

Ashbury Meadow Primary School Transition Policy



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Our transition policy links to Nurture principle 6 the importance of transitions and is a child led process

Children and young people experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between classes and teachers, from breaktime to lessons, or moving from primary to secondary school. Changes in routine are invariably difficult for vulnerable children and young people, and school staff need to help the child to transition with carefully managed preparation and support.

Pupils should be included in the planning of support, as well as parents and carers where possible, and information should be shared at key transition points. Staff need to understand the emotions that may be triggered by both small and large changes, and children should be pre-warned or reminded about changes in routines, using visual timetables to emphasise this.

The School recognise that care and education should be an unbroken continuum and all transition should be handled sensitive and thoughtfully, always with the children's social, emotional and education needs central to the process. We acknowledge that a child's progress can be affected by change: change that does not take into account the following principles:

- Transition is not an event but a process which builds on what a child already knows and likes
- It takes into account as many positives as possible so that the children can build upon their successes
- A working partnership with parents is vital. They know their child best and are their first educators. If school and parents work well together it maximises success for their child.
- Communication, flexibility and organisation are the key to a smooth and effective transition process

Every child manages change differently and as such it is a personal experience and should be treated as such. The time taken for a child to enter school full time depends entirely on the child.

If we want our children to succeed then we must build upon their previous experiences and work together to bridge any gaps there might be.

Allowing the children time to explore and absorb their new surroundings will help them adjust and feel comfortable.

Equality, Diversity and Inclusion

Children and parents are actively involved in all transition processes that take place while at Ashbury Meadow, which is a Rights Respecting and Nurture Accredited School, and their perceptions about transition are explored and valued. Measures are taken to ensure that pupils with learning or access difficulties experience a similar ease of transfer as other pupils. At Ashbury Meadow, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs. We value the diversity of individuals within our school and do not discriminate against anyone. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life

experiences when devising and implementing school policies and procedures. Most importantly, we take each individual child's needs into account when planning their transitions which are child led and not global.

Transition Cycle

The young children in our school go through many transitions during their life and it is important that we make the transitions from home to school as smooth as possible by having continuity of teaching and learning:

Transition between home and nursery:

- A child on the waiting list can join our Nursery once they have turned 3 years old and have been offered a place.
- Any children who have been allocated a place prior to the new academic year will have a home-visit arranged.
- The Nursery teacher, accompanied by another school staff or Sure Start member will visit the child and their parents and carers to introduce one another and discuss home-school agreements, routines and any specific needs the child may have or need before they join the school.
- If a parent/carer is unable to make a home visit and the prospective pupil is presently within another nursery setting the teacher will make efforts to arrange to see the child in their present setting.
- Parents and carers will then receive contact inviting them and the child/children into school for 'stay and play' sessions. These will enable the children to further familiarise with their new teacher and meet their peers.
- During the 'stay and play sessions' teachers will provide parents with relevant information such as the Early years curriculum, the child's learning journal and school expectations and answer any queries or questions the parents and carers may have before their child starts school.
- Transition meetings between new school teachers and private nursery settings are arranged by outreach workers to further support transition and gather as much information as possible on each individual child that will be relevant for the teacher.
- Children will then start the Nursery year in the September unless offered a place at a later date. The transition into nursery will be graduated and based on the needs of the individual child. Only when the Early Years team are confident that a child is ready to start full time will this take place.

Transition from Nursery to Reception:

- Children moving from our Nursery into Reception will participate in several transition mornings to allow them to familiarise with their new class teachers, environment and peers. This is part of our whole school transition and takes place in the final summer half term.
- Children allocated Reception places that will be new to Ashbury Meadow school will also be invited to the 'transition mornings' mentioned above.
- Class teachers will make efforts to contact other settings/providers who presently look after prospective Reception pupils new to Ashbury meadow to ensure all necessary information is gathered to help support the child, in line with Manchester City Council Early Years expectations.
- Individual tours of the school are offered to all incoming parents and carers and children by the home-school liaison team.

- Parents and carers of all prospective reception children are invited to a 'meet the teacher' event in the Summer term before their child starts. These will also outline expectations, the early learning goals, rules and routines.
- Parents and carers receive a 'Starter Pack' with information about the school and its procedures
- Prospective Reception pupils receive a 'Summer pack' with activities and ideas to keep them busy over the summer and better prepare them for school.
- Children begin full-time in reception during the September of the school year (September – August) in which their 5th birthday occurs. The transition into reception will be graduated and based on the needs of the individual child. Only when the Early Years team are confident that a child is ready to start full time will this take place.

- Through observations, a baseline record is completed within the first few weeks of entry to the Foundation Unit – this will also highlight the need for any early intervention
- A meeting for parents during the Autumn Term is arranged to explain the teaching of the EYFS and discuss pupil progress
 - The Foundation Provision staff are always available before and after school to chat to parents informally – they are proactive in talking to parents about issues that may arrive with individual children.

