



Transition to School Policy

Sunny Bank Primary School

Date of Review: September 2025

Approved by: Trust Board

Next Review Date: September 2026

Transition describes the movement that takes place from one familiar setting, including the home, to another.

This policy describes the process to support children in settling into their new learning environment in preparation for future learning and development.

Pupils at Sunny Bank Primary School may make several transitions as they move through the school including:

- Transition from their nursery to Reception;
- Transition from EYFS to Year 1;
- Transition from one year group to another;
- Transition from Year 6 to secondary school.

Each of these transitions is unique with its own challenges and expectations.

Aims

We want our children to experience smooth transitions so that the quality of learning is maintained and children continue to make the very best progress.

This policy also aims to:

- Make a happy transition from home to school and year group to year group;
- Support all children towards independence and develop confidence and ability to cope with change;
- Give pupils a clear understanding of the new expectations ahead of them;
- Ensure that any relevant information from outside agencies is acknowledged and acted upon particularly in regard to children who might be considered vulnerable;
- Encourage all parents to be partners in their child's education;
- Assist parents in helping their child prepare for school and transition to each new phase.

Transition to Reception at Sunny Bank Primary School

In the summer term, the Reception staff will contact the nurseries that the children attend to gain information about the children and where possible, to arrange to visit the children in their nursery setting.

Parents/ carers and children are invited to visit the school together prior to starting Reception, and further visits are arranged according to the child's needs.

The child's parent/ carer will spend time talking to the Reception staff about the child where they can share vital and important key information about their child.

Details of children with SEND or particular educational requirements are shared, including their development throughout the year, support given and needed, and details of any other agencies involved. Separate transition meetings are held for children with EHC plans, involving all agencies, including visits to new settings with staff.

All children who are new to the setting will have settling in sessions tailored to their needs – some children will need a longer transition period than others - and staff will ensure that they are given time and space to settle into their new environment.

New parents are invited to a 'New to Reception' meeting in the Summer Term to meet the Reception staff and be given important information regarding their child's transition to Reception. This meeting includes key information about the Reception day and the settling in process. During this meeting, parents will be

given a full prospectus, information of how to ensure your child is prepared for school and a copy of 'My Special Book'. This book is to be completed at home and is displayed in the classroom so staff can quickly learn more about each individual child including: likes and dislikes; independence; family and interests.

Children are invited to two settling in sessions with their new peers – both in the summer term before starting school full time.

Most children settle quickly due to our smooth transition and by the second week in Reception most children are attending all day very confidently. Pupils attend two half-day sessions on their first two days at school then moving on to full days.

At Sunny Bank Primary School, parents are encouraged to sign up to Evidence Me – our online Learning Journal, and during the summer holiday we send out a Microsoft Sway which includes photographs of the classroom and information about the school day. Parents and carers are encouraged to use this resource as many times as possible to prepare their child for their school journey.

Transition from Reception to Year One

Transition from the Reception to Year 1 presents a unique challenge as children move from the play-based approach of the Early Years Foundation Stage to the demands of the National Curriculum.

Reception children are encouraged to visit Year 1 to share good work throughout the year and begin to build strong positive relationships with the Year 1 team from the start.

Reception children begin to go into assemblies in the spring term and the Reception team talk positively to the children about their move into Year 1. Throughout the summer term, Reception pupils access the Year 1 classroom for short teaching sessions with the Reception Staff to familiarise themselves with the Year 1 classroom. Towards the end of the summer term, Reception children visit the Year 1 classrooms and take part in an activity morning and afternoon with their new teacher.

Teaching and learning within the summer term in Reception will include a higher proportion of written focused group tasks at tables ensuring the children have some level of independence when entering Year 1. Learning in Year 1 will begin with a carousel of adult led and independent table-top activities focusing on the learning objective of that lesson. Year 1 pupils will also access areas of provision in their classroom linked to prior and current learning. These activities will provide the children with hands on learning to support the children with their transition to Key Stage One, to support positive behaviour for learning and to increase independence and further skills needed to successfully access the Year 1 curriculum.

The Reception teachers and Year 1 teachers meet to discuss transition. The Year 1 teachers are made fully aware of the Early Years Foundation Stage Profile (EYFSP) for each child during a timetabled handover meeting. Each area of learning is discussed for every child and their likes/dislikes, strengths/weaknesses are highlighted. Children who may need additional support are identified and a particular focus is given to children who do not reach a Good Level of Development (GLD). RWinc assessment information are also passed on.