



# **St Mary's Priory Catholic Infant and Junior Schools**

**Love one another  
Always do our best  
Take care of ourselves and the world  
around us**

## **Transition Policy**

**Agreed: September 2024**

## **Contents:**

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definition
4. Transition into Reception
5. Transition into Year 1
6. Transition into other years
7. Transition from Year 6 to Year 7
8. Transition into the school
9. Transition activities
10. Monitoring and review

### Appendix

1. Transition meeting with parent/carers

## Statement of intent

At St. Mary's Priory, we understand the importance of the transition process for both pupils and their parents and, as a result, we are committed to providing a smooth transition for all pupils whether it is between settings, year groups or key stages.

We have created this policy to ensure that all pupils engage in a smooth transition by:

- Providing opportunities, support and information for parents, pupils and practitioners during this crucial time.
- Providing a positive experience, which will not hinder pupils' wellbeing, learning or development, and ensures they are enthusiastic to learn in their new setting.
- Actively involving pupils and parents in the transition process.
- Sharing information between settings, in terms of pupils' development and learning records which will enhance the effectiveness of the transition process.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Data Protection Act 2018
- Education Act 2002
- Equality Act 2010
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25 years'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2021) 'School Admissions Code'
- STA (2020) 'Assessment framework: Reception Baseline Assessment'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Fire Safety Policy
- Educational Visits and School Trips Policy

## 2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring compliance with the 'School Admissions Code'.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Ensuring the school has a designated member of staff who is responsible for the coordination of transitions.
- Liaising with the headteacher and receiving reports regarding the transition procedure, ensuring that it is robust and offers the essential support that pupils need to cope with the change.
- Promoting the importance of parental engagement during the transition process.

The headteacher will be responsible for:

- Appointing a pupil transition coordinator who will take lead responsibility for the transition procedure and activities.
- Liaising with the governing board and reporting back the successes and challenges of the transition process.
- Liaising with the governing board on pupils entering and leaving the school and the measures in place to accommodate for these new pupils.
- The overall implementation of this policy.
- Reviewing this policy in conjunction with other relevant policies.

- Liaising with early years settings and secondary schools to coordinate transitions between schools.
- Ensuring a welcoming atmosphere is adopted throughout the school.
- Meeting with parents to welcome them and their children to school and answering any queries they may have.

The SENCO will be responsible for:

- Liaising with relevant members of staff, e.g. the headteacher of a pupil's previous setting, to ensure pupils with SEND receive the essential support they require.
- Liaising with pupils' parents to ensure measures are put in place to make the transition for their child easier.
- Meeting with pupils to ensure they are happy and feel supported during the transition period.
- Reporting successes and challenges back to the headteacher where necessary to help inform future transition programmes.
- Having due regard to the Special Educational Needs and Disabilities (SEND) Policy when implementing support for pupils with SEND during transition periods.

The pupil transition coordinator will be responsible for:

- Ensuring that pupils receive the required support when going through transitions of education.
- Liaising with staff and senior leaders of nurseries, primary schools and secondary schools to ensure there is a smooth transition.
- Having due regard to the school's Child Protection and Safeguarding Policy and the Health and Safety Policy when organising transition days and activities.

All other staff will be responsible for:

- Adopting a warm and welcoming atmosphere for new pupils.
- Offering support for all pupils but having particular regard for pupils who are struggling to adjust to a transition.
- Participating in transition activities.
- Identifying suitable pupils to be part of a 'buddy system' for pupils entering the school during an academic year.

### **3. Definition**

For the purpose of this policy, "**transition**" is the movement that takes place between one setting, year group or key stage, and describes the practice that is adapted to support pupils in settling into their new learning environment in preparation for future learning and development.

### **4. Transition into Reception**

Nursery children will work with the Reception class at various times throughout the year for different events.

Nursery and Reception children will share an outdoor area during break times, and integration between classes is encouraged.

During the summer term before entry to Reception:

- Joint activities will be organised for nursery and Reception children.
- Nursery children will spend a series of sessions in the Reception classroom with the Reception teacher and the TA.
- Nursery children will be allowed time to explore the main school building supervised by a member of staff.
- Some activities, e.g. the Teddy Bear's picnic, will be arranged to help to build new relationships with staff.
- Staff will use stories to help explain new situations so children can relate to the change that will occur.
- Where possible discussions occur between School staff, and those from known previous providers, such as pre-schools and nurseries. This may take the form of telephone conversations or actual visits to the premises to meet the children and look at examples of learning or support plans.
- If children are coming from other settings, reception staff make a home visit in the last few weeks of the summer term prior to starting in order to introduce themselves to the children and their families. Parents and carers are invited to share information about their child on this visit, which is recorded on a home visit form.
- Individual tours of the school are offered to all incoming parents and children.
- Parents receive a 'Parents' Pack' with information about the school and its procedures.
- Parents and children are encouraged to visit during the term before they start, to become familiar with their new school and its setting.
- A meeting for parents of children who may find the transition challenging will be arranged during the prior Summer Term with the SENCo and new class teacher.
- A transition plan will be created for each individual child, and reviewed in the new term each week.