Transition from the Foundation Stage to Year 1

Transition from the Foundation Stage to Year 1

The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage. Teaching and learning is delivered in a creative and hands-on way to support the children's transition. 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. reading, writing, maths, construction and role play areas). Pupils also follow the Rainbow Challenge. Although Year 1 is the first year in which the National Curriculum is followed, we continue to develop the independent learning skills established in the reception classes. Children in Year 1 are encouraged to select resources and activities independently and use decision-making skills in their learning.

- Year 1 teachers observe in EYFS in the summer term and pupils become familiar with the new adults
- Regular transition activities take place in the summer term to enable pupils to become familiar with year 1 classrooms and routines
- Pupils with SEND will have an individual transition plan to meet their specific needs
- Year 1 teachers invite reception parents to a transition meeting in the summer term to share information about expectations for year one and the changes from reception to year one
- Teachers meet in the summer term to discuss individual children and their progress as they move from class to class. Foundation Stage teachers inform the future 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.

Information passed onto Year 1 teachers includes:

- Knowledge of the Phonics phases and sounds within
- Reading ability, including the child's current book band
- Writing ability
- Maths ability
- SEND folder containing targets for SEND pupils
- Medical file

Transition from Year 6 to Year 7. Ashbury Meadow follow the Manchester City Council transition project and procedures

The following procedures will occur:

- Year 6 teachers and the home school liaison officer meet with Year 7 tutors from each secondary school to discuss individual children's attainment, attendance, behaviour, pastoral support, interests and any other relevant individual needs such as SEND status or safeguarding. Pupils with more need will have individual transition meetings and plans.
- In the Summer Term, Year 6 pupils attend set transition days at their secondary school in order to familiarise themselves with the new setting and to participate in lessons and activities; this gives pupils an opportunity to meet peers, staff and experience a typical day in Year 7
- Pupils with SEND or SEMH may have additional, individual transition days at the secondary school to support further familiarisation
- Secondary schools invite parents and pupils to an open evening at the secondary school in the Summer Term
- Year 6 pupils attend the Crucial Crew course in the Summer Term which supports pupils' transition to secondary school through educating them on financial independence, careers, keeping safe in public, risk-taking, anti-social behaviour and using public transport
- Pupils participate in weekly transition lessons in class in the second half of the Summer Term focusing on themes such as new beginnings, fears and worries, support mechanisms and to build on skills and attitudes necessary for life in Year 7
- **Throughout the year the PSHE, RRSa and our personal development curriculum supports pupils' emotional well being and the development of the non-cognitive skills needed to make a successful transition to a new school.**

Transition in subsequent years throughout the school

The following procedures will occur:

- Teachers meet in the summer term to discuss individual children and their progress as they move from class to class
- All children visit new classes and work alongside new teachers and teaching assistants on a number of Transition Days in the summer term
 - Pupil's with SEND will have an individual transition plan to meet their specific needs
- Annual tracking of children's progress through Interim and Key Stage SATs, phonics and reading assessments occur continuously. July data forms a baseline for September and ensures that pupils are taught at the correct pitch
- Throughout the year, there are shared assemblies, buddy reading systems, PE coaching and project based opportunities where children from different age phases mix together to enable them to get to know other staff as well as one other
- Pupil progress meetings are held half termly to ensure all pupils make expected progress

Children Joining school in year

- Individual tours offered to all incoming parents and children
- Transition is based on the needs of a child, some pupils will need a graduated transition in order to have a successful entry into school
- Parents and carers receive a 'Starter' Pack' with information about the school and have an admissions meeting with a member of the pastoral team.
- New children assessed quickly by class teacher and / or SENDCO
- A 'buddy' is identified to help the new child to integrate
- Records from previous school are made available to the class teacher and SENDCO

- Confirmation is sought that all necessary records have been received by the school, this includes confidential files and safeguarding concerns.

School Day Transitions ('Micro' Transitions)

Micro transitions can include moving from one activity/lesson to another, shifting from inside to outside or from one room to another, getting ready for and finishing lunch or break times, and changes of teaching staff for certain lessons. These transitions can trigger uncertainty or anxiety if not planned so that the pupils know what is coming next and what is expected of them.

The following measures are in place across the whole school to enable consistency for all pupils during school day transitions:

- Visual timetables in each classroom, with the visuals removed each time a session is finished.
- Classes move around the building in register order. Where the placement of certain pupils may need to be changed, it is planned and consistent.
- All whole class instructions given in a '1,2,3' format e.g. 1 – close your books, 2 – stand behind your chair, 3 – line up.
- The same piece of calm piano music used for transitions into the classroom (e.g. morning, after break, lunch etc...) to signal the start of learning time.

Consistency around the school in terms of displays, Zones of Regulation materials and other visuals

Data Protection:

The sharing of personal information conforms to our Data Protection policy. Information is passed to the new class teacher at the end of the year in a transition meeting. This includes academic data, medical and pastoral information. This enables the teacher to develop a curriculum to support the progress of that child. Information is also shared with schools when a child leaves or enters our school. This sharing of information is in line with our Data Protection policy.

This policy should be read in conjunction with our SEND policy, safeguarding policy, Data protection policy and equality policy.