



FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

TRANSITION

APPROVED	September 2026
TO BE REVIEWED BY	September 2028

FAIRLANDS PRIMARY SCHOOL

TRANSITION POLICY

INTRODUCTION

In this policy, 'transition' describes the movement that takes place from one familiar setting (including the home) to another. Care and attention are given to each stage for an individual, groups or cohorts of children to, through and beyond Fairlands Primary School.

Transition is a process, not an event

AIMS

We want our children to experience a smooth transition throughout their learning to ensure that all children continue to make the very best progress.

PRINCIPLES

- 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 / class.
- Children can enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives attention to the needs of the children.
- Effective transition takes time and is a process rather than an event.
- Transitions are not overlooked or left to chance but thought about and planned.
- Feedback from children and parents is encouraged and valued.

PRACTICE

Transition from Pre-School to the Nursery

- Parents are invited to attend tours of the Nursery prior to applying or on offer of a place.
- Parents are invited to a 'New to Nursery' meeting which is used as an opportunity to introduce parents to staff, to give information about Nursery and allow parents to ask questions.
- Parents and children receive a home visit. For children who have not attended a previous setting, these will take place in the summer term before they start Nursery where possible.
- Parents receive an information pack including a transition booklet of pictures to share with children to help them recognise staff and different areas of the Nursery ahead of joining in September.
- Children are invited to attend a 'stay and play' session at school towards the end of the summer term and again at the start of the autumn term to become familiar in their new environment with the support of their parent or carer.
- Children attending Fairlands Preschool visit Nursery with their preschool staff on 'Moving Up Day' in the summer term.
- In the summer term, the DHT/Senior teacher visit preschool settings for all children moving to Nursery.
- Parents of children with identified SEND are invited to a meeting with the school SENDCo in the summer term before their child starts, in order to discuss their needs and plan support.
- Parents of children with additional needs are invited to a coffee session towards the end of the summer term to meet the SENDCo, members of the Inclusion team and representatives from external agencies. This is an opportunity to share information, gain advice and explore resources available to support at home and school, as well as to meet other parents in similar situations.

- Nursery teachers send out a video of themselves which parents can share with children to help build their familiarity with staff.
- Teachers new to the Early Years team spend planned time in the Early Years over the summer term, where possible.

Transition from Nursery to Reception

- Parents are invited to a 'New to Reception' meeting which is used as an opportunity to introduce parents to staff.
- Parents and children new to the school receive a home visit.
- Parents receive an information pack.
- Children new to the school receive a visit (observation / information sharing) to their previous setting.
- Children attend time in their new class with their new teacher and teaching assistant to familiarise themselves with their new learning environment on transition morning.
- A staggered start for all children building up to children attending full time by the start of the second week of term.
- All Reception staff stay until children are settled in the dining room, at lunchtime, for the first few weeks.
- In the autumn term, the provision closely reflects summer term practice in Nursery.
- Teachers new to the Early Years team spend planned time in the Early Years over the summer term, where possible.
- Parents are invited to record both theirs and their child's feelings on the transition form sent home.
- During the summer term staff will explore changes with children to support transition exploring any issues that arise for cohorts.
- Learning support evidence for SEND is held electronically and made available to next teacher.
- Nursery children spend time jointly with Reception children during independent time to familiarise them with the Reception learning environment.
- Children will have the opportunity to visit their new classroom at various times in summer 2, to hear a story.
- Handover meetings are held in the summer term, Nursery teachers complete a Hertfordshire Transition Toolkit to help ensure that all important information is passed on to the Reception teachers.
- Joint moderation is completed between Nursery and Reception staff.
- Teachers record and send a video of the reading a story to all children starting reception.
- A stay and play session is held after school in the summer term for children new to the setting.
- Booklets are shared with children to support transition.
- There is a summer activity completed in Nursery to support the first topic in Reception.
- Those attending Fairlands Nursery, join in the Fairlands festival in the summer term with the Reception cohort.

Transition from the Foundation Stage to Year 1

- Parents and children new to the school receive a home visit.
- Parents and children new to the school visit the school, meet staff and receive an information pack.
- Parents are invited to a 'New to Year 1' meeting which is used as an opportunity to introduce parents to staff.
- Children complete a piece of writing on coloured paper that is relevant to their interests. This piece of writing will create the first page of their English book.

