Grove Vale Primary School

**Transition Policy**

June 2023

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| **Approved by:** | FGB | **Date: 12th June 2023** |
| **Last reviewed on:** | June 2023 | |
| **Next review due by:** | **2026** | |

#### Aims

* To promote the continuity of education and curriculum continuity between the phases of education
* To promote and support cross-phase and multi-agency working
* To facilitate greater staff understanding of other phases, especially their practice and pedagogy
* To prepare all children for a positive transfer experience
* To support the effective transition of individual children, particularly those who might be most vulnerable to ineffective transition
* To ensure proper availability and effective use of transfer records
* To enable parents/carers to be fully informed and involved in the transition process through positive relationships.

**Key principles**

* Transition does not only take place during a specific week, on a specific day, at the end of the Summer term or at the beginning of Autumn term
* Transition at every stage is likely to be more effective if teachers are more reflective in their practice. Reflective teaching ensures that the learning needs of all children are met
* All adults should be well informed and have a clear understanding of the transition process
* Information passed on in the transition process should consider as many positives as possible so that children can build upon their successes early in their new surroundings
* Building positive relationships with parents/carers and working in partnership with them is crucial to the success of the transition process as it ensures that individual pupils’ needs are met
* Communication, flexibility and organisation are the keys to a smooth and effective transition process
* Partnership with other professionals forms an integral part of successful transition processes and helps to ensure that the wide-ranging needs of both children and parents/carers are met appropriately
* Multi-agency working ensures the sharing of information and lessens the chances of vital information being omitted during the transition period
* Transition should be handled sensitively and thoughtfully, always with the children’s social and educational needs central to the process
* Build upon what the children already know and can do
* Transition is about good communication and co-operation.

**Essential practice**

**Children should have**

* a clear understanding of the systems and routines of their new class/key stage;
* an understanding that their achievements will be acknowledge and celebrated;
* an environment that supports their decision-making skills, independence, autonomy, and learning styles;
* opportunities to build upon their successes early on in their new setting and an understanding of their next steps;
* ownership of their new class by involving them in decision making and allowing them to take on specific responsibilities;
* their opinions of the transition process considered and used to inform future transition processes.

**Teachers/practitioners should**

* ensure they understand what effective transition involves and how it impacts upon children’s wellbeing, development and learning
* know how children develop and learn and have appropriate expectations of progress during the process of transition
* ensure that resources and the learning environment match the learning needs of the children and are an extension of those previously experienced;
* meet with teachers/practitioners from the previous class to share information about children and pass on records of achievement;
* involve the SENCO in the planning for transition;
* evaluate and adapt their approach to transition, considering the views of children, parents, teachers and practitioners.

Children’s reactions to and ability to cope with change will depend on how practitioners/teachers prepare them for:

* a change of physical environment;
* a change of routine;
* a change of curriculum;
* a change of teacher.

*At its best, the management of transition is part of a broader whole school approach to achieving good curricular continuity and progression in pupils’ learning*

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* **Continuity** involves us keeping some things the same as they transfer (knowledge of curriculum/organisation/planning, retaining stability and familiarity)
* **Progression** involves us in helping children to move on in a seamless way in their learning (knowing where children are and what the next steps are in learning, moving on).

**Implementation of the Policy at Grove Vale:**

**PRE SCHOOL TO RECEPTION**

* Initial contact made to parents to establish name of current nursery/pre-school and if any special educational needs or disability.
* Parent and pupils invited to a stay and play session followed by lunch, held during the summer term.
* Induction talk given to the new parents, where key information is shared and questions can be asked.
* During the school year reception staff visit school’s pre-school setting, Little Valers to meet children, read stories and play with them.
* In summer term, children attending school pre-school visit reception classrooms with their key worker for child-initiated time.
* SEND pupils offered additional transition, more visits to reception classrooms and transition book created.
* School staff (including SENCO) will speak to nurseries where children are transitioning from to gather as much information: current learning levels; child protection; medical needs and SEN issues. Additional transitional visits are planned, where necessary (home visits, setting visits).
* School to attend Local authority transition fayre and speak to Sandwell pre-schools and nurseries to gather transition information.
* Children with outside agency involvement (early years inclusion support) have a meeting to discuss specific needs of child with reception staff and SENCO.
* Training organised for staff for children with SEND or medical needs.
* Care plans are set up for children with medical needs.
* In the September, following all children starting school, parent drop-ins offered to new parents to discuss how their children have settled in.

