

Transition Policy

The aim:

The School recognise that care and education should be an unbroken continuum and all transition should be handled sensitive and thoughtfully, always with the children's social, emotional and education needs central to the process. We acknowledge that a child's progress can be affected by change: change that does not take into account the following principles:

- Transition is not an event but a process which builds on what a child already knows and likes
- It takes into account as many positives as possible so that the children can build upon their successes
- A working partnership with parents is vital. They know their child best and are their first educators. If school and parents work well together it maximises success for their child.
- Communication, flexibility and organisation are the key to a smooth and effective transition process

Equal opportunities:

The transition process must be fully inclusive and recognise and meet the needs of individual children and their families. Working together with families and other agencies to fully integrate child with Learning Difficulty and or Disability, Looked after Children (LAC) and or children with English as an Additional Language (EAL)

Transition Cycle

The young children in our school go through many transitions during their life and it is important that we make the transitions from home to school as smooth as possible by having:

Transition between home and school:

Opportunities to get to know the practitioners and setting.

Gradual admission

Open access at the start of the day

Opportunities to get to know the day by stay and play activities.

Good practical information about the setting

Home Visits

Meet the parent meetings

Stay and play

EYFS/School brochure

School Web-Site

Opportunities to share information about their children and family

Home Visits
Meet the parent meetings
Stay and play
Key Person approach

Opportunities to meet and get to know other parents/carers

Personal invitation to Friday's coffee afternoon
Invitation to join FOAM

Someone who has time to support them and signpost them to other help if there are difficulties

EAL TA
Home School Liaison Office

To know what their child is learning at the setting and how they can help their child

Parents meetings outlining expectation for reception
Stay and play
Key Person approach

A good gradual settling-in process and on-going communication about how their child is getting on

Transition between Nursery and Reception - continuity of good practice including:

Nursery children to join Reception for some sessions during the Summer term

Time for staff to discuss needs at transition

Meeting with parents/Newsletter giving information
 e.g. phonics, reading books, PE, homework etc.

Transfer of records/relevant information
 Learning Journeys, LDD information, etc.

Transition between Reception and Year One - continuity of good practice including:

Opportunities for Year 1 staff to work in Reception during the Summer Term prior to them moving up.

Staff to share the child's learning journey.
Child's achievements acknowledged and built upon through child centred planning

Flexibility to deliver a curriculum that recognises and welcomes well planned opportunities to learn through play both indoor and outdoor.

Continue to work on EYFS profile scales not yet achieved during Autumn term.

Staff that take into account the children's stage of development as opposed to their age

Meeting with parents
Newsletter outlining expectations for Year 1, providing information e.g. phonics, reading books, PE, homework etc.

Transfer of records/relevant information - SAT levels, LDD file, etc

Transition between Key Stage 1 and Key Stage 2 - continuity of good practice including:

Time allocated for Year 3 staff to spend in Year 2 and children to spend time in Year 3 classroom

Discussion between staff relating to curriculum, teaching styles and expectations

Meeting with parents
Newsletter outlining expectations for relevant year groups, giving information e.g. phonics, reading books, PE, homework etc.

Transfer of records/relevant information - SAT levels, LDD file, etc

Transition between Key Stage 2 and Key Stage 3 - continuity of good practice including:

To support the effective transition of individual children, particularly those who might be most vulnerable

To work with High School regarding records required, curriculum links and previous teaching.

To use linking transition units

Year 7 teacher to visit children in school

To support visits of Year 5 & 6 children to High School during the school

To use visualisation '3 Keys and a Wizard' - to help children to gain understanding of the means of dealing with differing expectations and situations in secondary school

To work closely with EMA and our local primary network to develop transition opportunities from year

All of the above points and many others will be used at all stages of transition. If we want our children to succeed then we must build upon their previous experiences and work together to bridge any gaps there might be.

Allowing the children time to explore and absorb their new surroundings will help them adjust and feel comfortable.

Transition at any stage in school life.

Clear procedures for transfer of information are vital, what is required, when it is required and ensuring it is sent within the expected timescales.

Annually

- **Foundation** - Report, Profile Data, o-track Data, Phonic/Reading tracking sheet, Pupil Progress Sheets, Basic skills assessments, SEN/EAL/LAC
- **Key Stage 1** - Report, o-track Data, SAT Data, Phonic/Reading tracking sheet, Pupil Progress Sheets, Basic skills assessments, SEN/EAL/LAC
- **Key Stage 2** - Reports, o-track Data, SAT Data, Phonic/Reading tracking sheet, Pupil Progress Sheets, Basic skills assessments, SEN/EAL/LAC
- **Year 6 - Year 7** - Reports SAT Data, SEN/EAL/LAC.

Medical information and relevant family background to be shared at transition meeting before child moves to new class

Move to new school - (including Y6)

Reports, attendance, SEN/EAL/LAC, Child Protection, Medical information

Common Transfer Form (CTF) should be completed and sent to the new school within 10 working days, this can be sent electronically.

Moving to Ashbury from another school

Office staff to chase up documentation from previous school - all enquiries to be recorded including when and who information was passed to.