



# Pupil Transition Policy

## Thakeham Primary School

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Signed

Headteacher:

*S. Norton*

Chair of Resources & Strategic Organisation Committee:

*WR Marshall*

## **Introduction**

Thakeham Primary School is fully committed to the welfare of each child and therefore care and attention is given to each stage of the child's transition whether it is on entry to the school at Reception, within school from year to year, entry into school mid-year or transition to secondary school.

## **Aims of this Policy**

Entering a new situation (a new classroom and a new teacher) for many children is an exciting time. However we acknowledge that for some it can be a stressful time, and some points of transition can be especially so due to the change of classroom or building, approaches and unfamiliar environments. Children and parents/carers need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life. We recognise that children can be vulnerable at each stage of transition and subsequently implement a range of strategies and activities to ensure a smooth and happy transition and continued effective learning.

It is therefore the aims of this policy to:

- promote the smooth transition of children throughout their time at Thakeham Primary School and beyond
- prevent and alleviate stress
- promote continuity of effective teaching and learning

## **Principles that underpin this policy**

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class / setting.
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / key stage.
- There is a professional regard for the information from the previous setting / class.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives particular attention to the particular needs of the children.
- Effective transition takes time, and is a process rather than an event.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.
- Feedback from children and parents is encouraged and valued.

## **Key factors**

- 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.
- Discussions 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 is communicated.
- Timescales for transition are variable to meet the individual needs of the child
- Other relevant information is shared e.g. social care issues, special educational needs.
- Safeguarding information (all compliant with Data Protection Act) will be shared on a 'need to know' basis. Where this is to another school the information will be sent separately to the child's school file in line with our Child Protection Policy.

## **Pre-School to EYFS (Reception)**

### **Parents/Carers:**

- are invited to a transition meeting which is used as an opportunity to introduce parents to their child's new teacher(s) and teaching assistants. Our School Vision and expectations of behaviour and systems are shared. An outline is given of the curriculum and topics across the year, the routines in place and how home and school can work closely together to support their child. For example parents have an opportunity to find out about FOTS (Parent-Teacher Association) and how learning can be supported at home. Parents may also be introduced to the School Nurse Service, Chartwells (School Meal Service) and have an opportunity to browse School Uniform.
- receive an information pack and prospectus.
- return all relevant permission slips and forms to the school and sign up for Chartwells School Meals, Milk, Fruit/Veg scheme as required.
- are invited for a tour of the school if they have not previously visited the school.
- are invited to the first transition visit with their child to meet the classteacher(s) and spend time in their new classroom with their new classmates.
- are invited to record both their own and their child's feelings on the transition form sent home following the 3<sup>rd</sup> transition visit.
- are invited to a group meeting 4 weeks into the Autumn term with their classteacher to review how the children are settling in and to find out in more detail about the curriculum, especially phonics and reading and to understand the school routine in greater detail. Parent/carer (and pupil) voice is also sought about the transition process through discussion and a questionnaire.

### **Children:**

- spend a total of 3 taster sessions with their new class in the summer term before they start school (the first of which will be accompanied by their parents). . Breaktimes are separate to the rest of the school.
- with particular needs or SEND may have additional visits accompanied by their pre-school key worker who may also support the child with a visual record of the school.
- start school as part of a staggered approach. Younger children will attend morning sessions (including lunch) and build up to full days by the end of the first week (dependent on INSET). Older children begin with full days. There is flexibility with agreement of the Headteacher and WSCC Admissions.
- in the current Reception class make a 'What happens in Reception?' book to be shared with the next Reception class.

Children and parents together complete an information sheet before the end of the summer term about the child's interests etc to aid personalised curriculum planning for the term ahead.

There are a number of opportunities for pre-school children and their families to join us ahead throughout the year e.g. Nativity, Sports Afternoon etc.

### **The Classteacher(s):**

- will visit each child's previous pre-school setting for the purposes of observing and information sharing. The Headteacher may also visit.
- plans activities for the new children to ensure they get to know one another both on the transition visits and during the first few weeks.
- plans learning opportunities to find out each child's interests and strengths and what they already know about the forthcoming topic and what they might like to ask (child led enquiry).
- read the incoming EYFS records and any other records from the previous setting to ensure effective planning.

