



FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

TRANSITION

APPROVED	June 2023
TO BE REVIEWED BY	June 2026

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 a 'New to Nursery' meeting which is used as an opportunity to introduce parents to staff.
- Parents and children receive a home visit.
- Parents receive an information pack.
- Children attend a 'stay and play' session at school to become familiar in their new environment with the support of their parent or carer.
- In the summer term, the DHT and SENDCo visit Fairlands preschool and other pre-school settings where children with SEND are identified.
- 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 some time in their new class with their new teacher and teaching assistant to familiarise themselves with their new learning environment.

- 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 changes with children to support transition exploring any issues that 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.
- Joint moderation is completed between Nursery and Reception staff.

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.
- In the autumn term, the provision links to the provision in the early years whilst, matching the needs interest 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.
- Handover meetings are held in summer term.
- Learning support evidence for SEND is held electronically and made available to next teacher.
- Joint moderation is completed between Reception and Year 1.

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 their teacher.
- 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) and Year 3 (from KS1 to KS2).
- 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.
- Handover meetings are held in the summer term. The following information should be passed on/made available to the next teacher:
 - Reading book band colour/Little Wandle stage
 - Sketch books – continue to work in

- Learning support records – continue to work in
- Presentation books - continue to work in
- French vocabulary books – continue to work in
- A piece of excellent writing on coloured paper, to be stuck in new English book
- Multiplication recall information
- 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.

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, where slides from the relevant ‘New to Year _’ Meeting are shared.
- Previous setting contacted for all pupils.
- 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.
- Children are given a buddy from within the class.
- A letter is sent to the previous school requesting any safeguarding or child protection information.
- Relevant baseline assessments are conducted, and provision 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
<p>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.</p> <p>If specialist provision for Year 7 is likely to be required, transition arrangements will begin in Year 4.</p>	<p>Children visit their secondary school open evenings.</p> <p>Children choose their secondary schools.</p> <p>Vulnerable pupils are offered additional support through the SET Transition Programme</p>	<p>Children attend a secondary transfer day.</p> <p>Children are visited in school by key members of staff from their secondary school.</p> <p>Vulnerable pupils are offered additional support through the SET Transition Programme.</p> <p>SENDCo arranges extra visits for vulnerable children.</p> <p>SENDCo prepares SEND records for transfer.</p> <p>Class teachers and SENDCo meet relevant staff of receiving secondary schools.</p> <p>Common transfer files completed and sent to secondary schools.</p>

		<p>Relevant child protection files are transferred on.</p> <p>DSL meets with Secondary DSL to share safeguarding chronologies.</p> <p>All children participate in transition lessons in school to support social situations and practical skills.</p> <p>Transition support sessions available to parents of children with SEND.</p> <p>Small group provision exploring transition provided for identified children.</p>
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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 have individual transition plans. These are organised and supported by the SENDCo.
- Children in Year 6 with an EHCP, or those who are CLA, have an annual review/PEP meeting with an invite sent to the SENDCo/DTCLA of their new secondary 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.