

Transition Policy



Preston Grange Primary School

Issue Date: March 2024

Last reviewed: March 2024

Next review due: March 2026

Aims

Entering a new situation (a new classroom and a new teacher) can be a stressful time and some points of transition, e.g. moving key stages, can be especially challenging for some pupils due to the change of building, a more formal classroom approach and larger and unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive; alternatively, they may demonstrate inappropriate behaviour. Both extremes can inhibit learning.

We aim for transition periods that:

- Promote the smooth transition of children throughout their seven years at Preston Grange Primary School and beyond
- Prevent and alleviate stress
- Promote continuity of teaching and learning

This approach compliments our school ethos, our going work with the Connect Mental Health Team and our Whole School Mental Health and Wellbeing strategy.

Key principles on which we operate:

- We have a universal transition offer to support all children but are flexible in our approach to support additional needs
- The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents / carers, previous settings, staff and, if age appropriate, with the child themselves
- Discussion and collection of information will focus on the whole child and not just child development or academic achievement i.e. routines, interests, family unit
- Relevant medical information alongside any additional needs
- Timescales for transition are variable to meet the individual needs of the child
- Other relevant information e.g. social and emotional concerns, special educational needs and disabilities
- Safeguarding information (all compliant with General Data Protection Regulation (GDPR)) will be shared on a 'need to know' basis

Transition into Early Years

At Preston Grange Primary School we work closely with families, local pre-schools and child minders to ensure that we have detailed information about children prior to them starting school.

Nursery

School uses the Local Authority Early Years transition document (between settings) to gather information about children due to join our Nursery in either our main September or smaller January intake.

https://docs.google.com/document/d/1_xhK9owBEkjkExh-AQlfRw6QFLSmhA-p/edit

We use the information gathered to direct the need for our EYSENDCo to make phone calls to settings to support our understanding of individual needs. If a child requires special adaptations to the learning environment due to a specific need then school would arrange to visit a setting. This would be considered on an individual basis.

In addition to this school plans the following to support transition into Nursery;

- Families are invited to a Welcome to Nursery information meeting (In April for September intake/ September for January intake)
- Children are invited to attend 3 stay and play events in the lead up to the start date – two with parents staying and the final session where they attend independently
- Nursery starter pack to gather further information from the parents
- EYSENDCo will make contact with relevant outside agencies and the parent regarding any current SEN input e.g. SALT, EHA
- School will be flexible and open to alternative transition arrangements that best fit the needs of the child e.g. shorter session times, enhanced transition period
- In September the universal (AM) Nursery cohort is split into 2 smaller groups which attend 2 sessions each in the first week (Nursery 5 term children attend each day). In the second week of term all children attend all sessions. If a child has a valid code to access our 30 hour provision, they are able to attend all 4 afternoon sessions.

Reception

For any child joining our new Reception cohort in September from an external Nursery provision, school uses the Local Authority Early Years transition document (between settings) to gather information about children. We use the information gathered to direct the need for our EYSENDCo to make phone calls to settings to

support our understanding of individual needs. If a child requires special adaptations to the learning environment due to a specific need then school would arrange to visit a setting. This would be considered on an individual basis.

These children will be invited, as a group, to their own stay and play session in the Reception setting in the Summer term prior to their September start.

In addition to this, school plans the following to support transition into Reception;

- Families are invited to a Welcome to Reception information meeting in the Summer term prior to their September start (new to school and school nursery)
- Children spend the morning in Reception as part of our whole school transition programme (current Nursery cohort)
- Reception starter pack to gather further information from the parents
- EYSENDCo will make contact with relevant outside agencies and the parent regarding any current SEN input e.g. SALT, EHA
- School will be flexible and open to alternative transition arrangements that best fit the needs of the child e.g. shorter session times, enhanced transition period
- Early Years staff liaise throughout the year and more regularly in the Summer term in the lead up to transition from Nursery to Reception regarding attainment, passing up key data and documentation e.g. SEN support plans, SALT programmes (school nursery children)
- In September the Reception cohort is split into 2 smaller groups which attend 2 sessions each in the first week and stay all day, including lunch. In the second week of term all children attend all sessions.

Internal transition (class to class)

In the Summer term, after staffing for the following academic year has been shared with parents, classes spend a 'move up morning' in their new classroom with their new teacher. This includes current Nursery children and those joining from other settings that have been allocated a place in Reception class for the following September.

All class teachers pass internal assessment data up to the next teacher regarding current attainment for reading, writing and maths. Other information, such as book bands, friendship and/or pastoral issues, intervention work and all SEN documentation is also passed up at this time.

Teachers passing up information into a new phase (EYFS into KS1 and KS1 into KS2) also share statutory assessment data and discuss the wider implications of this to the receiving teacher.

New admits to school

If we accept an in-year application, the child and family are always invited to visit. The child is invited to stay in their new class for a short period of time while the Headteacher speaks to parents/ carers.

Class teachers make contact (via phone) with the previous teacher to gather basic information regarding academic attainment and social/ emotional well-being. Any relevant information (gathered through conversation or the in-year application form) would then be passed to our school SENDCo who would follow up on any outside agency involvement e.g. SALT/ LCT. Our HLTA for Mental Health, Well-being and Support may become involved if the child is, for example, a looked after child, a young carer or there is currently Early Help involvement within the family.

External transition KS2 to KS3

The Year 7 liaison leads (from local high schools) visit school to speak to the Year 6 teacher regarding the children that will transition across the following September. The information shared highlights academic attainment and social and emotional information. School also shares other relevant information regarding SEN, Early Help, Mental Health support etc. A term ahead of transition, the Year 6 teacher and our HLTA for MH&WB complete an enhanced transition document to highlight any children that will require extra support as they prepare to transition to high school.

In the Summer term, children attend a programme of transition events at their new high school and high school staff also work with children either by visiting groups in school or through phone calls/email contact.

External transition child leaving to another school

The Headteacher completes an in year application form alongside the class teacher to share academic attainment and social/ emotional wellbeing, SEN information and attendance data. This is forwarded to the next school.

Enhanced Transition booklets

For children, possibly with an additional need, that require some extra support to transition smoothly to a new year group in school, we create transition booklets that they can use at home with their parent/ carer to discuss new routines, new staff members and new locations in school e.g. dining hall, where coat peg is located.