

# Pipworth Community Primary School



## Transition policy



Article 3: Adults must do what is best for me.

Article 6: I should be supported to live and grow.

Article 23: If I have a disability, I have the right to special care and education.

Article 28: I have the right to an education.

Article 29: I have the right to an education which develops my personality, respect for others' and the environment.

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**Our vision is for all pupils to achieve their best outcomes through a creative, inclusive and engaging curriculum, enabling them to become lifelong learners.**

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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 in to their new learning environment, in preparation for future learning and development. Adults in school recognise that it is our duty to do what is best for pupils as they make these transitions.

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

- Transition from to the EYFS (Early Years Foundation Stage)
- Transition from FS1 (Nursery) to FS2 (Reception)
- Transition from the EYFS to Year 1
- Transition from one class to another
- Transition from KS1 (key Stage) to KS2
- Transition from Year 6 to secondary school

In addition pupils may transition in the school year to Pipworth from another school, or they may transition from Pipworth to another school.

Each of these transitions are unique with their own challenges and expectations.

## **1.1 Aims**

We want our children to experience smooth transitions so that the quality of learning is maintained and their wellbeing is supported so that they are able to continue to make the very best progress.

### **This policy also aims to:**

- Make a happy transition from home to school, year group to year group and if they make an in year transition to or from Pipworth.
- Support all children towards independence and develop confidence and the 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/carers to be partners in their child's education.
- Assist parents/carers in helping their child prepare for school and transition to each new phase.

## **1.2 Principles that underpin the Policy**

This policy reflects the principles established within the school's other policies.

- Approaches to teaching and learning are similar at the point of transition.
- Classroom learning environments are consistent to promote inclusion in all phases of school; this includes the presentation working walls, phonics displays and a norm of 'clutter-free' classrooms.
- Planning is based upon assessment from the previous class or setting.
- The approach to teaching and learning will meet the needs of the individual classes without preconceived notions of what is appropriate for the key stage.
- Children should enjoy new approaches at transition.
- Transition should motivate and challenge children.
- The quality and pace of learning are maintained so that children continue to make good progress.
- Transition should be seen as a process rather than event.
- Parents/Carers and children should be informed and actively involved within the transition process.
- Vulnerable pupils, including those with additional needs or SEND, will be offered additional support, as required, during transition times

## **2. Key transition points**

### **2.1 Transition from home to Foundation Stage 1 (FS1/ Nursery)**

Once a place has been confirmed, arrangements for transition are communicated to parents/carers in writing one month before the child's start date. Families receive a welcome pack containing:

- A Foundation Stage booklet with key information about school
- Administration forms to be completed and returned to school
- FEL funding contract

Upon request, the EYFS Leader will arrange a tour of school for parents/carers.

Parents/carers are encouraged to visit FS1 to meet staff prior to their child starting. In the week that a child starts attending they are required to attend a 'stay and play' session with a parent/carer. Staff use this session to get to know children and gather additional information from parents/carers to ensure that learning and wellbeing needs are met.

If a child has additional needs or SEND, then staff will complete the relevant documents with parents/carers, for example children with medical needs require a care plan.

If a child requires more sessions to help them settle then staff will work with parents/carers on a longer transition package, this may include attending reduced sessions (either time or days) to begin with. Adjusted transition packages will be based on what is in the child's best interest and will be negotiated between parents/carers and the FS1 staff, supported by the EYFS Leader.

## **2.2 Transition to Foundation Stage 2 (FS2 / Reception):**

Pipworth Community Primary School are directed by Sheffield Local Authority admissions who will confirm a school place with parents/carers from March onwards for children due to start school in September.

Once a place has been confirmed, arrangements for transition are communicated to parents in writing from school. In Summer Term (June onwards) families receive a welcome pack containing:

- A Foundation Stage booklet with key information about school
- A welcome booklet for the child, with staff photographs included
- Administration forms to be completed and returned to school

Upon request, the EYFS Leader will arrange a tour of school for parents/carers.

Children and their families are invited to a 'meet the teacher picnic' where they can talk to staff and meet other children who will be starting in their class. Parents/carers are encouraged to share information about their child so that staff can ensure that they have a happy, and smooth, transition to the start of school life.

