

Sibsey Free Primary School



Transition Policy

Approved by: Headteacher

Date: May 2022

Last reviewed on: May 2019

Next review due by: May 2025
Sibsey Free Primary School

Transition Policy

- **Early Years to Primary**
- **Primary to Secondary**
- **Other Transitions**

Rationale:

At Sibsey Free Primary School we endeavour to ensure a smooth transition for children entering school in the Early Years Foundation Stage from pre-schools. Children and parents need to feel happy, comfortable, reassured and confident to face the challenge of starting a new school.

We also work to ensure a smooth transition for children at all other stages of transition made during their primary education, and as they make their transition into secondary education.

We recognise that children are vulnerable at all stages of transition. We implement a range of strategies and activities to ensure as smooth and happy transition as possible.

The Equality Act 2010 places a duty on schools not to treat disabled children less favourably and to make anticipatory adjustments where children are placed at a 'substantial disadvantage'. This means taking reasonable steps in advance of a child joining the school.

The Aims of the Policy are:

- To provide a smooth transfer from pre-school to the Early Years Foundation Stage for both children and their parents.
- To raise parents' awareness of school routines.
- To provide a smooth transfer between the Early Years Foundation Stage and Key Stage 1, and between Key Stages/Classes.
- To provide a smooth transfer between Primary and Secondary Schools. · To provide a smooth transfer between schools for children leaving or joining the school during their primary stage.
- To ensure the children's emotional well-being is a priority.
- To ensure good communication between staff, parents and children, and between transferring schools.

How will this be achieved?

Pre-School to Foundation Stage

- Where possible, the Foundation Stage teacher and teaching assistant will visit pre-schools to meet the children in their present settings (where the children feel most comfortable). The staff will introduce themselves to the children, spend some time playing with them and talking to the pre school staff to find out as much about the children as possible before they enter Sibsey Free School.
- Where visiting the setting is not possible, the Foundation Stage teacher will endeavour to speak to the pre-school practitioners to find out information about the children who will be joining the school.
- Home visits may be made to those children whom we feel would benefit from such a visit.
- We offer a gradual induction programme, where children are invited to attend two afternoon sessions in the term before they are due to start school.

- We support the children during these sessions as they begin to familiarise themselves with the school staff, the environment and other children.
- The school invites parents to their own welcome evening where we explain what they and the children can expect when they first start school. Basic routines and expectations are discussed, as well as specific information about the Foundation Stage.

Transfer between Stages/Classes

- Children moving between the other classes in the school have the opportunity to familiarise themselves with the teacher and classroom through spending one ‘transition’ afternoon in their new classroom during Term 6.
- Where necessary, children with additional needs will have the opportunity to make additional visits to their new classroom to aid their familiarisation.
- For certain children, Transition Workbooks/Social Stories will also be prepared.
- Where appropriate, Transition meetings are held involving parents.

Teachers meet to pass on relevant information.

Transfer to Secondary School

- Parents’ Evenings for Year 6 children focus on the child’s move into Secondary education, and also address any parental concerns/questions relating to the transition process.
- Children have the opportunity to meet with representatives from their new Secondary School, and to ask any questions they may have.
- Children visit their new Secondary School for one day during the final term of the academic year to enable them to familiarise themselves with the school and staff.
- For children with Additional Needs, there can be the opportunity for them to make more than one visit to their chosen Secondary School.
- During the final term, Year 6 children undertake additional in-house transition sessions. During this term there are also additional transition activities offered from outside sources e.g. RoadHoG Bus, Lincolnshire County Council Bus Transport, Boston United, and other Team-Building activities for the children.
- For some children with Additional Needs, arrangements for transition to Secondary Schools begins in Year 5.
- Parents are encouraged to visit prospective secondary schools and meet with Secondary staff at an early stage in the transition process.
- For children with additional needs, Transition Meetings are held with the

receiving Secondary Schools to prepare staff so that they have a good understanding of the child's needs. With parental consent, information is shared.

- The School will work with the parents to support the transition process for their child.
- For children with specific needs, the school will support them with additional support packages as appropriate for individual needs.
- Where appropriate, receiving schools are provided with records relating to a child's specific needs, for example, Pupil Profile, Health Care Plans, SEN Support documents/reports, Education, Health and Care Plans.
- Transitions will be personalised and influenced by the Parent and child, and will focus on the child's strengths and needs, including any pastoral needs/anxieties.

Transfer In/Out during Primary Stage

- Relevant information will be sought from previous setting/passed to new setting.
- Where a child has Additional Needs, when appropriate/possible, contact will be made with the previous/receiving school and/or meetings may be held with Staff from the previous/receiving school.

Reasonable Adjustments

The School must establish as early as possible if a child joining the school has specific needs, and make reasonable necessary adaptations and adjustments. Wherever possible, these should be in place by the time the child joins the School.

Information about a child

This can come from:

- Families visiting/contacting the school
- Home Visits
- Listening to the child
- Passports/Profiles
- Education, Health and Care Plans
- Health Care Plans
- Meetings with parents/children/professionals involved
- Observations at feeder setting
- Information from feeder setting

Review

The implementation of this policy is the responsibility of all staff. This policy will be reviewed at least every three years.