



## Transition Policy

<b>Approved by:</b>	Community Committee	<b>Date:</b> 23 <sup>rd</sup> March 2022
<b>Signed by:</b>	(Chair)	
<b>Last reviewed on:</b>	February 2022	
<b>Next review due by:</b>	Spring 2024	

## **Rationale**

Pupils at Evergreen Primary School make several transitions;

- Into the Foundation Stage,
- From Foundation Stage to Year 1
- From Key Stage 1 to Key Stage 2
- From Year 6 to KS3.
- From mainstream settings across the year groups.

Each of these transitions is a unique phase which has its own challenges and expectations. We believe it is essential that pupils and their parents/carers make these transitions smoothly and that successful transition contributes to the positive learning experience of the child. Effective transition is also essential to ensure pupils' attainment is maintained across moves from class to class as well as stage to stage. Pupils at Evergreen are assigned a Personal Learning Leader who is there to monitor progress and provision as they move across school.

## **Aims**

Effective transition aims to ensure pupils, including those with ASC, have:

- Confidence and ability to cope with change.
- A clear understanding of the new expectations ahead of them.
- The benefit of effective communication between relevant parties.
- Access to appropriate high-quality resources.
- Effective pastoral support.
- The support of peers as part of a group.
- A positive experience with minimal anxiety.
- Appropriately challenging learning experiences from the start of their receiving phase.

## **Monitoring & Evaluation**

The transition procedures are a collective responsibility of the teachers relinquishing and receiving the relevant pupils.

The effectiveness of the transition phases is monitored by the middle and senior leaders.

The Senior Leadership Team evaluates the transition processes annually and updates the procedures as necessary.

During the Year 5 Annual Review, parents discuss with the SLT transition arrangements.

Parents are consulted, wherever possible, over Transition arrangements and updates are made as and when necessary. Pupils fill out questionnaires regarding their transition experience.

## **Key principles on which we operate:**

- To support the child as an individual to ensure a smooth and positive transition
- The collection of information prior to the children starting in a new setting will be in co-operation and partnership with parents/carers, existing staff, receiving staff and, if age/developmentally, appropriate with the child. Clinical Support liaise with parents and collect medical information.
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement i.e. routines, interests, family unit, relevant medical information alongside any additional needs. Clinical support liaises with parents to collect all medical information.
- Timescales for transition are variable to meet the individual needs of the child.
- Other relevant information e.g. social care issues, special educational needs, child looked after etc. (all compliant with Data Protection Act) will be shared on a 'need to know' basis.

- School staff may visit prospective pupils in their mainstream settings to ascertain where they would best be placed in Evergreen.
- All children will have a communication passport which contains relevant information for the next teacher.

### **Upon Entry to EYFS:**

The following steps are taken to ensure that both the child and parents are confident, informed, happy and relaxed about the school.

- 'New' parents' meetings are held prior to their child attending.
- Information pack (including school prospectus) given to all parents.
- Individual (and private meeting) with each new parent and the class teacher.
- Individual tours offered, and time for their child to stay with the current class, to get them acquainted with new surroundings.
- Transition visits where the child is accompanied by a member of staff from their present setting.
- Staggered induction of children to ensure their support staff can spend time with them developing routines, settling in etc.
- Induction arrangements are tailor-made to suit the needs of the child.

### **Nursery to Reception**

There is an easy transition between Nursery and Reception as we have an Early Years Provision within School. For those children entering as Reception children induction arrangements are implemented as above.

### **Reception (Foundation Stage) to Year 1(Key Stage 1)**

Transition between Reception and Year 1 is generally seamless for those pupils transferring within school.

The year 1 teachers are made fully aware of levels, needs and provision required for each child. These are passed onto the Year 1 teacher in summer term. The pupil's assessment data on the Evidence App is passed onto new staff. This includes progress towards their EHCP targets. Children that may need additional help are highlighted. Medical management and any Behaviour Support plans are passed on.

### **Class to Class (KS1 to KS2 and through KS2)**

Throughout the child's time at Evergreen School smooth transition from class to class will be supported by:

- Children encouraged to share good work with teacher of 'next class'.
- Teachers meet in summer term to discuss individual children.
- Personal Development Plans, Sensory Diets, Personal Learning Plans, Individual Health Care Plans, Communication Passports and Behaviour Support Plans are passed onto the next class.
- SLT/MLT with oversight of pupils share information with new staff during Pupil Progress Meetings.

### **Whole school transition afternoon.**

In the summer term there are 2 whole school transition afternoons when children go to their new classes to meet their teacher and new classmates.

Children who will be starting Evergreen in the September are also invited into school along with their parents/carers.

The first meeting includes 'School Start' where professionals from other services are available to speak to parents. Parents will also be given all the information they need about the school and there is an

opportunity to ask questions and chat with teachers. On the second and third afternoons parents may drop their child off and they can stay and meet other parents/carers whilst they have refreshments.

### **Primary (KS2) to Secondary (KS3):**

Transition work begins during the Spring/Summer Term. It consists of:

- A range of visits to new secondary school. These include 2 formal visits where pupils are able to familiarise themselves with their new setting and experience time in their new class. This consists of one full day and one-half day. Here they have the opportunity to experience a lunch and playtime.
- Parents invited to a meeting at secondary school.
- Formal meeting between the Assistant Head at Evergreen and the Assistant Head of receiving secondary school (The Oaks) to help with setting up classes, taking into account the specific needs of individual pupils.
- Year 6 teacher completes a profile for each child to pass onto secondary school.
- The Oaks and Evergreen produce a pupil friendly information book and each child is given a DVD.
- There are parents' evenings at The Oaks for Y5 and Y6 pupils.
- Year 7 staff and HLTAs visit Y6 classes to discuss care plans and moving and handling plans.
- Year 7 form tutors come to Evergreen and introduce themselves to the pupils.
- Moderation exercises between Year 6 teachers and receiving Year 7 teachers.
- Identified children, including pupils who are anxious, have ASC, challenging behaviour and children who are looked after, receive additional support before, during and after transition. This may include extra visits, social stories and visual supports.
- Transfer of records to secondary school.
- Before the formal induction visits, pupils are given the opportunity for social visits to the Oaks.
- Personalised transition for specific children will be discussed with parents at review meetings and may be included in EHC plans. Staff from both the feeder and receiving school set up the arrangements agreed.

### Covid 19.

*Due to Covid 19, transition arrangements may have to vary. These may include meetings via Teams, smaller group sessions, staggered start or induction during the holiday. Evergreen will work closely with the feeder school to ensure that the children have the best possible experience to aid transition to their new setting, if schools are placed in Covid secure measures.*

This policy will be reviewed and updated annually.

Reviewed by Julie Jackson - Assistant Head, Jayne Curtis - Assistant Head, Judith Benson -Head of School

February 2022