



Transition

Preparing children for the next
phase in their Education

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What is Transition?

Transition is a process and not an event.

Transition to a new school, new class, new key stage is a period of change that can be both challenging and exciting.



We want our children to experience a smooth educational and emotional transition from one phase to the next. This will ensure that children make the best all round progress.





Transition Policy

Principles

The principles that underpin our transition policy are

Approaches to teaching and learning should be harmonised at the point of transition

Planning should be based upon assessment information from the previous class/group/setting

Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase/Key Stage

There should be a professional regard for the information from the previous setting/phase Children's emotional welfare, wellbeing and involvement should be assessed before and after transition

Children should enjoy the transition process

The transition should motivate and challenge children

Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children

Effective transition takes time, and is a process rather than an event

Parents and carers need to feel well informed about and comfortable with all transitions in their child's life

Children, parents/carers and staff need to be involved on an equal basis

Transition is about the setting fitting the child, not the child fitting the setting

Transitions are not overlooked or left to chance, but thought about and planned in advance.

We now have a policy for transition and a Transition lead member of staff Mrs Leo Gayton.



Systems in place at William Stockton





Children starting in Nursery

Parents are invited to a 'Welcome to Nursery meeting' held in the Nursery the half term before their child is due to start.

The Nursery Teacher and Teaching Assistant attend a home visit to meet the child in a familiar setting and discuss their individual needs, interests and any parental concerns. SOS feedback is shared with the EYFS Team, Learning Mentor and SLT.

Children start in small groups on a phased transition into Nursery.

Bespoke transition arrangements to meet individual needs are made to support each individual to settle and be successful.





Children starting in Reception



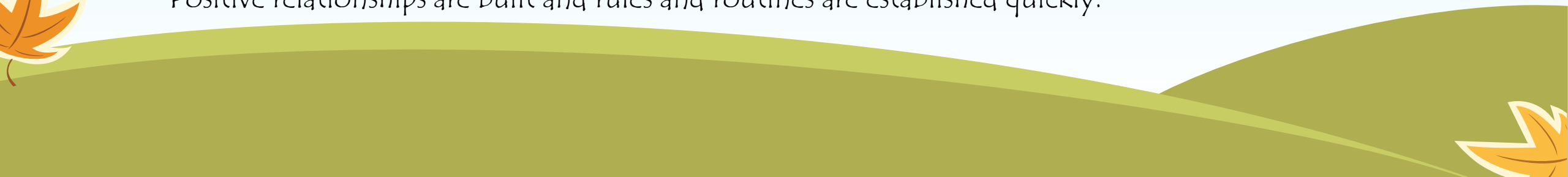
Parents and children are invited to a 'Welcome to Reception meeting' in June. Children and parents visiting the setting and meet the staff. Children spend time in their classes and parents are welcomed to the school in a formal meeting.

For those children transferring from Nursery, a transition meeting with Nursery and Reception staff takes place and staff share information about each individual child.

For those children joining us from home or other preschool providers a home visit is arranged and a meeting with the preschool provider.

The children are invited to attend for mornings during two weeks at the end of July. In the second week the children experience lunch in the dining hall for the first time.

Staff get to know the children and families during this time and begin to make their baseline assessments and consider the most appropriate provision and practise for the Autumn Term. Positive relationships are built and rules and routines are established quickly.





Children moving to Years 1-6



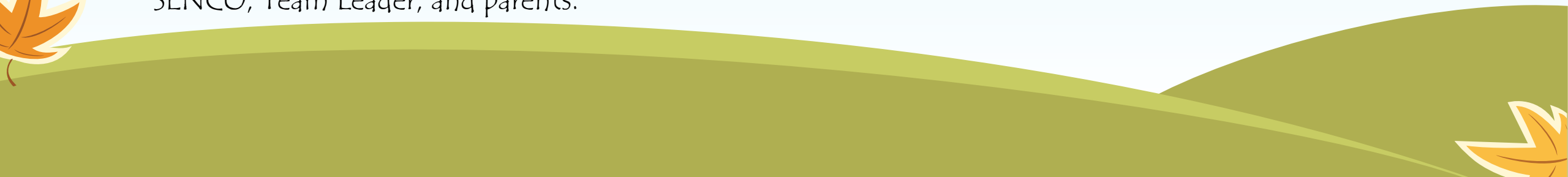
Children attend a whole school Transition assembly to find out about their new class and the staff who will be working with them. Children spend time in their classroom learning about the new routines to prepare them for the Transition weeks.

Parents are invited to an end of year Parents' Evening in which they are informed of their child's new class and introduced to the staff working with them.

New and old class teachers meet to share information about each individual child.

Children transfer to their new classes two weeks before the end of term to establish positive relationships with the new staff that they will be working with and their new class mates. Staff plan to support the children in adapting to the new rules and routines and make assessments to inform their planning.

For any children with SEND who require individual transition arrangements, these are planned with SENCO, Team Leader, and parents.






Children moving to Secondary Education




The school liaises closely with secondary providers for the children to have as many opportunities as possible to visit these settings and work with these schools as much as is possible during their time at William Stockton.

Parents and children are invited to Open Days and Transition meetings by the secondary providers. William Stockton supports with the advertising of these events.



Y6 staff and if appropriate the SENCO meet with secondary staff to share information about the individual children to support their transition.



Secondary staff visit the Year 6 children at William Stockton to discuss their transition in a safe and familiar environment.

Children attend for secondary induction days through the transition fortnight at the end of term.



Year 6 support the children to be independent learners continually encouraging the children to focus on 'secondary readiness'.

