TRANSITION POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES





PURPOSE

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's C.E. Primary Academy in relation to the curriculum. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the school's approach to transition to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

Intent

At St. Luke and St. Philip's Primary School we recognise that the key transition points across the school can be stressful and disruptive for a child. It is our intention to make this experience positive for every child.

Aims

We want our children to experience smooth transitions so that the quality of learning is maintained and children continue to make the very best progress.

This policy also aims to:

- Make a happy transition from home to school and year group to year group.
- Support all children towards independence and develop confidence and ability to cope with change.
- Give pupils a clear understanding of the new expectations ahead of them.
- Ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children who might be considered vulnerable.
- Address issues of planning and assessment as well as classroom organisation and teaching styles.
- Encourage all parents to be partners in their child's education.
- Assist parents in helping their child prepare for school and transition to each new phase.

THE ORGANISATION OF BEHAVIOUR AT ST. LUKE AND ST PHILIP'S PRIMARY SCHOOL

In order to achieve the above aims, all teaching staff and support staff should ensure that:

- The transition process is fully inclusive;
- Approaches to teaching and learning are harmonised at the point of transition;
- Planning is based upon assessment information from the previous class/setting;
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase/key stage;
- There is a professional regard for the information from the previous setting/phase;
- There is a professional regard and support for the receiving teacher;
- Children are able to enjoy new approaches at transition (so that they experience both the continuities and discontinuities of the transition process);

- Transition motivates and challenges children;
- Staff allocation is based on the specific needs of the children;
- Parents/carers are fully involved in the process.

Transition from home/Nursery to school (EYFS)

Once a place in Reception has been confirmed, arrangements for transition are communicated to parents. Families are invited to a meeting, during the Summer term, at which they meet the Reception team and receive further information about the setting and the settling-in process, as well as complete all relevant paperwork. Children have the opportunity at this point to see their new classroom and meet the teacher. Children will take home with them a St Lukes' Reception Picture Book . The aim of having this book is to ease children's anxieties of coming into school. Parents should be regularly looking through the picture book with their children, familiarising the children with the different areas and rooms within the Reception Building.

New intake children visit school for a session during the Summer term, before they start, to become familiar with their new school and the staff that will be working with and supporting them in September. For children with additional needs, to support their transition, we offer after school visits for the children to familiarise themselves with the classroom environment.

A home visit may be requested by the parent or carer prior to the child starting Reception. The home visit will always be attended by two members of staff, the class teacher and another staff member. The teacher will use the home visit as a means of talking to the family, gaining information about the child and answering any questions the family may have. The additional staff member will probably give attention to the child during this time.

Children start Reception in the first week of the Autumn Term. Groups of 10 children will attend school for one full day during the first week. All children start full time at the start of the second week of term.

In addition to this, the Reception teacher will make contact with the Nursery to discuss the children's progress and visit the Nursery setting during the Summer term. The Nursery setting will also complete the school readiness forms, which the Local Authority will then pass on to the school. For those children who have not attended a nursery setting, the Reception teacher will complete a school readiness form alongside the parents during the transition period.

For any child who may have SEND needs or who has contact with Social Services, the school will be invited to attend review meetings during the Summer term before they start in September so that we are fully able to support the child's transition to school.

Transition from EYFS to Key Stage 1 (Year 1)

The Key Stage 1 curriculum builds on and extends the experiences that children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, 'hands on' opportunities. Although Year 1 is the first year during which the National Curriculum is taught, we continue to prioritise the development of the independent learning

skills established in the Foundation Stage. Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.

During the first term in Year 1, children experience a gradual transition from the continuous provision approach to teaching and learning they have experienced within the EYFS, to a structure with more whole-class, teacher-led sessions.

Before the children move into Key Stage 1, teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the future teacher of academic abilities, special educational needs and any other information relevant to the individual child's well-being and development. Information is also used to group pupils, personalise the curriculum and set future targets.

During the Summer term of Reception, children will visit their new class for three mornings as part of the whole school transition days. During this time, children will have the opportunity to meet the new staff who will be working with them in Year 1 as well as engage in a range of activities and familiarise themselves with the classroom. The Year 1 teacher will introduce them to the new routines and school areas that they will encounter when starting Key Stage 1. In addition to the three whole school transition mornings, further transition sessions are arranged between the Reception and Year 1 teachers to allow more time for children to familiarise themselves with their new Key Stage and routines in order to ease anxiety.

Transition from Key Stage 1 (Year 2) to Key Stage 2 (Year 3)

This transition not only involves moving to a new classroom, but moving into a new part of the school building. We recognise that this is often a source of anxiety for many of our children and their parents. Therefore, in addition to the three whole school transition mornings, further transition sessions are arranged between the Year 2 and Year 3 teachers to allow more time for children to familiarise themselves with their new Key Stage and routines in order to ease anxiety. During these sessions, they are shown where they need to come into school and where they should hang up their belongings. At this time, children have the opportunity to meet the new teaching staff, discuss routines, timings, equipment and the curriculum.

Any children with additional needs, will also be given additional time to familiarise themselves with their new classroom and Key Stage area. A transition booklet may be provided for the child to take home if needed.

Transition from Year 6 to Secondary school

At the beginning of the school year secondary schools start promoting their open evenings, St Luke and St Philip's advertise these open evenings both verbally and on social media. All secondary applications need to be completed by the 31st October . In order to support parents, a secondary school application workshop is held at the beginning of October for parents of children in Year 6 at which the process of secondary transfer is explained.

Once places have been offered and accepted, the school liaises with each receiving secondary and engages in their transition programme. This varies between schools but may include the child meeting the Head of Year 7, meetings between the child's class teacher and Head of Year 7 and time spent on

transition projects in the child's new school. Children will also attend transition days which vary from 1 day to 3 days, depending on the school.