- stays with the children at lunchtime for the first week to ensure the children are settled and the Headteacher also monitors how the children are settling in and supports as necessary.

Any staff new to the class join the children on as many of the transition visits as possible and may spend some planned time in Reception class during the summer term.

**Office Staff:**

- provide the parents/carers with an information pack containing a school prospectus and information on school uniform and ensures all permission letters, contact details and medical forms are provided and returned to school
- ensure the parent /carer has completed a data collection sheet and update SIMS as soon as possible.
- allocate the child a house team (ensuring siblings are in the same team).

**The Inclusion Co-ordinator:**

- will visit the pre-school settings to observe any children with individual needs and discuss these with the key worker.
- will also spend time observing and interacting with these children during at least one of the transition taster sessions.
- will facilitate any additional transition meetings with parents and visits by pupils.

Any safeguarding information and records will be shared with the Designated Member of Staff for Child Protection who will share with staff on a relevant and 'need to know' basis.

**In house transition**

**Parents/Carers:**

- have an opportunity to meet the new classteacher in the 2<sup>nd</sup> week of the Autumn term and to find out the class routines, expectations and curriculum details for the year ahead.
- Receive termly or ½ termly Curriculum Information Letters to inform them of the planned learning. These are also available on the school website.
- Have numerous opportunities to meet the classteacher and join the class for a wide range of activities and celebrations (see Communications Policy, school newsletters and Curriculum Information Letters).

**Children:**

- write a letter to their new teacher in the summer term ahead of their transition visit
- visit their new classes and teaching team for an afternoon towards the end of the summer term.

**Classteachers:**

- plan learning opportunities during the transition afternoon for their incoming class to find out each child's interests and strengths and what they already know about the forthcoming topic and what they might light to ask (child led enquiry).
- attend a handover meeting with the next/previous classteacher to share each child's academic, social and emotional strengths and areas for development. The following are discussed and passed on to the next teacher for further reading:
  - Assessment file
  - Pastoral file
  - See appendix 1 for expected contents of these

- ensure they have read the previous academic year's report for each child in their incoming class.
- All English and Maths books, Sketch Books, Language folders/books and Reading Records are passed up with the child to the next classteacher. Children continue working in these books in September.
- Any other books are supplied new to the children.
- Examples of ALL children's work of different abilities in each year group are kept at the end of each year (and sent home the following year) for Ofsted purposes.

## **In year admissions from EYFS (Reception) to Year 6**

### **Parents/Carers:**

- visit the school for a tour and to meet staff and discuss their child's needs.
- receive an information pack including the school prospectus.
- return all relevant permission slips and forms to the school and sign up for Chartwells School Meals, Milk, Fruit/Veg scheme as required.
- receive handouts from the initial Autumn parent/teacher meeting and the current term's Curriculum Information Letter.

### **Office staff:**

- request the school records and CTF\* from the child's previous school and make this available the classteacher and Headteacher
- inform WSCC of any child joining or leaving the school before removing a pupil from the admission register and provide them with:
- provide the parents/carers with an information pack containing a school prospectus and information on school uniform and ensures all permission letters, contact details and medical forms are provided and returned to school
- ensure the parent /carer has completed a data collection sheet and update SIMS as soon as possible.
- allocate the child a house team (ensuring siblings are in the same team).
- notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point.

### **Inclusion Co-ordinator:**

- contacts previous school to receive information and discuss needs relating to SEND, MAP, PP, CLA and EAL children.
- meets with the pupil, parents/carers and staff to discuss needs and support before drawing up any support needed in line with other school policies
- monitors how the child settles in and responds to support in line with other school policies, visiting the child's class and observing as necessary.
- supports staff as needed.

### **Classteacher:**

- organises a set of books and a coat peg for the new pupil.
- reads and acts upon all available records from previous setting made available to them.
- requests further information as needed from the previous school and makes contacts by phone if necessary as supported by the Headteacher.
- ensures the new child is given a buddy from within the class.
- ensures the child is quickly made aware of and understands key class and school routines and systems e.g. Vision, timetable, Super Learning Hero Rules, Learning

Ladder, Super Learning Heroes, rewards, location of key areas of the school and toilets and is familiar with the Fire Emergency Plan etc.

