



# St. Thomas' CE Primary School

## Transition Policy

Updated by Julie Rowles  
& Sarah Weekes

Approved by Governors  
Review Date

September 2024

7th October 2024  
September 2027

### **Policy Statement**

At St Thomas' Primary school we organise transitions around the individual needs of a child. We understand that we have a statutory duty to ensure continuity for children during periods of transition. We believe that smooth transitions support the personal, social and emotional development, learning and future success of every child.

'At its best the management of transition should be part of a broader whole school approach to achieving good curricular continuity and progression in pupils' learning. (Transition – An evaluation by HMI – Ofsted).

Transition is a term that can be applied to any event that results in significant change. It is a process that marks progress through life. In relation to this policy, transition centres on strategies to support children to make successful transfers from pre school settings; from our own nursery setting; from year group to year group and from one key stage to another. For the purpose of this policy the definition of a successful transition will enable children to:

- Develop new friendships
- Settle well into school life
- Be familiar with routines and organisation
- Experience continued curriculum progress.

### **Transition from Private settings/ Home to EYFS at St Thomas'**

- We are keen to develop links with other providers. Teaching staff are given the opportunity to visit children in their pre school settings in order to spend time with them in their familiar environment.
- Staff from PVIs are invited to our setting to discuss any children who will be attending our setting.
- Transfer records are sent from Private settings
- Individual tours around EYFS are offered to parents on enquiry to the school.
- 'Welcome Meeting' - Parents receive an information pack with information about the school at a 'Welcome' Meeting during the summer term prior to their child starting school. At this meeting we collect key information about the child's needs, likes, dislikes, routines and development in preparation for them starting within EYFS.
- Nursery Intake - (children attend part time until they are settled) then access the 30 hours entitlement for working parents as soon as they are settled. Visit with parent first before starting
- Reception Intake – Children attend part time for the first few days to allow staff to get to know the children and for children to become familiar with their new learning environment and rules.

### **Environment**

- We allocate all children with coat pegs with a picture alongside their name.

### **Children with additional needs**

- We collect information at the point of entry about any professionals who are involved with the child and family.
- We seek parental permission to work with other professionals before entry to ensure the setting is ready to meet the child's social, emotional, social and learning needs.

- ASQ3 – We ask for parental permission to share information from previous assessments.

### **Entry into Nursery and Reception**

- Once the children have settled into their new setting Baseline Assessments take place through observation. Staff then share this information with parents at a 'Parents Evening' during the first half term at school.
- Parents as Partners – Parents are invited to workshops linked to the curriculum throughout the year.

### **Children leaving St Thomas' to attend other settings**

- Transfer information is passed onto the new settings (Authority proforma) linked to the Characteristics of Learning, Prime Areas and Specific Areas of Learning.
- Children with Additional Needs – The school SENCO / Class teacher will contact the new setting to discuss the child's individual needs.

### **Transition from Nursery to Reception at St Thomas**

- Nursery and Reception staff work closely together and share the outside learning environment. Throughout the year we take part in activities where staff are working alongside all children within the setting.
- Staff story swaps take place during Summer term.
- Seesaw information / Assessments are shared between staff to ensure individual needs are met on transition between Nursery and Reception.
- Lunchtime routines - Children start to use the whole school yard during the last half term in Reception.

### **Transition from Reception to Year 1**

- We aim to ensure that learning experiences in Year 1 build on previous learning within the Early Years where a kinaesthetic approach to teaching and learning is maintained and built upon to create the children's next steps in learning.
- Within the classroom set up Continuous Provision is available daily for the children to access in the first half-term.
- Before the children start in Year 1 staff from the EYFS team meet to discuss the children's progress and next steps in learning.
- Information passed on to the Year 1 teacher includes
  - o GLD – in which areas a child made National expectations at the end of the Foundation Stage.
  - o Little Wandle Phonic assessments
  - o Reading band coverage
  - o An example of their writing
  - o Seesaw - Evidence of Learning

- Information is used to group, adjust and fine tune the curriculum and set future targets for learning.

### **Transition in subsequent years throughout school.**

- Teachers meet during the Summer term to discuss individual needs and children's progress as they move to the next class.
- Throughout the year there are shared assemblies, celebrations, buddy reading, sports activities and trips encouraging staff and children to get to know each other.
- All children visit their new class to work alongside their new teacher during a transition morning in the summer term.
- Assessments – data / tracking / progress reviews are passed onto next teacher, pupil progress meetings and termly whole-school moderation support transitions.
- Targets in reading, writing and maths are continued over from July to September.
- Transfer of SEND records and plans. SMART targets are created for Autumn Term by the previous class teacher based on their assessments and evaluations.
- One-page profiles are completed and updated at the start of every year for individual children who need extra support.
- Each phase works closely together to ensure consistency throughout school.
- Summer holiday booklets are sent home for any children requiring additional support transferring to a new class. The booklet includes visuals about their new classroom, teacher and timetable to help prepare them for September.

### **Children Joining from Year 1 to Year 6**

- Individual tours offered to all incoming parents and children
- Parents receive a 'Parents' Pack' with information about the school
- New children are assessed quickly by the class teacher.
- A 'buddy' is identified to help the new child to integrate
- Records from previous school are made available to the class teacher and SENCO

### **Transition from Year 6 to Year 7**

- Teachers from St Thomas's feeder secondary school, most frequently Stockport School but other secondary providers too, visit to provide information and lessons in summer term.
- The Year 7 tutors from secondary settings visit Year 6 to meet the children and discuss their thoughts and concerns ahead of transfer
- A formal meeting takes place between the Year 6 teacher/SENCO/Headteacher and the Year 7 tutor of the receiving secondary school to transfer particular information about individual children
- SENCO attends the annual transition event with secondary schools to provide relevant information to the receiving school.

- Identified children (e.g. SEND) receive additional support before and after transition
- The transfer of records to the receiving secondary school takes place
- Year 6 children attend their prospective secondary school for a transition day during the summer term