



# FAIRLANDS PRIMARY SCHOOL

---

Pound Avenue  
Stevenage  
Hertfordshire  
SG1 3JA

Headteacher: Mr Robert Staples BA (Hons)  
Tel: (01438) 351053 Fax: (01438) 750116 E-mail: [admin@fairlands.herts.sch.uk](mailto:admin@fairlands.herts.sch.uk) [www.fairlands.herts.sch.uk](http://www.fairlands.herts.sch.uk)

## POLICY STATEMENT

## TRANSITION

<b>APPROVED BY GOVERNORS</b>	<b>June 2021</b>
<b>TO BE REVIEWED BY</b>	<b>June 2023</b>

## **FAIRLANDS PRIMARY SCHOOL**

### **TRANSITION**

**“is a process, not an event”**

### **OUR VISION**

**To provide a secure, happy and stimulating environment for all where extended learning opportunities are provided to develop emotionally, socially and intellectually.**

### **INTRODUCTION**

In this policy ‘transition’ describes the movement that takes place from one familiar setting (including the home) to another. Care and attention is given to each stage for an individual, groups or cohorts of children to, through and beyond Fairlands Primary School.

### **AIMS**

We want our children to experience a smooth educational and emotional transition throughout their learning to ensure that all children continue to make the very best progress.

### **EQUAL OPPORTUNITIES AND INCLUSION**

- Staff, children, parents, governors, and other agencies are actively involved in the process and their perceptions about transition are explored and valued.
- Measures are taken to ensure all children are given the opportunity to experience a similar ease of transition.

### **PRINCIPLES**

- 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 a professional regard for the information from the previous setting / class.
- Children can enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives attention to the needs of the children.
- Effective transition takes time, and is a process rather than an event.
- Transitions are not overlooked or left to chance, but thought about and planned.
- Feedback from children and parents is encouraged and valued.

### **PRACTICE**

#### **Transition from Pre-School to the Nursery**

- Parents are invited to a ‘New to Nursery’ meeting which is used as an opportunity to introduce parents to staff, the Family Lives worker.
- Parents and children receive a home visit.
- Parents receive an information pack.
- Staggered induction of children.
- Children complete a visit to Nursery with their key worker and an information sharing session in completed.
- Preschools receive a Fairlands school uniform and book bag for their role play area, where requested.
- Children attend a ‘stay and play’ session at school to become familiar in their new environment with the support of their parent or carer.
- A ‘Passport to Nursery’ is given to all children before they start at the school.
- Nursery children make a ‘What happens in Nursery?’ book for the next Nursery class.

- In the summer term, the INCo/DHT visits Fairlands preschool and other pre-school settings where children with SEN are identified.
- Teachers new to the Early Years team spend planned time in the Early Years over the summer term, where possible.

### **Transition from Nursery to Reception**

- Parents are invited to a 'New to Reception' meeting which is used as an opportunity to introduce parents to staff.
- Parents and children new to the school receive a home visit.
- Parents receive an information pack.
- Children new to the school receive a visit (observation / information sharing) to their previous setting.
- Children attend half a day in their new class with their new teacher and teaching assistant to familiarise themselves with their new learning environment.
- Children attend half days for the five days.
- All Reception staff stay until children are settled in the dining room, at lunchtime, for the first few weeks.
- In the autumn term, the provision closely reflects summer term practice in Nursery.
- A 'Passport to Reception' is given to all children before they start at the school.
- Children make a 'What happens in Reception?' book for the next Reception class.
- Teachers new to the Early Years team spend planned time in the Early Years over the summer term, where possible.
- Parents are invited to record both theirs and their child's feelings on the transition form sent home.
- During the summer term staff will explore changes with changes with children to support transition exploring any issues that that arise for cohorts.
- Learning support evidence for SEN is held electronically and made available to next teacher.
- Nursery children spend time jointly with Reception children during independent time to familiarise them with the Reception learning environment.
- Children come to their new classroom at the end of the school day in summer 2, to hear a story.
- Handover meetings are held in summer term.
- Joint moderation completed between Nursery and Reception staff.

### **Transition from the Foundation Stage to Year 1**

- Parents and children new to the school receive a home visit.
- Parents and children new to the school visit the school, meet staff and receive an information pack.
- Parents are invited to a 'New to Year 1' meeting which is used as an opportunity to introduce parents to staff.
- Children complete a piece of writing that is relevant to their interests. This piece of writing will create the first display in their new learning environment. This will also create the first page of their English book.
- Reception visit the Year 1 for a shared picnic in the 2<sup>nd</sup> half of the summer term.
- Children attend half a day in their new class with their new teacher and teaching assistant to familiarise themselves with their new learning environment.
- In the autumn term, the provision links to the provision in the early years whilst, matching the needs interest of the cohort and meeting the needs of the National Curriculum.
- Start of day procedures for Year 1 are rehearsed by Reception children in the last two weeks of the summer term i.e. lining up in Year 1 playground.
- Reception children spend time jointly with Year 1 children during independent time to familiarise them with the Year 1 learning environment.