- ensures the child has an appropriate level reading book and is set up ready for any Home Learning by the end of the first week.
- Liaises with the IT Technician to ensure the child has a log in.
- Enables reading and spelling assessments to be carried out within the first 2 weeks.
- supports the child to assimilate smoothly into the class getting to know the child's interests to facilitate this.

The DMS contacts the previous school requesting any child protection information who will share with staff on a relevant and 'need to know' basis.

### **Children leaving in-year from EYFS to Year 6**

- Parents are invited to a meeting with the Headteacher.
- The classteacher and office should ensure all records are passed on promptly including safeguarding records (sent separately via DMS). This should include:
  - CTF file\*
  - All assessment data including EYFS, Y1 Phonics, SATs, SIMS National Curriculum data, reading and spelling data
  - All annual reports
  - Details of any SEND, MAP, PP, CLA, EAL
  - Behaviour records
  - Medical needs
  - Pupil Log
  - Parents' Evening notes

The office must notify their WSCC when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations<sup>1</sup> (Annex A) of the 'Children Missing Education' statutory guidance September 2016. This notification must include:

- (a) the full name of the pupil
- (b) the full name and address of any parent with whom the pupil normally resides
- (c) at least one telephone number of the parent
- (d) the pupil's future address and destination school, if applicable, and
- (e) the reason in regulation 8 under which the pupil's name is to be removed from the admission register.

The office and Headteacher must make reasonable enquiries to establish the whereabouts of the child jointly with WSCC, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii) (see Annex A) of the 'Children Missing Education' statutory guidance September 2016.

Where there is concern for a child's welfare, this should be referred to MASH & LSCB. If there is reason to suspect a crime has been committed, the police should also be involved. Where there is a concern that a child's safety or well-being is at risk, it is essential to take action without delay.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register. This should only be when making reasonable enquiries to establish the whereabouts of the child with WSCC and the Education Welfare Service, have failed. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

*\* There may be exceptional circumstances when standard rules for sending and receiving a CTF for a pupil might not apply. Each case would need to be judged on its merits in consultation with relevant parties. Circumstances when it is not considered appropriate to pass on details via a CTF might include a family escaping a violent partner; if the family is in a witness protection programme; or where there are concerns that the child is at risk of forced marriage. Guidance on how to share information in these circumstances is included in the CTF guidance.*

## **Year 6 to Secondary School**

From September 2018 children will transition from Thakeham Primary School to secondary school. For many this will be Steyning Grammar School on our shared Rock Road site, though this will largely depend on the pupil's address and if they are in the catchment area. Transition arrangements are likely to be similar to those between the Chanctonbury group of primary schools and Steyning Grammar School's Church Street site and are to be developed and agreed over the forthcoming academic year.

## **Equal Opportunities**

We recognise that for some children e.g. special educational needs, children looked after, English as an additional language, vulnerable children, transition may be a stressful period of time that can affect their progress. Hence we will ensure we identify those children requiring special attention/support, whatever their race/colour/gender/beliefs, at an early stage and the receiving teacher made aware of this.

Measures are taken to ensure all children are given the opportunity to experience a similar ease of transition.

## **APPENDIX 1**

### **Pastoral File Contents:**

- Pupil Logs
- Behaviour records
- Individual behaviour plans and risk assessments
- Cause for concern forms
- ILPs
- Parents' Evening notes
- Record of awards e.g. Heateacher, SLH, Reading, Times Tables
- Medical needs
- Attendance records
- School System pupil log ins

### **Assessment File**

- Class summary sheet (SEN&D, MAP, PP, CLA, EAL)
- Class groupings at end of year
- ILPs
- Record of Reading book band colour
- Reading and Spelling standardised test results
- Termly Pupil progress meeting notes, assessment spreadsheet, Venn Diagrams
- Super Learning Hero self-assessments

- EYFS outcomes
- Year 1 Phonics screening outcomes
- SATs teacher and test outcomes