

Devonshire Road Primary School

Transition Policy

Start Date: 18.12.2023

Review Date: 18.12.2024



Policy Statement:

At Devonshire Road Primary School, we work hard to build strong relationships between home and school in order to provide the best education and care for each child. We strive to provide a successful transition into school for all children. Starting school is an exciting time but we also recognise that times of transition can be unsettling for both children and families.

We aim to offer a structured and supportive approach to transition whereby children feel motivated and ready to meet new challenges. We want parents and carers to feel valued, informed and supported. We recognise that transitions for a young child can be as small as moving from one room or activity to another, or as large as moving from one setting to another. We believe that gaining a detailed picture of children as individuals will enable us to plan these transitions carefully as to make them as smooth and positive as possible.

We fully understand that the role of parents/carers as partners is key, particularly in EYFS where the sharing of information makes the transition process more effective and enables our children to get the most from their EYFS experiences. We understand that some children and families will need enhanced support at times of transition and we endeavour to offer this wherever possible.

Management of Transition:

Our named transition co-ordinator for EYFS is Mrs Chloe Abraham. All EYFS staff work closely together along with the school SENDco and Leadership Team to ensure that transitions between settings is informative, successful and that all children's needs are met.

Nursery to EYFS:

We have worked closely with our school community to design and implement our transition structure for children moving from nursery settings and childminders to our EYFS setting. This transition structure is detailed in our 'Transition to School' document (Appendix A). This process starts **in April** when we receive the details of pupils that have accepted their places for the EYFS cohort.

In May or early June, we hold a welcome meeting for families of children starting in September in the evening so that parents/carers can meet the staffing team in EYFS, the Senior Leadership Team and the SENDco and also go through:

- The school day and routines
- Uniform and what they need to bring into school
- Questions and answers
- A tour of the school
- Welcome packs provided

There is opportunity and support to fill in paperwork, including translation support where needed. At this time, there is also an opportunity to arrange a phone call with staff to ask questions or share essential information about a child that will support successful transition. We especially recommend that parents and carers who have concerns about their child's "readiness" for school* book an appointment to discuss their child's needs in more detail.

**Before starting school in September, children should be able to/getting close to:*

- *Dressing themselves independently*
- *Putting on their own coat and zipping it up*
- *Managing toilet activities themselves*
- *Using a knife and fork at meal times*
- *Tidying up what they have played with*
- *Washing their hands properly.*

In June, all childminders, nurseries and preschools are given photographs of the EYFS staff and the school setting to display so that families can talk together about the forthcoming transition. EYFS staff will also visit these settings to meet the children and their key workers. Staff will play alongside the children so that they can get to know them in a familiar environment. At this time, we would also discuss with the nursery any child who already has an Early Help Assessment open (see Appendix A for Early Help definition). This Early Help Assessment will be handed over to school so that the ongoing support for a child's needs can continue. It may be that parents/carers are invited to an Early Help review meeting with the school and nursery setting in attendance.

A comprehensive programme of visits takes place in June and July to support all children in coming into our setting. Parents and carers will be given a time where their child can attend our setting with approximately 14 other children for a morning or an afternoon session. Children will be dropped off and picked up from the school office. During this time, the staff will get to know the children including finding out about likes and dislikes. Further visits are then planned in for children if transition difficulties are anticipated.

In July, start dates will be provided to families once we have met all the children and their families. Tapestry accounts will be created and photographs/videos will be attached from their school visit days.

Children who haven't previously attended a setting:

For some of our families, their child may not attend a nursery or childminder. In this case, we have the same 'Transition to School' (Appendix B) process however, a home visit is available instead of a setting visit. These children also start school on the first start date available to support them with transitioning into school.

Start Dates and Timings:

As a school, we are proud of our transition processes and believe it supports all children with starting school. We have found that for most children, this works best coming in full time from the start. Our EYFS setting is a cohort of 60 children. The first start date will be for around 15-20 children who we anticipate will take longer to settle into school based on the visit days, through conversations with families and key workers. The second start date will be for a further 20 children. This will take place approximately 3 working days later depending on the September start date. The final start date will be the final set of children and will take place approximately 3 working days later than the second group. We aim for all children to be in EYFS to be in school within 2 weeks of the school's September start date. We understand that sometimes this is challenging for families who have siblings in school or have working commitments and we endeavour to support all of our families. However, depending on the needs of the cohort, flexibility around start dates may not always be possible.