- Children come to their new classroom at the end of the school day in summer 2, to hear a story.
- Handover meetings are held in summer term.
- Learning support evidence for SEN is held electronically and made available to next teacher.
- Joint moderation completed between Reception and Year 1.

### **Transition from Year 1 to Year 2**

- Parents and children new to the school receive a home visit.
- Parents and children new to the school visit the school, meet staff, and receive an information pack.
- Parents are invited to a 'New to Year 2' meeting which is used as an opportunity to introduce parents to staff.
- Children complete a piece of writing that is relevant to their interests. This piece of writing will create the first display in their new learning environment. This will also create the first page of their English book.
- Throughout Year 1 there are staggered changes to provision, based on the needs of the cohort, to ensure a smooth transition to Year 2.
- Start of day procedures for Year 2 are rehearsed by Year 1 children during summer 2 (entrance through statue gate).
- In the summer term, additional opportunities are created for shared breaks, playtimes and cross-site events to familiarise Year 1 children with upper site and teaching staff.
- In the summer term year 1 have opportunities for shared independent time with Year 2 to familiarise them with their new learning environment.
- Children can write questions for Year 2. They then spend some time with Year 2 children asking these questions.
- Literacy & Maths books and guided reading records are passed up from Year 1 to 2.
- Handover meetings are held in summer term.
- Learning support evidence for SEN is held electronically and made available to next teacher.
- Joint moderation completed between Year 1 and Year 2.
- Teaching staff pass ***EVERYTHING for one high, one middle, one lower attaining child, from each class to their DHT. This is for Ofsted purposes.***

### **Transition in subsequent Years (2 - 6) throughout the school**

- Parents and children new to the school receive a home visit.
- Parents and children new to the school visit the school and meet their teacher.
- Meet the teacher sessions are held in the new classrooms on transition day in the summer term.
- During the 'meet the teacher' sessions, a piece of autumn term topic work is completed.
- All 'New to Year \_\_\_' welcome meetings for parents/carers take place in the summer term.
- Curriculum Information Booklets for autumn 1 are given out before the end of the summer term.
- Class rules and helping hands are completed in the first week in September.
- Handover meetings are held in summer term. The following information should be passed on/made available to the next teacher:
  - *Reading book band colour*
  - *Inclusion Files - including SEND CPOMS chronologies for children on the SEND register, generated by DHTs*
  - *Medical records - generated from SIMS by school office*
  - *English books*
  - *Sketch books - continue to work in*
  - *Learning support records - continue to work in*
  - *Presentation books - continue to work in*
  - *Class summary sheet*

- *Highlighted maths 'Back on Track' overview showing objective coverage*
- *Wizard Word books*
  
- ***HOLD ON TO EVERYTHING for one high, one middle, one lower attaining child, from each class. This is for Ofsted purposes.***

### **In year admissions from Nursery to Year 6**

- Parents and children new to the school visit the school to meet staff.
- Parents receive an information pack.
- Parents and children new to the school receive a home visit, where slides from the relevant 'New to Year \_' Meeting are shared.
- Previous setting contacted for all pupils.
- Children with SEN, SENCo contacts previous setting and may visit to receive information.
- Records from previous setting made available to class teacher and SENCo.
- Children are given a buddy from within the class.
- A letter is sent to the previous school requesting any safeguarding or child protection information.
- An EAL baseline assessment is conducted and provision planned based on individual needs.

### **Children leaving from Nursery to Year 6**

- Headship team are made aware of reasons for leaving and will meet with parents as necessary to address any issues.
- All records are passed on promptly including safeguarding records.
- Children with SEN – information shared by phone or through a visit from the SENCo if transferring settings locally.
- Relevant child protection information is transferred on.

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

<b>Summer of Year 5</b>	<b>Autumn of Year 6</b>	<b>Summer of Year 6</b>
A transition support meeting / group offered to parents in the summer term of Year 5, in preparation for starting Year 6 and choosing secondary schools.	<p>Children visit their secondary school open evenings.</p> <p>Children choose their secondary schools.</p> <p>Vulnerable pupils are offered additional support through the SET Transition Programme</p>	<p>Children attend a secondary transfer day.</p> <p>Children work on a transition unit of work – Passport to Secondary School</p> <p><b>July 2021 COHORT</b>  <b>Online reading assessment completed; maths test completed; piece of writing completed and handed on.</b></p> <p>SENCo arranges extra visits for vulnerable children</p> <p>SENCo prepares SEN records for transfer.</p> <p>Class teachers and SENCo meet staff of receiving secondary schools.</p> <p>End of year reports sent on to secondary schools.</p> <p>Common transfer files completed and sent to secondary schools.</p> <p>Relevant child protection files are transferred on.</p> <p>DSL meets with Secondary DSL to share</p>

		safeguarding chronologies.
--	--	----------------------------

**Children moving families**

- The DTCLA to work alongside social worker to implement their transition plan e.g., to host meetings between prospective adoptive parents and school staff.

**Vulnerable children**

- Children with specific medical or educational needs have individual transition plans. These are organised and supported by the SENCo.

**REVIEW**

The local governing body will review this policy in line with its annual cycle of review.