If a child has additional needs or SEND, then staff will complete the relevant documents with parents/carers, for example children with medical needs require a care plan.

If a child attends another setting, their allocated teacher will liaise with the setting and visit them in session at their current setting. Pupil records and other important information about children and families are shared during this time (all information shared at this point is on a need to know basis and considered to be strictly confidential).

Pipworth staff welcome and encourage visits to our school from other settings during Summer Term. If required, additional visits with parents/carers can be accommodated to ensure children feel confident about starting school.

In the last week of Summer Term children are invited to join us for a whole school transition day. On the day they will spend time with their new teacher and support staff in their new classroom. They are supported to familiarise themselves with the setting and school routines, as well as get to know new friends in their class.

On transition day families are invited to a 'welcome meeting' at which they meet the EYFS Leader and members of the Senior Leadership team, and receive further information about the setting and the settling-in process.

In the first few days of school, FS2 pupils attend for half days so that have time to adapt to their new class and routines. The children stay for lunch and then go home. Giving children this transition time enables them to communicate about their day with families and build on their experiences the following day. By the end of the week all children attend school fulltime.

During the children's time in FS2 they are introduced to a 'Buddy' from KS2 who will be part of their school life, for example reading to them in class, visiting them at break times etc.

### **Children transitioning from Pipworth FS1 to FS2:**

The application process for a school place is the same for all pupils, regardless if they already attend Pipworth FS1. Once a school place is confirmed by the Local Authority the transition procedures above are followed.

In addition to this, during Summer Term staff regularly visit the FS1 setting to spend time with the children that are going to be in their class and children are encouraged to visit their new classrooms.

### **2.3 Transition from EYFS to Year 1 (KS1)**

Transition from the FS2 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.

During the Summer Term, Year 1 teachers visit the FS2 classrooms and outside space with the children they will be receiving. Towards the end of the summer term children visit the Year 1 classrooms and to become familiar with that area of school. If required additional visits are organised for children who need them.

Time is given for the EYFS teacher and Year 1 staff to meet to share the EYFS Profile, Pupil Progress Summary and pastoral information. Teachers identify gaps in children's learning and makes recommendations for interventions that are planned to start in September. The Pastoral Support Team will also speak to staff on a need to know basis about safeguarding issues.

Towards the end of the Summer Term in FS2 children experience a transition from the hands-on practical approach to teaching and learning to a more structured whole-class, teacher-led sessions.

During Autumn Term Y1 teachers gradually increase the amount of whole class teaching and independent work, with more whole class lessons delivered alongside opportunities for hands-on practical learning.

### **2.4 Transition from class to class**

All children visit their new classes towards the end of the Summer Term, spending a day in their new classroom with next year's teaching staff. Children engage in a range of activities, discuss the curriculum and have the opportunity to ask questions.

Transition meetings are timetabled towards the end of the Summer Term. At these meetings individual children are discussed to ensure the receiving teacher has a good understanding of the learning and pastoral needs of each of the children. The class folder is handed over at this meeting, which contains relevant information about the class including the Pupil Progress Summary, progress and attainment data, SEND concerns and care plans. The Pastoral Support Team will also speak to staff on a need to know basis about safeguarding issues.

Assessment information on children's attainment, progress and targets is also shared. The receiving teacher also has access to each child's end of year school report. The progress of all children vulnerable to underachievement is discussed at Pupil Progress meetings held at the end of the Summer Term. Strategies to accelerate the progress of any pupils identified as underachieving are agreed by the teachers.

Parents have the opportunity to meet the receiving teacher on the Transition Da when the children are taken out at home time. This is followed by a meeting with parents during the Autumn Term, which provides information about the routines and expectations of the child's new class and the learning which is planned for the academic year. A timetable and year group newsletter are shared with parents at the start of the school year.

Whilst some activities in the first week of the Autumn term are specifically planned to help children settle in to their new environment and get to know the adults who are now working with them, it is our policy to move to a regular timetable as soon as is practicable in order to maximise the children's learning opportunities.

## **2.5 Transition from KS1 to KS2**

School recognise that the transition from KS1 to KS2 may present some additional challenges for children compared to the 'transition from class to class'. In KS2 the children will have to navigate a different area of school including longer corridors, a new playground and toilets. In preparation for this the children will have regular visits to the KS2 playground during the last 3 weeks of term and staff will visit different areas of the school to ensure that they are able to orientate themselves around.

