

Christ Church CE Primary School

'Train up a child in the way they should go and when they are old, they will not depart from it.' Proverbs 22:6



Transition Policy

'We value all children as unique 'Children of God' and welcome them into our safe, loving and supportive Christ Church family. We endeavour to use nurture to encourage individuals to flourish and aspire to reach their God given potential. We rejoice in our rich diversity and our broad, balanced curriculum provides opportunities for all to achieve excellence, open minds and inspire dreams both now and the future'.

Introduction:

The Governing Body of Christ Church CE Primary School is fully committed to the welfare of each child. Care and attention is given to each stage of the child's transition at Christ Church, *through their time here, and beyond into secondary school.*

Aims of this Policy:

Entering a new situation (a new classroom and a new teacher) can be a stressful time and some points of transition e.g. moving key stages, can be especially challenging for some pupils due to the change of building, a more formal classroom approach and larger and unfamiliar environments. Rapid change can lead to insecurity and stress. Children under stress may become withdrawn and unresponsive; alternatively, they may demonstrate inappropriate behaviour. Both extremes can inhibit learning.

We aim for transition periods that:

- Promote the smooth transition of children throughout their time at Christ Church CE Primary School and beyond
- Prevent and alleviate stress
- Promote continuity of teaching and learning

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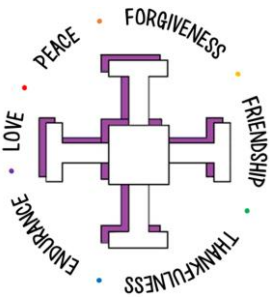
Key principles on which we operate:

- The collection of information prior to the children starting in a new setting will be in co-operation and partnership with parents / carers, existing staff, receiving staff and, if age-appropriate, with the child themselves
- Discussion and collection of information will focus on the whole child and not just child development or academic achievement i.e. routines, interests, family unit
- Relevant medical information alongside any additional needs
- Timescales for transition are variable to meet the individual needs of the child
- Other relevant information e.g. social and emotional concerns, special educational needs and disabilities
- Safeguarding information (all compliant with General Data Protection Regulation (GDPR)) will be shared on a 'need to know' basis

Transition into Early Years

At Christ Church CE Primary School, we work closely with the local pre-schools to ensure that we have detailed information about the children prior to them starting school. The SENDCO and Early Years Leader meet with the pre-schools in the summer term prior to the children starting school. The Early Years teachers observe all of the children in their pre-school settings and we invite the children to join us for a transition day in the summer term too. The Early Years Leader, often along with the Reception class teachers, carry out home visits during the summer term and the children are then placed into two classes (Reception 1 or Reception 2).

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Transition into Key Stage One

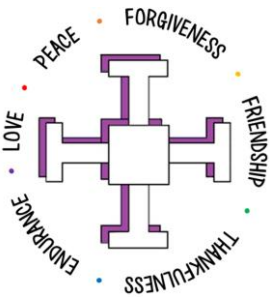
As the children prepare to enter Key Stage 1 (KS1), the Year 1 teachers observe the children in the Early Years setting during the summer term. The Early Years teachers also meet with the Year 1 teachers to discuss the end of year data in order to ensure a smooth transition into Year 1.

Class to Class

Throughout the child's time at Christ Church CE Primary School, smooth transition from class to class will be encouraged by:

- Children being encouraged to share good work with the teacher of their 'next class.'
- A best piece of writing will be chosen by the child to become the first page of their new English book. This chosen piece of work shows what the child is capable of and reminds them of the quality they were producing in their last year.
- Teachers meet in summer term to discuss individual children in new classes.
- One week of transition to the new class and new teacher in July.
- The development of class rules with the children and the setting of expectations in September.
- Summer open evening in July for pupils and parents / carers to meet new teacher informally.
- 'Year Group Curriculum' evenings, held in September to introduce expectations of new class and curriculum.
- The production of a Transition Booklet for those children who find transition difficult. These consist of photographs of their new class teacher, teaching assistant and a number of images of their new environment. These are produced in readiness for the summer holidays

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so that these children have access to them over the long summer break.

