 7

- Teachers from the various secondary schools in the area sometimes visit the school to deliver assemblies and lessons in specific subjects, e.g. PE
- Inclusion teams from both schools will meet to discuss the incoming pupils, including reasonable adjustments required for pupils with SEND, favourable pupil groupings and any challenging pupils. 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 children’s data.
- There will 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 environment.
- Year 6 pupils will engage in transition session delivered by school and external staff.
- 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 transitional documents to support this both before the transition in order to prepare, and after the transition to ensure they are coping well.
- Children with EHC plans will have an annual review in preparation for secondary school. If known, the secondary school will be invited to the annual review.

8. In-year admissions to the school

- Individual tours will be arranged for all incoming parents/carers and pupils, and the pupil is introduced to their prospective class.
- Parents/carers will receive a 'Welcome Pack', including information about the school and the curriculum.
- New pupils joining the school will be assessed by their class teacher and other necessary members of staff, such as the Assistant Heads for Inclusion/SEND/CO, 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.

9. Monitoring and review

This policy will be reviewed on an annual basis, taking into account the effectiveness of the identified support for transition, and will make any changes necessary.