Prior to entering Reception:

- The nursery teacher will advise the Reception teacher on favourable groupings for children.
- Parents will attend an information session with the headteacher to discuss what their child can expect in the first term of their new school – this is an opportunity for parents to feel reassured and have any questions answered.
- Parents will have the opportunity to attend an information evening with the child's Reception class teacher to discuss class content, provisions in place to make transition easier for their children and have any questions answered.

During the first term:

- Children begin attending school full-time during the September of the school year (September –August) in which their 5th birthday occurs. Children start Reception in the first week of the Autumn Term but only for half a day initially, expanding to full days by the end of the week.

- When children start school they will be at different stages of development, and this includes the time it may take to settle into school routines away from siblings, parents and other family members, Transitioning away from being in a smaller family environment, or a smaller pre-school setting or nursery, to a busy classroom environment and the other demands of school life can seem more challenging for some children. For this reason children are sometimes ready to stay for a full day at different points during this initial half term/term. If we feel your child may benefit from a longer settling in period staff will communicate this after the first few sessions.
- Following this, the parent/carer we will meet with the SENCo and teacher very Friday and the transition plan will be reviewed and agreed for another week.
- (see appendix 1)
- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children will not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment.
- This will also identify any areas of need and direct interventions.
- Reception classes will follow the same routine as nursery as much as possible, for the first two weeks as a minimum.
- A parents' evening will be held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

Throughout the year, parents will be encouraged to share any information, concerns, or pupil successes with staff.

The Class Teacher and Teaching Assistant are always available after school/or at the end of a session to chat to parents informally – they are proactive in talking to parents about issues that may arrive with individual children. Formal Parent Evening meetings occur with all parents of Reception children during their first term within the school.

## **5. Transition into Year 1**

During the summer term, prior to entry into Year 1:

- Reception pupils will join the older pupils on the playground during break and lunch time, supported by a member of staff.
- Reception pupils will attend assemblies with the whole school, in addition to special assemblies throughout the year.
- Reception classes will adopt a modified timetable similar to the Year 1 timetable.
- Reception pupils will have sessions in the Year 1 classroom with their future Year 1 teacher and the TA.
- Reception pupils will attend more whole-school activities, e.g. sports day.

Prior to the pupils entering Year 1:

- Reception teachers will complete progress assessments on each child and provide the reports to their Year 1 teacher.

- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.

During the first term:

- The Year 1 timetable, in terms of provision, planning and pupil-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Pupils will continue to be assessed on the EYFS profile, if appropriate.
- Consideration will be given to the links between the seven areas of learning in the foundation stage and the national curriculum subjects.
- The more formal teaching of Year 1 will be introduced gradually.

## **6. Transition into other years**

Pupils will attend weekly whole-school sharing assemblies throughout the year, and will engage with other teachers and pupils.

During the summer term prior to entry into the following year group:

- Pupils will participate in a welcome session with their new teacher – the session will involve a practice lesson and time for questions and answers.
- Teachers will meet to 'handover' their class. The handover meeting will involve discussing the overall progress of the pupils, any issues the current teacher faced and whether there are any special considerations the new teacher needs to be aware of, e.g. adjustments for pupils with SEND.
- SEND children will be provided with transition booklets, to take home and review over the summer holidays, in preparation for their new classes.
- One-page profiles will also help to inform the new teaching staff.
- Previous class teachers will advise new teachers of favourable groupings for pupils as well as any grouping which should be kept separate.
- Teachers will meet to discuss pupils' progress from previous years, and set learning targets for individual pupils across all of the subjects.
- Learning tasks, phonics assessments, examples of writing and parent consultation records, are all passed on from the teacher to the new teacher.

During the first term, the timetable will be kept similar to the previous year group's timetable, and new ways of learning, as well as teaching, will be introduced gradually to allow pupils to adjust to the changes.

A parents' evening will be held during the first term to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns

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

Teachers from the various secondary schools in the area will visit the school to deliver assemblies and lessons in specific subjects, e.g. PE.