School Resource Provision – Sunshine and Moonlight

When children join our School Resource Provision, we recognise and understand the need for a smooth transition. Due to this, our SENDCOs and the Head Teacher are involved in all aspects of transition. Visits will be made to the child's current setting and the SENDCO will begin to gather further relevant information about the child. Conversations with parents/carers are of high importance as they can be used to build a picture of what the provision should look like for each child.

Many 'Sunshiners' or 'Moonlighters' will require a personalised approach for transition and therefore it may look different for each child. Some children may require a three week transition period where they begin with a reduced timetable. The aim of this is to aid regulation and to ensure that the transition is smooth and successful. At XXX, we follow the need of the child and adjust accordingly to suit them.

An example transition period may be:

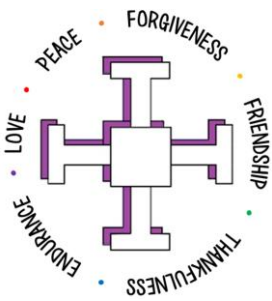
Week One – All mornings

Week Two – Mornings + lunch time

Week Three – Full time

This will vary from child-to-child as some may reach fulltime before week three, whereas others may need much longer. The main point is that we move at the pace of the child.

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Transfer of records:

To help with transition between classes, the teachers ensure that key documents are passed on.

These documents include:

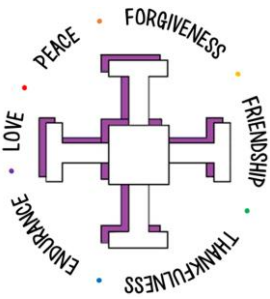
- The most recent provision map or Child-Centred Education Plan
- Behaviour records e.g. risk assessments and Behaviour Support Plans
- Current attainment groupings
- Special Education Needs and Disability (SEND) information and pupil CCEP books

More documents may be passed on depending on what is needed for each class.

Children joining the school

- Individual or group tours are offered to all incoming parents / carers and children.
- Time for the child to spend time with current class is offered, if circumstances are appropriate, to help them get acquainted with their new surroundings.
- Parents / Carers receive a 'Parent / Carer Pack' with information about the school.
- Where appropriate, new children are assessed quickly by class teacher and / or SENDCO.
- A 'buddy' is identified by class teacher to help the new child to integrate.
- Records from previous school are made available to class teacher, SENDCO and Phase Leader.

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Primary (Key Stage 2) to Secondary (Key Stage 3):

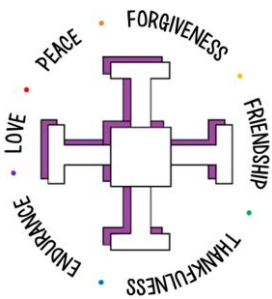
Year 5 pupils are offered the following to begin the process of secondary transition:

1. Parents / Carers and children are encouraged to attend Open Days and Evenings; children's absences are authorised.
2. Children are encouraged to attend sporting, music and other enrichment sessions at secondary schools.

Year 6 pupils are offered the following as part of the process of secondary transition:

1. Parents / Carers' evening held in September to discuss secondary school application procedure.
2. One or two day visit for pupils to new secondary school, usually held in late June or early July.
3. Some schools offer additional visits for identified pupils by the class teacher or SENDCO.
4. Most secondary schools offer a formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary school to discuss pupils.
5. Year 6 teacher completes a profile of assessment and transition needs for each child to pass onto secondary school. The SENDCO contributes further detail where applicable.
6. Identified children (SEND, Children in Care) receive additional support before and after transition.
7. Transfer of pupil records to secondary school.
8. The Y7 tutors from all Walsall Schools visit Y6 children to meet the children and discuss their thoughts and concerns ahead of transfer.

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9. SENDCO meets with Secondary colleagues where appropriate to pass on important SEND information which may have an impact on planning and resourcing.

10. Where possible, Key Adults are made available to support pupils with an EHCP on the transition day. This may be for all or part of the induction day.

Equal Opportunities

We recognise that for some children, transition may be a stressful period of time that can impact on their progress. We will therefore ensure we identify those children requiring specific individual support at an early stage and that the receiving teacher is made aware of this. Christ Church CE Primary School upholds its anticipatory duty towards all incoming pupils.

Written by: Mrs Shelley Till

Date: November 2024

Date for review: November 2026

Signed – Chair of Governors:

Signed – Head Teacher:

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