

## **Stoke Park Nursery and Primary School Transition Policy** updated April 2023

### **Rationale**

We understand that transition periods can be stressful for children, parents/carers and practitioners alike. The staff at Stoke Park Nursery and Primary, are committed to making the process a positive one for all involved. During any transition period children need help and support to retain the self confidence and sense of well being that they have already gained at home or in previous settings/rooms.

We understand the importance of working in partnership with parents/carers and therefore we encourage their involvement and ensure time is made for practitioners to talk and share information about the child and his/her family.

We believe that well established routines will provide the framework for continuity in any setting and that consistency in staff attitudes is essential if children and parents/carers are not to be confused about what is expected or acceptable. This is particularly important in terms of behaviour and all practitioners have a secure working knowledge of the school behaviour policy.

### **Points to be considered to enable a smooth transition are:**

- Liaison with previous practitioners/settings
- Ensure there is an appropriate area for good communication with parents/carers e.g. information displayed, photographs and explanations of children playing in different areas of provision
- Involve parents/carers and children in the induction process, e.g. give parents and children information and visuals of staff, daily routines etc
- Provide parents/carers with opportunities to share information, concerns or ask questions
- Regular newsletters
- Invite parents/carers to events e.g. story sessions, special activities
- Be aware of and support parental needs, e.g. language difficulties
- Flexible settling strategies around the parent/carer and child's needs
- Talk with other professionals who know the children
- Pass on information to the next setting/practitioner about the child's progress
- Involve SENDCo if needed

### **Guidelines and Practice for Transition at Stoke Park Nursery and Primary school**

#### **Nursery**

- Parents and their children are invited to visit the Nursery class to meet with the class teacher and visit the learning environment, inside and outside. This usually happens the term before they start Nursery. This is also an opportunity to answer any questions about the Nursery and to arrange any appointments to meet with other professionals e.g. SENDCo.
- Home visits are arranged for the first week in September for those children starting the year in term 1. For those starting mid year, home visits can be arranged at the request of the parents.
- A programme of stay and play visits for both the children and their parents is also set-up to ensure the children become familiar and confident within their new setting. These will happen in term 6 or the term before they start.
- The children will have a staggered start in September to ensure a gradual introduction to Nursery life. We would hope to have the children attending their full hours after a week. Where appropriate, a longer phased-entry to the school routines will be allowed.
- Family Support is available to help to reassure parents who may be anxious or have concerns about their child starting at Nursery.

## **Pre-school/Nursery to Reception**

- All parents/carers of new Reception children are invited to a meeting in the Summer term where they can meet the Reception staff and see the Reception classroom and Early Years outside area. They also usually get the opportunity to meet SLT, the SENDCo, a member of the admin team and the school kitchen staff.
- At this meeting a home visit is also arranged for parents and children new to SPP.
- A programme of stay and play visits for both the children and their parents is also set up to ensure the children become familiar and confident within their new setting. These will happen in term 6.
- The children will also have a staggered start to ensure a gradual introduction to the expectations and routines of school life, however we aim for all children to be in school full-time within two weeks. Where appropriate, a longer phased-entry to the school routines will be allowed.
- Family Support is available to help to reassure parents who may be anxious or have concerns about their child starting Reception.
- Where possible, children new to the school receive a visit (observation/information sharing) to their previous setting from the Reception class teacher.
- All Reception staff stay with the children at lunchtime for the first few weeks.

***The early years, Nursery and Reception, use Bristol's 'Positive Transitions in the Early Years' document. They use the timeline to plan and prepare for the successful transition for ALL children and to provide additional or different support for SOME children.***

## **Reception to Year 1**

This can be a big transition for some of our children and time must be given for the children to visit the Year 1 class well in advance of the move. Time must be given for FS practitioners to share the FS profiles with Year 1 staff and explain how the profiles can establish starting points for each child in Term 6. The children should be encouraged to raise questions, talk about their concerns and their feelings should be acknowledged. When possible, Year 1 staff should have time to spend in the Reception class observing the children at play. During the first part of the Autumn term, the Year 1 children should have lots of opportunities to continue to participate in play-based learning and also to access the outside learning environment, this may include visits to the Reception classroom to aid initial transition.

The Year 1 staff must be informed of any SEND children in Term 6 and prepare these children for a smooth transition using different strategies. These may include using social stories, inviting them into the year 1 class when it is empty, meeting with parents, the class teacher and TA spending time with the children.

## **Term 5**

- If possible Yr1 teachers and/or TA's to visit the Reception class to meet the staff and children.
- Reception children to spend 1 afternoon a week in the KS1 playground with KS1 children. EYs staff to join them.

## **Term 6**

- Reception to join KS1 for playtime three times a week.
- Reception to have a joint picnic with Year 1 so that they can get a sense of the longer morning and different lunch time.
- Story times with Year 1 teacher in the year 1 class and if possible the Year 1 teacher/TA to read a story with Reception in the Reception class. Plan for this to happen at least 3 or 4 times in the term.

- Reception parents to pick up their children from the Year 1 class after the children have visited Year 1 for a story. This will help both parents and children become accustomed to the new room setting and any new staff.
- The Year 1 TA, to spend afternoons in the Reception class getting to know the children.
- Yr 1 staff to look through the children's learning journals on Tapestry.
- Reception class to join KS1/2, for singing assemblies.
- Reception and Year 1 class teachers to meet and discuss the profiles, data, SEND and medical information for handover.

## Term 1

- Reception TA's to support the new Year 1 children if required and be available if needed.
- Year 1 teachers provide opportunities for play based learning times during the day to provide continuity of the EYFS for those children that will still need to work from aspects of the EYFS. In the autumn term, the provision closely reflects summer term practice in Reception.
- Planned visits to take place to the Reception classroom for some joint activities and use of the outside learning environment.

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

- Parents and children new to the school visit the school and meet the Headteacher and their class teacher.
- Meet the teacher in the new classroom in the summer term.
- Any relevant curriculum information given to parents at the Autumn Term parents meeting.
- All classes follow the Jigsaw PSHE scheme of work which includes a unit on changes and transition in the summer term.
- Handover meetings are held in summer term. The following information should be passed on/made available to the next teacher:
  - Reading information and any individual/Guided reading records
  - SEN and Medical records/Information
  - Pastoral information
  - Safeguarding information, including parental risk assessments
  - Literacy & Maths Books – **HOLD ON TO EVERYTHING for one high, one middle, one lower attaining child, from each class. This is for evidence purposes.**

## **Transition from Year 6 to Year 7**

Autumn Term in Year 6:

- Children visit their secondary school open evenings.
- Children choose their secondary schools.

Summer Term Year 6:

- Children attend at least one secondary transfer day.
- Staff from the various Secondary schools visit Stoke Park Primary to meet the relevant Year 6 children.
- Complete any relevant transition work ready for Secondary school

- Class Teacher and SENDCO ensure information has been passed on regarding vulnerable children
- SATs results sent on to secondary schools.
- Common transfer files completed and sent to secondary schools.
- Relevant child protection and SEN files are transferred on.
- Trinity Academy staff teach lessons to Y6
- Y6 pupils take part in additional transition activities at Trinity Academy
- Joint projects with Trinity Academy - eg Y6/7 choir

### **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 plans. These are organised and supported by the SENCO.

### **Review**

The Governing Body will review this policy in line with its annual cycle of review.  
Amended April 2023