

Transition Policy



Date:	Policy reviewed:	Policy amended:
May 2015		
May 2017		
May 2019		

Transition Policy

"Transition should be seen as a process not an event and should be planned for and discussed with children and parents" EYFS 2008

In this policy the process of transition is viewed as a period of adaptation and describes the movement that takes place from one stage of learning to another.

The purpose of this policy is to highlight four main transitions;

- Pre-school to Foundation Stage
- Foundation Stage to Key Stage one
- Key Stage one to Key Stage two
- Key Stage two to Key Stage three

Transition is also been addressed within each Key Stage and consistently builds upon previous learning and experiences.

(1) Transition from Pre-School setting to Primary one

Aims for the Policy

We want our children to experience a smooth transition from Pre-School to Primary one, so that our children feel comfortable, calm and well adjusted: to enable the pace and quality of their learning to be maintained and to enable them to continue to make good progress.

Equal Opportunities and Inclusion

The children and their parents are actively involved in the process of transition and their perceptions about transition are explored and valued.

There are clear curriculum guidelines for pupils with learning difficulties at transition.

Principles that underpin the Policy

- ◆ Approaches to teaching and learning are harmonised at the point of transition.
- ◆ Planning is informed by previous assessment(s) and information available from pre-school settings and/or Health Visitor.
- ◆ Styles of teaching and learning meet the needs of the individual child and not preconceived ideas of what is appropriate for Foundation Stage.
- ◆ Children will benefit from new approaches at transition.
- ◆ Transition will motivate and challenge children.

Personal and Social Needs of pupils at transition

All children need to feel secure about commencing school. To ensure this is the case Foundation Stage staff will:

- ◆ Communicate with appropriate staff and parents so they are fully informed about the process of transition.
- ◆ Communicate with all stake holders.
- ◆ A carefully planned induction process will be followed and explicitly planned for.
- ◆ Hold an informal parent information session, hosted by the school principal, Primary one teacher, Primary one classroom assistant(s) and the Foundation Stage co-ordinator. This will be an opportunity to look at daily life in Primary one (areas of learning, rules, routines, procedures etc). There will be opportunity to discuss any concerns or queries parents may have.
- ◆ A 'stay and play' session will be held in the afternoon for all children and parents. This will consist of various play activities in the resource area and Primary one classroom (e.g. arts & crafts, sand, water, painting, duplo).
- ◆ Following the 'stay and play' session children will be invited to engage in activities in the Primary one classroom whilst parents attend an information session with the school principal in the assembly hall. This will focus on discussing policies and procedures in Newbuildings Primary School. Again, there will be an opportunity for discuss any concerns or queries parents may have.
- ◆ A meeting will take place in June for any children who have SEN (as necessary). This meeting will include the school SENCO, school principal and Primary one class teacher along with the child's parents. This meeting will focus on discussing how best to prepare for the transition process and any additional support required.

Transition Aids will be available if children require them. This will include pictures of key staff, the classroom, toilets, cloakroom, library and our daily routine. Liaison will take place between school staff and Educational professionals and/or support agencies as deemed necessary. This will ensure the best possible start in September.

- ◆ There will be phased start dates in September. The planned phase will last no longer than 3 weeks. Any children who have not attended a Pre-School or have SEN will begin in the first intake. The remainder of the intake will be selected at random. School day will initially be 8.55- 12.00pm. When all children have commenced, the school day will run from 8.55am-2.00pm.
- ◆ Individual meetings will take place in September with all parents. Information gathered at this meeting and information gathered from pre-school will inform Baseline Assessment.
- ◆ If Baseline Assessment raises any concerns a follow up meeting will take place in October to discuss any action required.
- ◆ 'Safeguarding' information will be shared in accordance with school policy.

The management of transition

Pre-School and Foundation stage staff will work together;

- ◆ to transfer pupil profile information.
- ◆ to transfer SEN information.
- ◆ to transfer any additional relevant information, including 'Safeguarding' information.

Implementing, monitoring and reviewing the policy

The staff will be responsible for implementing this policy.

The staff will be responsible for monitoring this policy and will communicate this process to the principal.

The impact of transition will be monitored. Children and their parents will be asked about their perceptions. An annual questionnaire will be distributed to parents and results used to inform review of policy.

Other policies that compliment/support this policy

Child Protection Policy

Intimate Care Policy

Special Educational Needs Policy