

# Transition Policy

## Horwich Parish Church of England Primary School



Approved by: HT	Date: 8.5.23
Author: JC/AW/DM	Version: 1
Last reviewed on: May-2023	May-2023
Next review due by:	May-2024

**Our vision is to be a school where everyone can achieve and “let their light shine” both individually and collectively as a community.**

**Learning to love each other as Jesus loved us, respecting each other and growing into the people God has called us to be”**

***At Horwich Parish CE School we aim for all of our children to be happy, confident and flourish in all aspects of school life. We also want them to achieve their full potential in all areas of the curriculum. We recognise that some children may be vulnerable at transition stages and to this end we will employ the following structures and systems to ensure a positive and smooth transition.***

## **Aims**

- To ensure smooth transition of all children within school and to new schools with minimum disruption.
- To provide a smooth and positive transition from one stage to another.
- To ensure good communication between Early year`s settings, year 1 teachers, Foundation stage teachers, year 6 and high schools.
- To raise parents’ awareness of the different stages.
- To ensure children’ skills, knowledge and understanding are built upon appropriately.
- To develop strong methods of communication between staff, parents and children

## **Implementation of Policy**

### **Transition from Pre-school /Feeder settings**

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to taster sessions alongside their parents in the reception unit.
- Members of staff from the reception class make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Where requested, or if a child has additional needs that the parents wish to discuss, a visit will be made to the child's home by two members of staff.

### **From Reception Class to Key Stage 1**

- During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- As part of the transition process, the reception children visit their new teachers and classroom settings for afternoon story times and a moving up morning.
- Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development ('exp') or not yet reaching expected levels ('emerging'). Year 1 teachers alongside other members of the SLT, moderate the records and examples of work of children who are deemed to exceed national expectations.
- Parents and Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and

Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

### **From class to class:**

- Teachers liaise across year groups to ensure the effective composition of new classes taking into account social behavioural and attainment issues.
- All children meet their new teachers in the summer term and spend a session in their new class.
- Pen portraits (SEND and Pupil Premium) are updated and shared with the receiving teacher.
- Year ahead meetings are arranged to inform parents of procedures and practices in the new year group.
- Additional transition work is undertaken with SEND and vulnerable children.

### **Children transferring from other schools, including International New Arrivals**

- For children who move schools key information is transferred quickly and teachers ring up receiving schools to inform about individuals.
- Teachers assess children quickly and ring up other schools if information is missing.
- The learning mentor completes transition activities and sessions to ensure the children are settling well.
- School liaises with the LA and outside agencies to support a smooth transition.
- Relevant safeguarding & SEND information is requested from the previous setting.
- Parent meetings are requested if relevant.

### **Transition from year 6 to High School**

- Year 6 have lessons at the High School (e.g. ICT and Science).
- A lead High School teacher comes into school to liaise with the year 6 teachers and gather additional information.
- The SENCO from the High School comes in to meet year 6 teachers/SENCO to discuss specific information.
- Year 6 teacher`s complete online information to summarise academic levels for reading, writing, maths, science, any behaviour issues and potential clashes of personalities with other children.

- In the Summer term, year 6 have 1 day at the High School to get used to the routines and meet new tutors and tutor group. (Additional transition days are arranged for SEND children as required.)
- The year 6 children complete activities that help support their transition to High School.
- The Diocese delivers a transition program to the Y6 children in school in the last few weeks of their school days at Horwich Parish.

### **Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

For more information on SEND transition, please refer to the ***SEND transition policy*** on the school website.