**RECEPTION TO YEAR ONE**

* ‘Meet Your New Teacher’ sessions take place during the Summer Term, before the children start Year 1, and story sessions/lessons are planned in during the term.
* Reception children start attending whole school assemblies in summer 2.
* During Reception children to sit for longer sessions adult led activities.
* Flexible timetables are used during the first 2/3 weeks of Year 1 with observation and flexibility on the duration depending on the cohort adapting to the new environment.
* During the first term, the timetable will mirror the reception environment i.e. structured activities, outdoor play, child-initiated play.
* During first week of year 1, reception staff to support in year 1 in the mornings, getting children into class and during SODA.
* Year 1 children will continue to use the outdoor area daily as part of their timetable and learning.
* Staff plan using the Foundation Stage curriculum *and* National Curriculum, and they will assess using similar assessment techniques to Foundation Stage – i.e. observations for the first 2/3 weeks.
* Playtime buddies are available in the Key Stage 1 playground to support children feeling insecure/upset.
* Information given to parents at Summer parents evening explaining new Year 1 system and weekly timetables.
* The first parents’ evening (October) provides opportunities to share any ‘settling in’ concerns.
* Pupils needing targeted support are identified by Head Teacher/Deputy Head Teacher and action plans are drawn up in September.
* Transition meetings in July, information shared: attainment, child protection, medical, home issues and SEN documents.
* SEND pupils to have additional transition, visits to new classroom, transition books.

**KEY STAGE ONE TO KEY STAGE TWO**

* During the Summer term:
  + Playtimes are shared with Year 3
  + Extra time/ transition time spent in new classrooms/ Year 3 areas for children with extra needs for whom transition will be a longer process.
* ‘Meet Your New Teacher’ sessions take place during the Summer Term, before the children start Year 1, and story sessions/lessons are planned in during the term.
* Information given to parents at Summer parents evening explaining new Year 3 systems and weekly timetables.
* The first parents’ evening (October) provides opportunities to share any ‘settling in’ concerns.
* Transition meetings in July with current and new teachers, information shared: attainment, child protection, medical, home issues and SEN documents. TPP transition spreadsheets completed.
* Pupils needing targeted support are identified by Year 2 teacher and targets are planned for the Year 3 teacher to start work in September

**KEY STAGE 2 TO KEY STAGE 3**

* Admission to Secondary School information is distributed to parents and pupils in September. This gives details all secondary schools in the borough and their Open Days. An application form, pre-printed with each child’s personal information is enclosed. Pupils need to apply to the borough they live in, irrespective of which school they wish to attend
* A ‘Welcome to Year 6’ information pack is given to parents and children in the summer term preceding their entry to Year 6.
* Details of the secondary school Open Days will also be made available to parents of Year 5 pupils
* By the beginning of November, parents will need to complete the online application form regarding their child’s school place in Year 7 to the local authority,
* In March, the Local Authority writes to the pupil’s home address to inform them as to which school they have been allocated
* During the Summer term academic and pastoral details will be exchanged through the TPP (transition pathways plus) spreadsheet in which Grove Vale sends to Sandwell schools that our pupils will be transitioning to in September. This includes: information on: attendance, attainment levels, Pupil premium, safe guarding info, SENd information. It also gives staff opportunity to add any other notes and relevant information. This is then sent via. Sandwell's secure file sharing system- Move it.
* Staff from various high schools visit our school to meet their new pupils
* In July all Year 6 pupils are given the opportunity to go to their new school. In Sandwell there is an agreed protocol which should ensure that there are two common shared days when pupils will visit their high school
* The SENCO will meet with any parents, who have particular concerns, on an appointment basis
* Teaching assistants supporting pupils with SEN/EAL programmes will liaise with the SENCO to contact the appropriate high school. This may mean that a teaching assistant will visit the high school with a particular pupil, or that the SENCO from a particular high school will arrange to visit our school
* The SENCO will meet with any parents, who have particular concerns, on an appointment basis.

**Monitoring and evaluation of the policy**

* The SLT and curriculum committee of the governing body will monitor and evaluate the effectiveness of this policy bi-annually
* The SLT will make additions/amendments to the policy and amend as necessary prior to approval by governors
* Parents and pupils will be invited to contribute to the effectiveness of this policy bi-annually and through the parent comment box in the foyer.