Year 7 teachers from the secondary school will meet with the Year 6 teacher (and SENDCo where appropriate) to discuss the incoming pupils, including reasonable adjustments required for pupils with SEND, favourable pupil groupings and any challenging pupils.

In the meeting with the Year 7 teachers, transition needs for each pupil will be assessed, such as whether a 'buddy' system will be necessary, and the secondary school will receive a profile of this data.

There will be designated visit days for Year 6 pupils to their secondary school during the summer term – more can be arranged for pupils with mobility or visual impairments to help them become familiar with the new school layout.

Year 6 pupils will engage in transition sessions delivered by our link trailblazer Educational Mental Health Practitioner.

All records from the school will be passed on to the secondary school as required in line with the school's Records Management Policy and Data Protection Policy.

Any pupils who may require additional support, such as those with SEND, will receive transitional documents to support this both before the transition in order to prepare, and after the transition to ensure they are coping well.

Children with EHC plans will have an annual review in the spring term of year 6, in preparation for secondary school. If known, the secondary school will be invited to the annual review.

## **8. Transition into the school**

Individual tours will be arranged for all incoming parents and pupils, and the pupil is offered time to stay with their prospective class.

Parents will receive a 'Welcome Pack', including information about the school and the curriculum.

New pupils joining the school will be assessed by their class teacher and other necessary members of staff, such as the SENCO, to ensure that any additional needs are accommodated for.

A 'buddy' system will be established for new pupils; this will involve pairing a new pupil with a current pupil. The current pupil will have an excellent behaviour record, and will be consulted with prior to a new pupil joining the school, so that they are aware of what is expected of them.

Records will be obtained from the previous school and are made available to the pupil's class teacher.

Data transfers will be made in line with the school's Data Protection Policy.

## **9. Transition activities**

The pupil transition coordinator will be responsible for ensuring that pupils receive the required support when transitioning:

- From Reception to Year 1.
- In between school years.
- From Primary to secondary school.
- To the school during the academic year.

The pupil transition coordinator will liaise with staff and senior leaders of nurseries and secondary schools to ensure there is a smooth transition to and from the school.

Transition activities are designed to encourage communication between pupils, supporting connections made between peers.

Activities will vary and include visits to pupils' new school or class, practice sessions with new teachers and games.

Games will be interactive, age appropriate and encourage pupils to introduce themselves to their class teacher and peers.

The pupil transition coordinator will have due regard to the school's Child Protection and Safeguarding Policy and the Health and Safety Policy when organising transition days and activities.

Visits to new schools will expose pupils to the daily life within their new schools; they will experience various taster classes, assemblies, and break times.

A planned programme of visits will be conducted during the Summer term in order to allow pupils to become more familiar and confident with the activities and expectations associated with the above year group or key stage.

When planning lessons and activities, consideration is given to the links between the areas of learning and the structure of the national curriculum taught in the above year group or key stage.

Pupils transitioning to secondary school will attend activities at the secondary setting both during and outside of the school hours.

The school will maintain a relationship with local secondary schools to provide pupils with the opportunity to visit and attend activities at these settings.

In the event of an emergency, accident or injury when partaking in transition activities, staff members will manage and record the incident following the school's process as detailed in the Health and Safety Policy. During transition activities there will be a sufficient number of appropriately trained staff present to cope in an emergency.

Where necessary, risk assessments will be undertaken for transition activities, e.g. where the activities take place off-site.

There will be an adequate number of first aid trained staff members supervising the transition activities.

When off-site or at another school, staff members will be made aware of fire exits and evacuation procedures, including the correct procedure to follow whilst off-site, in accordance with the school's Fire Safety Policy.

All transition activities will be conducted in accordance with the school's Child Protection and Safeguarding Policy.

All staff members and volunteers will receive the necessary training needed to participate, supervise and lead transition activities.

Pupils partaking in transition activities will be registered using the appropriate code for educational visits.

Parents are informed about the details of all transition activities, where they will take place and how they will benefit their child.

Travel to and from transition activities will be conducted in accordance with the school's Educational Visits and School Trips Policy.

## **10. Monitoring and review**

This policy will be reviewed on an annual basis, taking into account the effectiveness of the identified support for transition, and will make any changes necessary.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Appendix 1

## **Transition Meeting with Parent/Carer**

Date of meeting:

Child's Name:

Class:

Attendees:

Key points discussed:

Agreed:

Next review:

SIGNED:

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(PARENT/CARER)

.....

(STAFF)