

Learning for Ourselves, Respect, We Can



Transition Policy

RRS:-

- 1. Best interests of the child.** The best interests of the child must be a top priority in all actions concerning children.
- 2. Registration, name, nationality, care.** Every child has the right to a legally registered name and nationality as well as the right to know and, as far as possible, to be cared for by their parents.
- 3. Children with disability.** A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.
- 4. Goals of education.** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures, and the environment.

Reviewer: Diane South

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Reviewed and approved on behalf of Full Governing Body by Curriculum

Committee: 30 January 2017

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Lyndhurst Infant School Transition Policy

RESPECT, LEARNING FOR OURSELVES, I CAN

Defining the Terms

In this policy, 'TRANSITION' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling in to their new learning environment in preparation for future learning and development.

Aims

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

Equal Opportunities and Inclusion

The children and parents are actively involved in the process and their perceptions about transition are explored and valued.

Measures are taken to ensure pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

The children in the SSC have separate transition arrangements, tailored to the needs of the individual child.

Principles That Underpin the Policy

- approaches to teaching and learning are harmonised at the point of transition.
- planning is based upon assessment information from the previous class/ setting.
- styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase/Key stage.
- there is to be a professional regard for the information from the previous setting/phase.
- children are able to enjoy new approaches at transition.
- transition should motivate and challenge children.
- staff allocation gives particular attention to the particular needs of the children.
- the school is aware that transition for some children and parent/carers is an anxious time and that they will need more support than others.

At Lyndhurst, we use the following processes:

Transition from Pre-School to the Foundation Stage:

- Discussions occur between Lyndhurst teachers and staff from other settings.
- EYFS Leader initiates a Transition Action Plan each year, taking into account any recent needs and or changes.
- Individual tours offered to all incoming parent/carers and children.
- Parents of prospective EYFS children are invited to a meeting, to talk through the transition process and an individual meeting is set up the week the children start school.
- The EAL teacher and SENCo meet with all parent/carers of children who may need support.
- Parent/carers receive an 'information pack' with information about the school.
- Prospective EYFS children visit school for short stay and play sessions in the half term before they start, to become familiar with their new school and setting.
- Children start school in short sessions building up in length of time so that they then stay to lunch and then full time.
- All children may start full time but parents of Spring and Summer born children may start school on a part time arrangement.
- Children who experience difficulties starting school or who have a special need will have their own transition plan drawn up in partnership with the parent/carer and school.
- Children complete an 'All About Me' book so that there is a clear transition between home and school.
- Lyndhurst Staff visit Pre-school settings and take a Lyndhurst Book to share with the setting. Children with specific needs may have their own individual copy. Settings that send large groups of children to Lyndhurst also have school uniforms, book bags and lunch boxes for the children to role-play with.
- In the first half term parent/carers are invited to a '6 weeks in' meeting and teachers meet with parents after half term to discuss how the children have settled into school. There are also curriculum meetings for reading and phonics and maths.
- Lyndhurst staff are proactive in talking to parent/carers about issues that may arise with individual children.

Transition from the Foundation Stage to Year 1

- The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer a creative, hands-on method of teaching and learning.
- The Y1 team works closely with EYFS team as a 'phase' of learning. The teams meet to share information about individuals and moderate together so that the teachers in both teams have a good understanding of both curriculums.
- The Year 1 classroom aims to reflect a similarity to the Foundation classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity, music, ICT, reading and outdoor play areas.
- Routines are kept the same from Year R to Year 1 e.g. tidy up time music.

- Although Year 1 is the first year within which the NC is followed, we continue to develop the independent learning skills established in the EYFS and children can continue working towards the Early Learning Goals in Year 1.
- Children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.
- The YR children spend a day in their Year 1 classrooms with their new teacher and teaching assistant so they can get to know each other as well as the new environment. After this, the Year 1 teachers come to Year R to read stories so relationships continue.
- Parents are invited into school to meet the new teachers and to locate the new classrooms/pegs/toilets.

Before the children move from the Foundation Stage into KS1:

- Teaching staff meet to discuss the children's progress. Foundation Stage teachers inform the next teacher of the child's level of ability, special educational needs and any other information relevant to the well-being and development of the child.
- All data and tracking is passed on and a discussion takes place about every child's ability and next steps. This will include looking in detail at their Learning Journals.
- Any additional support will continue if the need remains.

Transition in subsequent years throughout the school

- Teachers meet in summer term to discuss individual children.
- Individual transition plans set up for those children who need it.
- New teachers joining Lyndhurst are invited into school to meet their new class and the parent/carers.
- All children visit new classes and work alongside new teachers and teaching assistants on Transition Day in the summer term (first Wednesday of July).
- Parent/carers are invited into school before the summer holidays to meet their new teacher and Team Leader and to learn about the next phase in their child's learning.
- Inset Day in September is spent looking at new class data, targets and books from previous year so that staff are very familiar with the new class and can plan appropriately.
- 'Early intervention' policy for SEN children.
- Targets in reading, Writing and numeracy are continued over from July to September.
- Learning Journals move with children to provide evidence of previous years' progress and targets.
- Transfer of records: IEP's, Assessment Folder.

Children Joining the school 'in year' from YR to Y2

- Individual tours offered to all incoming parent/carers and children.

- Contact made with previous school and records obtained – to minimise any gaps in learning.
- Parent/carers given a prospectus and any relevant information.
- New children assessed quickly by class teacher and/or SENCo.
- A 'buddy' identified to help the new child to integrate.
- All staff notified of new child starting school, via diary, to ensure support is offered on the playground and around school.
- Staff asked to complete a Mobility Form for each new starter

Y2 to Y3

- Transition day takes place on the first Wednesday of July. All children visit their next setting for the whole day.
- The Y3 teachers from Chesswood visit Y2 children to meet the children and discuss their thoughts and concerns ahead of transfer (other receiving schools are welcomed).
- Throughout the year the children visit Chesswood and Chesswood children visit Lyndhurst, working on joint ventures or sharing expertise, .i.e. Sports Day, multi skills festivals and performances.
- Formal meeting between the Year 2 teachers and the Year 3 teachers of receiving middle schools.
- All data and learning Journals are sent to feeder schools in July so that they are able to build a profile about each individual child. We will retain examples from each ability group.
- Year 2 children who are particularly anxious or who have SEND have regular visits to their new setting and have additional support via small group work with a Learning Mentor.
- SSC children have individual Transition Plans in agreement with their next placement.
- Transfer of records to Junior schools takes place on an agreed date each year.