The school shares pupil information with the receiving school, including important pastoral information, during transition meetings between school staff. Pupil records for pupils with special educational needs are transferred to the receiving secondary school which will include information about special educational needs and significant pastoral information. Records of safeguarding concerns are also passed on to the receiving school and the Pupil Wellbeing lead liaises with the school during this period of transition. The Pupil Wellbeing lead will engage with the Secondary School regarding vulnerable children. Parents and children may be offered additional transition days or meetings to support the process.

Any other records kept in school will be passed on to parents at the end of the Summer term.

In the second half of the Summer Term, all pupils in Year 6 complete a transition programme during PSHEC and Kooth delivers a transition session within school.

Transition between classes

All children visit their new classes towards the end of the summer term, spending three mornings in their new classroom with next year's teaching staff. Children engage in a range of activities, discuss the curriculum and have the opportunity to ask questions.

Teacher - teacher transition meetings are timetabled towards the end of the Summer Term. At these meetings individual children are discussed to ensure the receiving teacher has a good understanding of the learning and pastoral needs of each of the children. The class folder is handed over after this meeting, which contains relevant information about the class including the Pupil Progress Summary, progress and attainment data, SEN information, stages of language acquisition, Links to Learning forms and pastoral and health information. Assessment information on children's attainment, progress and targets is also shared through the Insight database. The receiving teacher also has access to each child's end of year school report. Teachers have the opportunity to speak with the Inclusion Manager and Pupil Wellbeing lead.

During the initial two Accelerated learning days in the first week of the Autumn term, some activities will be specifically planned to help children settle into their new environment and get to know the adults who are now working with them. It is our policy to move to a regular timetable after these days in order to maximise the children's learning opportunities.

Parents have the opportunity to meet the receiving teacher at the school's open afternoon, which is held during the Autumn term. During this meeting, teachers will discuss with parents the structure of the curriculum and year group expectations.

Transition for pupils with special educational or additional needs

Pupils with special educational or additional needs may need additional support and time during periods of transition. Each pupil may be given a personalised transition programme according to their needs. Teachers and LSAs who support the child will work together to ease anxiety about transition through additional sessions in their new classroom and time to go over new routines, if required. They may also create social stories introducing the new staff and setting which can then be sent home and

shared with parents, where needed. Parents of children with special educational or additional needs will be closely involved and supported in the transition process of their child.

On transfer to High School, a child's SEND records, together with his/her personal targets, will be passed on to the relevant High School. The Inclusion Manager liaises with the SENCOs of the High School to discuss any children transferring. This helps to ensure continuity of provision between the two phases. Where necessary, individual transition plans are drawn up between both schools, providing additional visits to help the child feel confident and supported when moving on to High School.
The High School SENCOs are also invited to the Y6 Annual Review when choice of High School has been confirmed.

Transition from another school

Once a place has been confirmed and the child begins attending the school, the Administration Manager or office staff will ensure all relevant information is transferred from the pupil's previous school and that the CTF file is transferred.

The Pupil Wellbeing Lead will initially complete transition documents with the families including the Links to Learning forms. They will identify any SEND or EAL needs, pupil premium information, safeguarding concerns and contact the child's previous schools regarding assessment information and if appropriate work with the Safeguarding Supervision Consultant. A home visit may also be arranged.

New admissions during the year will be offered a tour of the school with the Headteacher prior to them attending on their first day. During this transition meeting, the Headteacher will discuss the ethos of the school, expectations of behaviour and the school rules, homework and attendance

On their first day, the children will arrive at the school through their class door or junior entrance. The class teacher will ensure the child has all their books ready, logins created and a place has been labelled in the cloakroom. They will assess the levels and needs of the child over the first week and refer them to the SENCO, Behaviour lead or EAL lead if there are additional needs.

For those children who have recently entered the country, we recognise that the transition process can be more challenging, especially when English is not their first language. On entry, we will endeavour to provide oral and written information in the family's first language which will facilitate the admission process and provide important information about the school. Where necessary, we will seek additional support from external agencies.
On entry, they will be referred to the EAL lead and assessed using additional assessments by the EAL intervention support assistant. Teachers in class will also use the Bell Foundation assessment to monitor their progress in class. For day to day tasks, the teacher or LSA can use Google translate, pictures or a buddy who may speak the same language to ease transition into the classroom and school.

Transition to another school

Once a place in another school has been confirmed, the Headteacher will arrange an exit interview with the family

The Administration Manager will phone the pupil's new school on the first agreed day of attendance to confirm that the place has been taken. They will then arrange the transfer of the CTF file to the new school to transfer all relevant information about the pupil.

Records of safeguarding concerns are also passed on to the receiving school by the Pupil Wellbeing Lead where necessary.

Equality, Diversity and Inclusion

Children and parents are actively involved in all transition processes that take place while at St. Luke and St. Philip's and their perceptions about transition are explored and valued. Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

At St. Luke & St. Philip's School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

Monitoring & Evaluation:

The transition procedures are the collective responsibility of the teachers relinquishing and receiving the relevant pupils. The effectiveness of the transition phases are monitored by the Senior Leadership Team. The views of parents and pupils regarding transition arrangements will be sought during headteacher meetings with the families.

Links to other policies

Please refer to:

- Teaching and Learning Policy
- Admissions Policy
- Early Years Foundation Stage Policy
- Assessment Policy
- SEND policy
- EAL policy
- Home visits policy
- Behaviour policy
- Safeguarding policy

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Policy reviewed by : Mrs C Holden

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