- Children attend some time in their new class with their new teacher and teaching assistant to familiarise themselves with their new learning environment.
- For the first 2 weeks of the autumn term, provision links to provision in the early years by the inclusion of a daily Child Initiated Learning session which is slowly reduced to 15 minutes, in line with school expectations. This is offered whilst matching the needs and interests of the cohort and meeting the needs of the National Curriculum.
- Children will have the opportunity to visit their new classroom at various times in summer 2, to hear a story.
- Robust handover meetings are held in the summer term, sharing information about each child.
- Learning support evidence for SEND is held electronically and made available to next teacher.
- Joint moderation is completed between Reception and Year 1.
- The topic in summer 2 is focused on transition and changes.
- Children have independent time in the year 1 outside learning environment while year 1 children are at lunch.
- Sessions are scheduled for the children visit the year 1 classes and hear a story.
- Children access some time with new class groups before a final decision is made.
- Vulnerable children visit the Year 1 building and outside learning environment in a smaller group or 1:1 basis several times in the latter half of the summer term.

Transition in subsequent Years (1 - 6) throughout the school

- Parents and children new to the school receive a home visit.
- Parents and children new to the school visit the school and meet adults from their new year group.
- Throughout Year 1 and Year 2 there are staggered changes to provision, based on the needs of the cohort, to ensure a smooth transition to Year 2 (across the site).
- In Year 2, changes to provision are made ahead of the phase transfer to KS2. Children start to write the date in their books in the latter half of the summer term.
- Vulnerable children visit their new classrooms, learning areas and outside learning environment in a smaller group or 1:1 basis several times in the latter half of the summer term.
- Joint moderation is completed between each year group.
- Meet the teacher sessions are held in the new classrooms on transition day in the summer term.
- During the 'meet the teacher' sessions, activities are completed that enable children to share information about themselves with their classroom adults and peers.
- All 'New to Year __' welcome meetings for parents/carers take place in the new classrooms in the summer term.
- Robust handover meetings are held in the summer term. The following information is passed on and made available to the next teacher:
 - Reading book band colour/Little Wandle stage
 - Sketch books – continue to work in for Y3 -Y6
 - Learning support records – continue to work in
 - French books – continue to work in for Y3-Y6
 - Multiplication recall information for Y2-Y6 (Y2/3 rocket races, superhero levels and Y4/5 MTC scores)
 - Additional resources linked to specific children and SEND needs
- Class rules, expectations and protective behaviours work (including helping hands) are completed in the first week in September.
- Children name 5 friends they would like be in a class with the following year and are guaranteed to be with at least one of their selection. If they are not for any reason, parents are informed.

In year admissions from Nursery to Year 6

- Parents and children new to the school visit the school to meet staff.
- Parents receive an information pack.
- Parents and children new to the school receive a home visit.
- Previous setting is contacted for all pupils for information sharing and is followed up with a phone call where identified on the transition form.
- SENDCo contacts previous setting for all children with SEND and may visit to receive information.
- Records from previous setting made available to class teacher and SENDCo.
- A request is made to the previous school for any safeguarding or child protection information.
- Relevant baseline assessments are conducted, and provision is planned based on individual needs.

Children leaving from Nursery to Year 6

- Headship team are made aware of reasons for leaving and will meet with parents as necessary to address any issues.
- All records are passed on promptly including safeguarding records.
- Children with SEND – information shared by phone or through a visit from the SENDCo if transferring settings locally.
- Relevant child protection information is transferred on.

Transition from Year 6 to Year 7

Summer of Year 5	Autumn of Year 6	Summer of Year 6
A transition support meeting / group offered to parents in the summer term of Year 5, in preparation for starting Year 6 and choosing secondary schools. If specialist provision for Year 7 is likely to be required, transition arrangements will begin in Year 4.	Children visit their secondary school open evenings. Children choose their secondary schools. Vulnerable pupils are offered additional support through referrals to DSPL2 programme.	Children attend a secondary transfer day. Children are visited in school by key members of staff from their secondary school. Vulnerable pupils are offered additional support through referrals to DSPL2 programme. SENDCo arranges extra visits for vulnerable children where secondary schools allow. Class teachers and SENDCo meet relevant staff of receiving secondary schools. Common transfer files completed and sent to secondary schools. Relevant child protection files are transferred on. DSL meets with Secondary DSL to share safeguarding chronologies. All children participate in transition lessons in school to support social situations and practical skills. Transition support sessions available to parents of children with SEND.

		Small group provision exploring transition provided for identified children delivered by teaching assistants.
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Children moving families

- The DTCLA to work alongside social worker to implement their transition plan e.g., to host meetings between prospective adoptive parents and school staff.

Vulnerable children

- Children with specific medical or educational needs may have individual transition booklets created by the year group team.
- Children in Year 6 with an EHCP or those who are CLA and children across the school who are moving to specialist provision have an annual review/PEP meeting with an invite sent to the SENDCo/DTCLA of their new school.

EQUALITY, DIVERSITY, AND INCLUSION

We are mindful of a child's protected characteristics when planning transition and are committed to proactively removing barriers which could jeopardise successful transition experiences.

Stakeholders with a range of protected characteristics are actively involved in the transition process and their perceptions about transition are valued and explored.

REVIEW

The local governing body will review this policy in line with its annual cycle of review.