During the first few weeks of Autumn Term children will be escorted around the building and a buddy system will be used to support them until they feel confident.

## **2.6 Transition from Primary to Secondary School**

Parents/carers will receive information explaining the process of applying to a secondary prior to the application window. Sheffield Local Authority manage and process all applications to secondary school. Admissions will confirm a school place with parents/carers from March onwards for children due to start secondary school in September.

Once places have been offered and accepted, the school liaises with each receiving secondary and engages in their transition programme. This varies between schools but may include the child meeting the Head of Year 7, meetings between the child's class teacher and Head of Year 7 and time spent on transition projects in the child's new school.

The school shares pupil information with the receiving school, including end of KS2 attainment levels and important pastoral information. Pupil records are transferred to the receiving secondary school which will include attainment levels, information about special

educational needs and significant pastoral information. Records of safeguarding concerns are also passed on to the receiving school.

Pupils transferring to Sheffield Park Academy or Sheffield Springs Academy are invited to join the 'Early risers' programme which means that they make the transition to secondary school for the last 2 weeks of Summer Term. Pupils and staff have found that this reduces stress and anxiety over the summer about life in secondary school, thus empowering them for the next stage of school life.

### **3. In year school transitions**

#### **3.1 In year leavers**

If parents/carers wishes to transfer to another school during the academic year they must complete a school transfer form which is then handed into the school office for completion by the Pastoral Support team. Once completed it is signed by the Head teacher and forwarded to the Local Authority admissions team for processing.

Once a pupil is allocated a place at a new school information will be shared as required. When the pupil is taken on role and the Common Transfer File (CTF) has been completed, school will transfer school records, including SEND and safeguarding in a timely manner. The school CPOMS record will also be transferred. Staff will be available to offer support and advice to the receiving school as required.

#### **3.2 In year arrivals**

When a pupils is allocated a place at Pipworth Community Primary School, the office staff will initiate contact with the parents/carers to arrange an appointment to complete school admission forms and meet key staff. If required a care plan or asthma plan would be completed at this time. If a child has allergies and requires a special menu, arrangements can be made at this time. A tour of the school is available upon request.

The Pastoral Support Team make contact with the previous school to gather information about the pupil and family, this may include attendance, attainment, safeguarding, additional needs or SEND. Relevant information is shared with key staff in a need to know basis. If deemed appropriate due to additional services involved, a meeting will be arranged with parents/carers to ensure staff have the information they need to support children in school.

### **4. Pupils with additional needs**

#### **4.1 Pupils with SEND**

Staff recognise that transition times can be significantly more stressful for pupils with SEND. The Senior Leadership Team (SLT) will work in collaboration with staff, SENCOs, the Pastoral Support Team, parents/carers and pupils, to ensure children's are prepared for transition and that their needs are met once that they have made the transition.

Additional resources and activities may be carried out to prepare pupils for transition, for example:

- Photo books of the staff and school
- Social stories that addresses their worries

- Additional visits and time in the new area / class

#### **4.1 Pupils with EAL**

Transition times can be overwhelming for pupils that do not speak English confidently. To support pupils' staff will make extra visits so that pupils have an opportunity to have hands on experiences. The SLT will work in collaboration with staff, SENCOs, the Pastoral Support Team, parents/carers and pupils, to ensure children's are prepared for transition.. Where possible pupils will be placed in a class with someone else who speaks the same language.

#### **4.1 Supporting mental health and wellbeing**

Transition is a very stressful time for pupils and families. At Pipworth Community Primary School we promote 'belonging' through our school pedagogy of 'Team Pipworth'.

Our School Values, in conjunction with being a Rights Respecting School, enables staff to support pupils to understand we are a whole school and transition is an important part of personal development. Our PSHE and RSHE curriculum gives pupils a platform to express and challenge themselves as they prepare for the journey of life.

If a pupil requires additional support they can access:

- Support from the Pastoral Support team
- Time with the school based clinical psychologist

Pupils preparing for secondary school may be offered:

- Group sessions 'preparing for secondary school'
- Additional visits to their new school
- A referral to a supporting agency, such as the Community Youth Team