



## **Transition Policy**

### **What is this policy for?**

This policy is to ensure that as pupils join, move through or leave our school that the transition period is as smooth as possible. It is underpinned by our belief in our school vision and values.

### **The vision for transition**

At Becket Primary we believe transition should be as smooth a transfer between settings or classes as possible, particularly to support our vulnerable pupils who find change difficult.

### **When does transition occur?**

Transition occurs from a variety of preschool settings. It occurs from class to class as the children move through the school. It occurs as the pupils leave the school to a variety of secondary settings. For some pupils, transition comes partway through this journey and we are particularly conscious of those who have made multiple transitions.

### **What do we do for Transition?**

#### **Pre-school settings**

Most of our pupils have experienced some time at a pre-school setting prior to starting school. Children come from a variety of settings, as well as our own pre-school.

Our liaison with all pre-school settings comprises of:

- A Parent meeting for pre-school parents to meet and reassure parents (May)
- Pre-school pupils attend "stay and play" sessions (June – July)
- Visit children in their pre-school setting (June/July)
- Home visit from Foundation teacher and LSA (September)
- A phased start

The purpose of these visits is to:

- Provide opportunities to gain the children's confidence and trust in a known person.
- Access and identify information on individual child's and the cohort's progress,
- Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEND provision.
- Provide relevant information to group children in class according to ability, behaviour, physical and emotional needs.
- Provide information on aspects of transfer.
- Manage induction visits to Becket Primary for children and their parents.

#### **Within school Transition.**

Within school, all pupils have a transition period as they move from one class to another. Therefore, we try to make the transition between classes as smooth as possible. The whole class visit together on "Move Up Day" at the beginning of July. These visits are when the whole school move to their new classrooms, meet their new teachers. We always try to ensure these visits are late enough in July to be after any new appointments, to enable the pupils to meet their new teacher. Any children with particular needs or anxieties are taken with the Learning Support



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Assistant or Teaching Assistant for additional visits and identified children have individual transition books.

All pupils in school go through a transition process every year, although obviously some year groups face greater changes than others. As recognition of the fact that change can be a daunting prospect for some pupils, the whole school works through a Personal, Social, Health education (PSHE) programme in the summer term focussed on "change". The following September the pupils start back to school and focus on "new beginnings".

### **Parents and Children joining during the school year.**

The Head of School aided by the Leadership team are responsible for the induction of new children and their parents. The minimum programme will include:

- Meeting with the Executive Headteacher or Head of School to discuss child's needs and provide school information.
- Guided tour around the school with an opportunity to meet the designated class teacher and class.
- School prospectus, School Events Dates, Behaviour Code, Home School agreement uniform and PE requirements
- Opportunity for the child to spend some time in school with the class before joining full time if appropriate

The class teacher will be responsible for the day-to-day induction of the child providing:

- A named buddy to support the child in daily routines
- Equipment - a reading book, exercise books, pencil and bag storage
- Information on homework, PE games, play/lunch arrangements, newsletters
- Assessment in liaison with SENDCO to identify learning/emotional needs
- Pastoral support and parental contact

### Secondary Schools

Our pupils go to two local secondary schools. Most go to Priory, others primarily Worle.

Our liaison comprises of:

- Liaison with SENDCO for SEND transition needs (September before transfer)
- Liaison with Designated Safeguarding Lead (if required for any individuals or if paperwork needs to be passed on)
- Meeting with pupils and head of Y7 in the summer term
- Meeting for parents at the secondary school
- Three day transfer of Y6 pupils to secondary school to experience the timetable at Priory or Worle
- Any children with particular needs or anxieties are taken with the Learning Mentor or Family Support Worker for additional visits.
- In addition, Hutton Primary School hosts a Y6 Extravaganza which involves all the pupils in the MAT coming to share one of their end of year production songs. Whilst there they are put into secondary school groups to enable them to meet and chat to pupils from other local schools who will be attending the same secondary school.



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### **How do we measure success in transition?**

Success is measured differently for different age groups of pupils. In reception class success is measured by how confident the pupils are coming into school and how quickly pupils settle to the new routines.

In other classes we look particularly at our vulnerable pupils e.g. LAC/PLAC/SGOs or pupils with SEND issues such as anxiety/ASD to ensure the process is smooth for them.

At secondary school we discuss with the pupils both prior to and after transition about their experiences. But after September we rely on reports from the secondary schools and/or parental feedback.

An informal way of measuring our success is through parental feedback, e.g. Christmas cards/notes/conversations with parents who are new to school.

### **Resources**

For some pupils we take photographs of the new classroom to enable them to feel confident about moving into a new space. Identified pupils have transition books with photographs of their key adults too. For some pupils they would visit the classroom empty to orientate themselves around it. For some pupils they would have additional visits to the new teacher or support staff in order to build trusted relationships prior to the transfer.

### **Safety & Risk**

Any visit out of school is risk assessed eg visit to the Hutton Extraganza, as are the events hosted in school.

### **Community Involvement & Collaborations**

Our transition experience at both ends of the school is about liaison with the community.

We also have excellent collaborations with our MAT schools, with very positive feedback from the Y6 Extravaganza day.

### **Monitoring and Evaluation**

Information gathered both formally and informally is shared with the leadership team and through the Governors via the Heads report.

Policy written: November 2020

Policy reviewed: November 2023

Next Review date: November 2025

Ratified by the Local Governing Body: December 2023