For some of our children, transition into school may be a longer process. This may include reduced hours for a short period of time in agreement with families to ensure their child is happy and safe in school. The decision around reduced hours is ultimately up to parents/carers and in communication

with the EYFS lead and Deputy Head Teacher, Mrs Chloe Abraham, Head Teacher, Mrs Emma Hodge and our SENDco, Ms Liz Gent. During this process, an Early Help may be started in order to support a child's needs fully. The aim is for all children to be *settled* and in school full time as soon as possible.

Transition from EYFS to Year One:

Summer Term:

Children are given a number of opportunities to meet and to get to know the Year One staffing team. Parents/carers are informed early on in the second half of the summer term as to whom their child's teacher will be and who will be working with their child. A welcome booklet will be provided with photographs of the staffing team and of the classroom.

Tapestry accounts will stop at the end of June, these will be shared with families and downloaded before they start Year One.

EYFS and Year One staff will meet to have a 'transition meeting'. This will be to discuss all children individually about where they are up to with their learning journey, their next steps and what has worked best for them in EYFS.

Welcome for parents and carers:

In September, families will be invited into school to meet the staffing team and to find out all about Year One. This will include:

- Routines of the day
- What the children will be learning about
- Key information and dates e.g. Stay and Plays, workshops
- Twitter account will be shared for updates and photographs

At these meetings, parents/carers should request that they have a 1-to-1 meeting with the class teacher if they feel it is needed to share further information.

Early Help Offer



What is Early Help?

The Early Help process is where the needs of a child or young person are assessed and an action plan to meet those needs is agreed and progressed. The Early Help process supports our ethos of working closely with families to support the needs of their children.



Who can have Early Help?

Any child aged 0-18 can have Early Help. Parents/carers or anybody that is involved with the family may suggest that an Early Help is beneficial to help support the child to meet any needs not being met.



What support is available?

Support can be gathered from a range of services depending on what is needed, but the main support comes through school. External agencies include:

- Bolton Behaviour Support Service
- Educational Psychologists
- School Nurse
- Speech and Language Therapy
- Occupational Therapy
- Ladywood Outreach Service



How often is it reviewed?

Early Helps are reviewed regularly, depending on the assessment of needs. This can be every 4 weeks to every 6 months. If there are a number of services involved, meetings will be called to get everyone together to discuss the progress.



Who will the Early Help process be done by?

The Early Help process is usually carried out by the following staff members at Devonshire Road.



Mrs C Abraham



Miss E Gent



Mrs E Hodge



Mr T Abraham



Mrs D Hall



How can I find out more?

If you would like to find out more about the Early Help process, please get in contact with Mrs Abraham.



01204 333614



abrahamc@devonshire.bolton.sch.uk

Appendix B



Transition to School

Supporting your child in their journey
to transition to Devonshire Road
Primary School





 **May 2024**

 **Welcome Meeting & Welcome Pack**

We will be inviting you to attend our 'Welcome Meeting' which will take place on Tuesday 21st May 2024 at 6pm. There will be a short presentation about our school and what a day in EYFS looks like. You will also be given a welcome pack with some information to fill in. There will also be the opportunity to have a look at your child's classroom and meet the EYFS team.

June and July 2024

 **Nursery Visits**

 Your child's nursery setting plays an important role in the successful transition to a new school and we value their support. We try to visit all nursery settings to meet the children, their key workers and find out more about supporting your child's transition into school. This includes what they like and dislike and their learning.

Transition Visits to School & Teddy Bear


Your child will be invited for their transition visit at our school. This will be a 1hr 30 session with around 15 other children and will be an opportunity for your child to explore and play in our EYFS classroom and for the EYFS team to get to know them more. They will also receive a teddy bear! The visit will take place on one of the below dates.

Wednesday 5th June 2024 9.30-11am and 1.30-3.00pm

Tuesday 2nd July 2024 9.30-11am and 1.30-3.00pm

Extra Visit Date: Monday 8th July 2024 9.30-11am. This is an extra visit for any children that would benefit from an additional visit to school.

 **Start Dates**


 Once we have got to know all the children during the visits, they will be allocated a start date. Once they start with us, they will be full time. Your child will start school on one of the following dates:

Wednesday 4th September 2024

Monday 9th September 2024

Wednesday 11th September 2024

September Onwards

 There will be lots of opportunities for you to come into school such as 'Stay and Plays' and 'Parent Workshops'. Dates will be provided for these in September 2024



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